

# JURUPA UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION REGULAR MEETING AGENDA

## MISSION STATEMENT

The mission of the Jurupa Unified School District is to create for our students a dynamic learning environment that is safe, healthy, and based on mutual respect, cooperation, and support among students, staff, parents, and the broader community. Staff and parents serve as educators and positive role models for all students by helping them develop a sense of responsibility, character, creativity and the skills to become successful, productive citizens of our democracy.

BOARD OF EDUCATION Mary Burns, President Sam Knight, Clerk John Chavez Holly Hanke

SUPERINTENDENT Benita B. Roberts

**MONDAY, JULY 1, 1996**

**EDUCATION CENTER BOARD ROOM #16, 3924 Riverview Drive, Riverside, CA 6:00 p.m.**

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

Call to Order in Public Session

(President Burns)

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

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

The Board will adjourn to Closed Session pursuant to Government/Education Codes listed below.

**LABOR NEGOTIATIONS:** Pursuant to Government Code Section 54957.6, the board will be discussing its positions regarding any matter within the scope of representation and instructing its designated representatives for negotiations with employee groups.

**PUBLIC EMPLOYMENT:** Pursuant to Government Code Section 54957, the Board will be discussing personnel matters to include Personnel Report #1, and contracts of the Superintendent, the Assistant Superintendents and the Director of Curriculum and Categorical Projects.

**STUDENT DISCIPLINE:** Pursuant to Education Code Sections 48900 and 48915, the Board will be discussing Expulsion Cases #96-108, #96-109, #96-110, #96-111; Admission Case #96-002, and Readmission Cases #96-036, #96-049, #96-052, #96-053 and #96-073.

## **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 Burns, Mr. Knight, Mr. Chavez, Ms. Hanke

Flag Salute

(President Burns)

Invocation

(President Burns)

## COMMUNICATIONS SESSION

### 1. Recognition

#### \* a. Recognize Receipt of Grant (Mr. Taylor)

Information was recently received by the District that several schools qualified for an Inland Technology Consortium grant. The grant will allow a school without Internet connection to purchase a modem and communications software, to acquire a site phone line for connecting purposes and to pay for connection costs and several months of standard telephone service which will permit teachers and students to access, use and evaluate the Internet as a curriculum and program resource.

The following schools have qualified for \$400 each:

Jurupa Middle School	Nueva Vista High School
Jurupa Valley High School	Peralta Elementary School
Mira Loma Middle School	Rubidoux High School
Mission Middle School	Sunnyslope Elementary School

A copy of the notification letter from the Inland Technology Consortium is included in the supporting documents. 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.

Mr. and Mrs. R. Bain, of Riverside, wish to donate \$70.00, with the request it be used to purchase instructional supplies for Mrs. Bain's classroom at Camino Real Elementary School.

Mr. and Mrs. J. Johnston, of Riverside, wish to donate \$200.00, with the request it be used to purchase instructional supplies for Mrs. Johnson's classroom at Camino Real Elementary School.

The Camino Real Elementary School PTA wishes to donate \$3,163.55, with the request it be used toward the costs of assemblies at the school (\$3,000), and for a sixth grade field trip (\$163.55).

The Granite Hill Elementary School PTA wishes to donate \$488.75, with the request it be used to purchase instructional materials for the school (\$59.25), popsicles for all "Skills Day" participants (\$213.00), and toward the "Good Guys" Assembly (\$216.50).

The Mission Bell Elementary School PTA wishes to donate \$500.00, with the request it be used to purchase a new stage for the school.

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

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

(Mr. Edmunds)

The Pacific Avenue Elementary School PTA wishes to donate \$3,177.00, with the request it be used to pay for field trips, supplies and printing (\$3,000.00); and to pay for popsicles (\$177.00) for the school.

The Stone Avenue Theatre Group wishes to donate \$762.00, with the request it be used to pay expenses incurred during the production of the play "The Wizard of Oz" and for classroom instructional materials at Stone Avenue Elementary School.

The Sunnyslope Elementary School Student Council wishes to donate \$436.00, with the request it be used to purchase physical education equipment for the school.

Mr. Carl Zitek, a teacher at Sunnyslope Elementary School, wishes to donate \$100.00, with the request it be used to purchase instructional supplies for the school.

Mrs. Harriet Huling, a teacher at Sunnyslope Elementary School, wishes to donate \$25.00, with the request it be used to purchase books and instructional supplies for the school library.

Mead School and Office Products Division, of Garden Grove, wishes to donate notebooks and school supplies, valued at approximately \$265.00, with the request they be used by students at Van Buren Elementary School.

The Mira Loma Middle School PTA wishes to donate \$2,998.50, with the request it be used for the following:

Department	Amount
English/Language Arts	\$250.00
Social Studies	250.00
Math	250.00
Science	250.00
Physical Education	250.00
Special Education	250.00
Elective	250.00
Library	250.00
Awards and Incentives	450.00
Disaster Supplies	450.00
Miscellaneous	<u>98.50</u>
<b>TOTAL</b>	<b>\$2,998.50</b>

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

### **b. Other 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**

### **Hold Public Hearing on an Energy Service Contract with Creative Lighting, Inc.**

The Board has previously entered a contract with the State Public Works Board to complete energy efficiency projects in the District. One of these projects is the retrofit of the Rubidoux High School stadium lighting. In order to complete this work, the process spelled out in the Government Code requires that the District request proposals and evaluate them on the experience of the contractor, the type of technology employed by the contractor, cost to the District, and other relevant considerations. If a determination is made that the contract is in the best interest of the District, the Board may then enter into an energy service contract at a regularly scheduled Public Hearing.

The Board will consider authorizing an energy service contract with Creative Lighting, Inc. under Agenda Item B in the Action Session. President Mary L. Burns should formally open and close the public hearing on this matter.

## **ACTION SESSION**

### **\* A. Approve Minutes of June 17, 1996 Regular Meeting**

Recommend approval as printed.

### **\* B. Approve Resolution #97/04 for Rubidoux High School Stadium Lighting Retrofit and Approve the Issuance of Purchase Order #90848 for the Cost of Construction**

(Mr. Edmunds)

At the March 4, 1996 Board Meeting, the Board approved the adoption of Resolution #96/19 "Approving an Energy and Water Service Contract with the State Public Works Board of the State of California".

One of the projects included in the executive summary of the Energy and Water Service Contract was the Rubidoux High School Stadium Lighting Retrofit.

The Purchasing Department contacted nine contractors specializing in the field of stadium lighting. Seven prospective contractors attended the job walk on June 11, 1996. The District received one bid with the details appearing below:



- \* **B. Approve Resolution #97/04 for Rubidoux High School Stadium Lighting Retrofit and Approve the Issuance of Purchase Order #90848 for the Cost of Construction** (Cont'd)  
(Mr. Edmunds)

<u>Contractor</u>	<u>Base Bid</u>	<u>Alternate #1</u>	<u>Total Amount</u>
<b>Creative Lighting, Inc.</b>	<b>\$29,600</b>	<b>\$12,300</b>	<b>\$41,900</b>

Government Code Section 4217.16 authorizes a public agency to let an energy service contract without formal bidding if the Governing Board determines that it is the best interest of the public agency prior to awarding the contract. The Governing Board must determine that the anticipated cost of construction be offset from revenues resulting from funding which otherwise would have been issued for the purchase of the electrical, thermal, or other energy required by the District in the absence of conservation measures. The Board may make this finding based upon the Feasibility Study for energy efficient projects prepared for the Office of Energy Assessments in January, 1996.

Administration recommends the Board adopt Resolution #97/04 and authorize the issuance of Purchase Order #90848 in the amount of \$41,900 to Creative Lighting of Anaheim, California.

- \* **C. Approve School Representatives to CIF Leagues** (Mr. Taylor)

In order for school representatives to the California Interscholastic Federation (CIF) to be eligible to vote, they must first be ratified by the Board. The representatives from Jurupa are as follows:

Jurupa Valley High School: Ralph K. Martinez, Representative

Rubidoux High School: Rick Stangle, Representative  
Don Vail, Alternate

It is recommended that the Board ratify Rick Stangle, Don Vail and Ralph K. Martinez as representatives to the California Interscholastic Federation (CIF) Leagues.

- \* **D. Approve Submittal of Demonstration Program/English Language Arts Application** (Mr. Taylor)

Mission Middle School is reapplying for a grant to supplement their English/Language Arts program. If they are successful in being funded, this would be the eighth year that the school would receive funds. The school is eligible to receive \$2,857.43 in carryover funds for the 1996/97 school year.

In preparing the application, the staff was required to describe the extent to which they met their objectives for the current school year and to list proposed objectives and activities for the 1996/97 year. A copy of the application is included in the supporting documents for Board members.

It is recommended that the Board approve the submittal of Mission Middle School's Demonstration Program English/Language Arts application for the 1996/97 school year.

**\*\* E. 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, Title I, 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: Camino Real, Glen Avon, Granite Hill, Sunnyslope and Jurupa Middle 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.

In 1995-96, five schools (Ina Arbuckle, Pacific Avenue, Rustic Lane, Troth Street and West Riverside) went through a planning year in order to provide services to all students through a Title I schoolwide program. During this planning year, a comprehensive needs assessment, staff development and transitional activities, as well as identification of parent involvement, monitoring and assessment measures were required in order to develop a comprehensive school plan for schoolwide implementation. Due to the extensive rewriting required for schoolwide plans, they will be presented at the next regularly scheduled Board meeting. Copies of school-based 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 1996/97 school year.

**F. Authorize Issuance of Purchase Order #90800 for Computers for Peralta Elementary School**

(Mr. Edmunds)

The Purchasing Department has received requisitions from Peralta Elementary School for computer equipment as follows:

- Power Mac w/Writing Tools (1)
- Power Mac w/Elementary Curriculum Bundles (2)
- Power Mac w/Multimedia Tools (2)
- Power Mac w/Teacher solution (1)
- Power Mac w/Elementary Reference (2)
- LaserWriter 16/600 (1)
- Power Macs (5)

The equipment will be purchased with F & E funds.

A bidding opportunity does not exist for the purchase of Apple Macintosh Computers, since Apple markets their education line of computers directly to school districts.

Glendale Unified School District specifically names Jurupa Unified School District, along with all other districts in the state, as eligible to utilize the Glendale bid. As such, administration intends to utilize the pricing from this bid to purchase the requested equipment.

Board Policy states that all purchases in excess of \$12,000 must be approved by the Jurupa Unified School District Board of Education before issuing a purchase order, therefore a request is being made for this approval.

Administration recommends the Board approve the issuance of Purchase Order #90800 to Apple Computer in the amount of \$28,726.15 (including tax) for the purchase of this equipment.

#### **G. Authorize Purchase of Computers and Printers for the Food Services Department**

(Mr. Edmunds)

At the June 17, 1996 Board Meeting, the Board authorized the purchase of P.C.S. Revenue Control Systems, Inc. software and point of sale hardware. At that time, Administration informed the Board of the need to purchase an additional 20 computers and 20 printers, one for each school cafeteria.

The following quotations for the equipment were received:

<u>Company</u>	<u>Quote</u>
Primary Computer Services	\$28,446.00
FTA Technologies	\$28,747.40
Micro Controls International	\$29,010.57

Administration recommends the issuance of Purchase Order #90854 to Primary Computer Services of Montclair, California, in the amount of \$28,446 (including tax) for the purchase of 20 computers and 20 printers.

#### **H. Review and Act on Timely School Facility Matters**

- \* 1. Approve Notice of Completion for Providing Network Wiring for Mira Loma Middle School Under Bid #96/04L (P.O. #88970) (Mr. Edmunds)
- \* 2. Approve Notice of Completion for Jurupa Valley High School Marquee Sign (P.O. #86311) (Mr. Edmunds)
- \* 3. Approve Emergency Resolution #97/01 for Peralta Elementary School (Mr. Edmunds)

During the course of construction for Peralta Elementary School, the Board has approved total change orders in the amount of \$444,449.69. Some of these change orders were for items of public utility, for the protection of the school property, and for unforeseen geological conditions. These items were emergency in nature in that they were sudden occurrences of situations; and approval of these items was necessary in order to prevent the project from shutting down. A listing of the change order items is included in the supporting documents for the Board's information.

Public Contract Code 20118.4 limits the amount of change orders to ten percent (10%) of the original contract price. The original contract price for Peralta was \$4,188,000, and the 10% threshold is \$418,800. The cumulative amount of the emergency change order items has caused the total of change orders to exceed ten percent (10%) of the contract total.

Public Contract Code 20113 enables a district in an emergency to make any repairs, alterations, or improvements necessary to permit the continuance of existing school classes, or avoid danger to property. The Board may approve, by unanimous vote, with the approval of the County Superintendent of Schools, and authorize the work to be performed without advertising for bids.

Resolution #97/01 will retroactively exempt \$250,325.96 in change orders from the ten percent (10%) of the original contract price and will allow the District to proceed with construction and necessary change orders in order to complete the project.

Administration recommends the adoption of Resolution #97/01 for Emergency Work Necessary to Complete the Construction of Peralta Elementary School.

## **H. Review and Act on Timely School Facility Matters (Cont'd)**

### **\* 4. Approve Change Order #8 for Peralta Elementary School (Mr. Edmunds)**

Change Order #8 for Peralta Elementary School is for a time extension of 10 days, and an addition to the construction contract in the amount of \$97,695.05.

The following items are for Portion One for service site work:

Regrading; relocate bubblers; catch basins; and play area grading

The following items are for Portion Two for construction work:

Additional roof mansard support; landscape slopes; soffit vents; additional security system contacts; ceramic tile; thin set ceramic tile floors; 1 x 4 wood trim; play area paving; exterior drinking fountain; optional parapet details; roof hatch framing; and provide guardrails

Portion One for service site work adds \$15,349.00 and no time extension, and portion two for construction work adds \$75,455.10 and a time extension of 10 days to the contract.

Administration recommends that the Board approve Change Order #8 on Legal Bid #94/08L/09L for Peralta Elementary School in the amount of \$97,695.05.

### **5. Approve Mobile Home Purchase for Rubidoux High School (Mr. Edmunds)**

At the May 6, 1996 Board Meeting, the Superintendent made a supplemental report to the Board regarding the purchase of a mobile home for Rubidoux High School's agriculture area. After review of the information, the Board approved the replacement of the mobile home residence for the watchman at Rubidoux High School. Administration viewed several mobile homes in the price range authorized by the Board. A mobile home offered by Mr. Robert Ortiz of Riverside, California offers the best value at \$15,000. The home is a 1983 Fleetwood 12' x 56' in length and includes three bedrooms and 2 bathrooms. The sales price includes two 10' x 56' aluminum awnings and a small 4' x 6' storage shed.

Administration recommends authorization for the issuance of Purchase Order #90849 to Mr. Robert Ortiz of Riverside, California in the amount of \$15,000 for the purchase of this mobile home.

### **6. Approve Authorization to Purchase Three Portable Classrooms (Mr. Edmunds)**

At the June 17, 1996 Board Meeting, the Board authorized administration to purchase three additional portable classrooms; two for Rubidoux High School and one for the Education Center.

The Purchasing Department has reviewed several open bids that can be utilized to purchase these portable classrooms and determined that the best value can be received by purchasing two portable classrooms for Rubidoux High School from the San Diego County Office of Education bid in the amount of \$26,218 each, and one triple-wide portable for the Education Center from the Eureka City Schools' bid in the amount of \$45,491.00

Administration recommends the issuance of Purchase Order #90850 to Modtech of Perris, California, in the amount of \$97,927 for the purchase of three portable classrooms.

## **H. Review and Act on Timely School Facility Matters** (Cont'd)

### **\* 7. Approve Emergency Resolution #97/03 for Concrete and Electrical Work for Twelve Portable Classrooms** (Mr. Edmunds)

It is necessary for the District to take emergency action to complete the concrete and electrical work required to install twelve (12) portable classrooms this summer. This action will enable the District to have the classrooms in place for classes to begin on September 3, 1996. There is insufficient time remaining this summer to allow for formal bidding of the work. Public Contract Code 20113 allows a district in an emergency to make any repairs, alterations, or improvements necessary to permit the continuance of existing school classes, or avoid danger to property. Administration estimates the cost of this project to be approximately \$90,000 for electrical work and \$40,000 for concrete work.

Administration recommends the Board approve Resolution #97/03 for Emergency Procurement of Concrete and Electrical Work at Rustic Lane and Troth Street Elementary Schools, MOT, Food Services, Jurupa Valley High School, and Rubidoux High School S-Wing.

### **8. Hear and or Approve Other School Facility Matters** (Mrs. Roberts)

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

## **I. Act on Student Discipline Cases** (Dr. Hendrick)

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

### **EXPULSIONS:**

- \*\* 1. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #96-108 for violation of Education Code 48900 (a & k) for the remainder of the current semester and the semester following.
- \*\* 2. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #96-109 for violation of Education Code 48900 (b & k) for the remainder of the current semester and the semester following.
- \*\* 3. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #96-110 for violation of Education Code 48900 (b, k & m) for the remainder of the current semester and the semester following.
- \*\* 4. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #96-111 for violation of Education Code 48900 (k) for the remainder of the current semester.

### **ADMISSION:**

- \*\* 1. The Administrative Hearing Panel recommends the admission of the pupil in Discipline Case #96-002 to the schools of the Jurupa Unified School District.

**I. Act on Student Discipline Cases (Cont'd)**

(Dr. Hendrick)

**READMISSIONS:**

- \*\* 1. The Administrative Hearing Panel recommends the readmission of the pupil in Discipline Case #96-036 to the schools of the Jurupa Unified School District.
- \*\* 2. The Administrative Hearing Panel recommends the readmission of the pupil in Discipline Case #96-049 to the schools of the Jurupa Unified School District.
- \*\* 3. The Administrative Hearing Panel recommends the readmission of the pupil in Discipline Case #96-052 to the schools of the Jurupa Unified School District.
- \*\* 4. The Administrative Hearing Panel recommends the readmission of the pupil in Discipline Case #96-053 to the schools of the Jurupa Unified School District.
- \*\* 5. The Administrative Hearing Panel recommends the readmission of the pupil in Discipline Case #96-073 to the schools of the Jurupa Unified School District.

Administration recommends the discipline action as described and listed above.

**J. Approve and Act on Personnel Matters**

- \* 1. Approve Personnel Report #1

(Mr. Campbell)

Administration recommends approval of Personnel Report #1 as printed subject to corrections and changes resulting from review in Closed Session.

- \* 2. Ratify Tentative Agreement with CSEA

(Mr. Campbell)

A tentative agreement has been reached with CSEA, Chapter #392 on a successor Agreement covering the periods from July 1, 1995 through June 30, 1998. Specifically, it provides for an 1.85% increase to the basic salary schedule retroactive to July 1, 1995, with an additional 4% increase to the salary schedule effective on February 1, 1996.

It has also been agreed that the Agreement will extend through June 30, 1998 with reopener negotiations each year on salary and benefits, plus up to two additional Articles selected by each party. Additions and modifications have also been made to several Articles in the current Agreement. A copy of the tentative agreement, including those Articles, is included in the supporting documents with the changes highlighted. CSEA ratified the tentative agreement on June 12, 1996.

The disclosure requirements of Government Code Section 3547.5 have been satisfied, with appropriate information being provided to the Riverside County Office of Education. A completed copy of the "Disclosure of Collective Bargaining Agreement" form is included with the supporting documents.

It is recommended that the board ratify the tentative agreement with CSEA for a successor Agreement effective July 1, 1995 through June 30, 1998.

**J. Approve and Act on Personnel Matters (Cont'd)**

**3. Consider Ratification of Management Contracts**

(Mrs. Roberts)

After deliberation in Closed Session, the Board should consider ratification of the contracts for management staff, including the Superintendent, the Assistant Superintendent Business Services, the Assistant Superintendent Education Services, the Assistant Superintendent Personnel Services and the Director of Curriculum and Categorical Projects.

Administration recommends that the Board ratify the contracts of the Superintendent, the Assistant Superintendent Business Services, the Assistant Superintendent Education Services, the Assistant Superintendent Personnel Services and the Director of Curriculum and Categorical Projects.

**K. Approve Routine Action Items by Consent**

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

- \* 1. Purchase Orders (Mrs. Lauzon)
- \* 2. Disbursements (Mrs. Lauzon)
- \* 3. Agreements (Mr. Edmunds)
- \* 4. Adopt Resolution #97/02 for Child Care and Development Services (Mr. Mendez)

The California Department of Education requires that the local Board of Education authorize the district to enter into an agreement to provide child care services in the State Preschool Program. In addition, the resolution includes those employees authorized to sign transactions for the Governing Board. Resolution 97/02 is included in the supporting documents.

Administration recommends that the Board approve Resolution #97/02, entering into an agreement with the California Department of Education to provide child care and development services in the fiscal year 1996/97.

**L. Review Routine Information Reports**

- \* 1. Review Unadopted Minutes of Fourth Meeting of the District Advisory Council for the Consolidated Application (Mr. Taylor)

The Unadopted Minutes of the fourth meeting of the District Advisory Council for the Consolidated Application is included in the supporting documents for the Board's review. Information only.

- \* 2. Review Unadopted Minutes of Third Meeting of the District Bilingual Advisory Council for the Consolidated Application (Mr. Taylor)

The Unadopted Minutes of the third meeting of the District Bilingual Advisory Council for the Consolidated Application is included in the supporting documents for the Board's review. Information only.

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

\* 3. Review 1995/96 Elementary School Retentions

(Mr. Taylor)

Information regarding retentions for the 1995/96 school year is included in the supporting documents.

Districtwide, twenty-six (26) K-6 students have been recommended for retention: 35%, or nine, of the retained students are in kindergarten and 42%, or eleven, students are in the first grade. Information only.

4. Recruitment for Supervisor of Accounting

(Mr. Edmunds)

In order to assist with the increasing complexity of District financial matters, Administration intends to recruit for the Supervisor of Accounting position at Range VII on the Classified Management Salary Schedule. We hope to have a person selected to begin working by early August. Information only.

5. Review Non-Public School Placements

(Dr. Hendrick)

The district is responsible for serving all handicapped children who are at least three (3) years of age, but not over twenty-two (22) years of age, under the Individual and Disabilities Education Act (IDEA) of 1990 (PL 101-476). When no appropriate public school placement is available either within the local school district or the County Office of Education, then it is necessary to place these pupils in a non-public school. The law requires that we advise the Board of such placements.

One (1) Speech and Language Impaired and six (6) Severely Emotionally Disturbed (SED) pupils have been placed at non-public schools. Three (3) have been placed at Somerset, one (1) at Advocate School, one (1) at Crossroads and two (2) at Children's Center. One (1) resides in an LCI operating within the District and is, therefore, 100% reimbursed by the State. Information only.

6. Future Board Meetings

(Mrs. Roberts)

The July 15 and the August 5 Board meetings will be held in the Education Center Board Room. Information only.

ADJOURNMENT



JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**DISTRICT  
CONSOLIDATED  
APPLICATION  
EXECUTIVE SUMMARIES  
AND  
LOCAL ANNUAL REVIEWS  
1996-97**



JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**CAMINO REAL ELEMENTARY SCHOOL**  
CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1996-97

Camino Real staff, parents and students are proud of student achievement and the success of the School Improvement 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 modification.

**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 word processing instruction.

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.

Continue computer lab/classroom computer use. Utilize problem solving/critical thinking software.

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)

**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**

Provide assemblies to expose students to professional artists (Music Center).

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 Components**

Continue after school programs to help students "bond with the school" (e.g., sports, music, photography, science, computers, art...) Purchase materials as 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 education efforts. Establish a parent room. Purchase parent education material.

Continue 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.

Continue efforts to maintain an inviting, safe and orderly campus.

Because the Camino Real SBC 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 - 1996-97

The following report is comprised of data collected from achievement tests, performance assessments, pre-post criterion referenced testing and enrollment data.

Reading

- While proficiency test results are not available to date for the 95-96 school year, the sixth grade Stanford Achievement test results from Spring 1995 indicate that over 75% of Camino Real students are meeting minimal proficiency standards in reading.
- 95 students are each receiving small group assistance in reading for an average of 30 minutes a day. Pre/post testing shows an average gain of 14 percentile points in reading, vocabulary and 17 percentile points in reading comprehension.

Mathematics

- Sixth grade Stanford Achievement test results from Spring 1995 indicate that 90% of Camino Real students are meeting minimal proficiency standards in math.
- 45 students received small group assistance in math this year in before and after school tutorial programs. While specific pre/post criterion referenced tests are not available on all students, parents and teachers with students participating in this program rated it as extremely effective and decided to continue this program in future years.

Writing

- Sixth grade proficiency writing assessment results from Spring 1995 indicate that 99% of Camino Real students are meeting minimal standards in writing.

Special Education

- In the past year, 25% of Camino Real Special Day Class students have been screened out of special education or are being served through the RSP program.
- The effectiveness of reading and math intervention (tutorial) programs has substantially reduced special education referrals.

Limited English Proficient

- Camino Real has a very small limited English population. Twenty-eight students currently qualify for services.
- 18% of Camino Real LEP students have been reclassified because of increases in both English fluency and academic achievement.

### GATE

- This year the Camino Real staff actively sought to increase the number of identified students. As a result, 16 new students, for a total of 33 students (over 5%) are currently identified.

### Before and After School Programs

- The purpose of our after school program is to encourage students personal involvement (bonding) with Camino Real. During the school year 337 of Camino's 1-6 grade students (53%) were involved in before and/or after school programs.

### Summary/Conclusions

- Based on an analysis of data and staff input only minor modifications have been made in our SI proposal. The Executive Summary (attached) includes those recommendations.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**GLEN AVON ELEMENTARY SCHOOL**  
CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1996-97

**I. School Performance in Relation to Previous Plan**

The area of Science is the main focus at Glen Avon Elementary during this PQR cycle. However, we recognize that all curricular areas must continue to be monitored and addressed so that we can provide the best education for our students.

This year the staff looked deeply into the science curriculum in order to determine strengths and weaknesses of the current program. Integrated assessments were given and studied as part of the process. Two areas of special need emerged from the efforts. Each grade level needs to determine key concepts to be learned for the year and units need to be developed to best teach these concepts. In addition, a greater number of hands-on experiences which lead to deeper understandings must be planned and implemented.

Technology continues to be a focus at Glen Avon. This year our Apple IIe Lab was converted partially to a Mac Lab. We also added ethernet networking to all classrooms which prepares our school to be eventually connected by a WAN to all the other schools in the district and to direct Internet access. A major focus in technology is to develop our staff to optimize effective usage of our technological resources. In addition, updated software is necessary.

Action plans in the area of Bilingual/ESL instruction and the addition of bilingual classes at Glen Avon have continued to focus staff attention on the growing need for the understanding of and utilization of curriculum, teaching strategies, and cultural awareness that meets the needs of our bilingual and non-English speaking students. High visibility and involvement of our bilingual staff is necessary in order to keep the needs of these students in the forefront. Staff development activities are also needed to assist untrained staff in dealing with the special needs of second language learners. A greater percentage of home correspondence has been translated to keep Spanish speaking parents apprised of school activities and events and to increase parental involvement. Continued expansion of effective strategies and programs for Bilingual/ESL students, as well as an increase in minority and/or Spanish speaking staff, will further benefit our efforts.

To ensure success in our efforts, funds for release time, substitutes, conferences, consultants, materials and equipment will be needed. Staff development days will focus on the new mathematics adoption, science and technology. In addition, the staff would like to continue with spring conferences, if possible.

## **II. Critical Objectives for 1996-2000**

The areas of focus for the next four years have been determined by an analysis of student achievement, and formal and informal survey of students, staff, and parents. The PQR assisted us to crystallize our plans in the area of science. The rewriting of the School Plan with the input of all staff has focused us on the aspects of all other areas on which we intend to concentrate.

In all areas, the primary objective is to assist students to maximize their ability to use basic skills, critical thinking skills and hands-on experiences to explore deep and meaningful content and concepts. Achievement of this objective will be measured both formally and informally through observation, student work, authentic and integrated assessment.

In the components of schoolwide effectiveness and the learning environment, the primary objectives will be to continue to develop and implement a philosophy, a plan and related programs that will strengthen the cohesiveness, coordination, and articulation of the staff and school community. Evaluation will be formal and informal.

In the area of special needs, the primary objectives will be to communicate effectively to provide programs and support to meet the needs of our special needs students including; bilingual/ESL, special education and Title I students. Achievement of these objectives will be assessed both formally and informally, including the analysis of standardized and performance-based measures.

## **III. Critical Strategies**

### **Science**

- Staff development activities
- Grade level meetings
- Curriculum committee meetings
- Staff meetings
- Developing schoolwide key concepts
- Purchase of programs and materials
- Implementation of technology
- Planning, implementing and evaluating



#### **IV. 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 students' education is recognized in research as the most effective way to bring about positive change.

#### **V. 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 promote implementation leading to improved student performance.

**JURUPA UNIFIED SCHOOL DISTRICT**  
**Education Services**

**GLEN AVON ELEMENTARY SCHOOL**  
**LOCAL ANNUAL REVIEW - 1996-1997**

During the 1995-96 school year, 204 students qualified for the Title 1 Program, receiving services in Language Arts, 105 students were classified as Limited English Proficient, and 85 students received Special Education services in the form of RSP, SDC, and/or LSH.

In the spring of 1995, the Stanford Achievement Test was administered to 177 Title 1 students. Of those 177 1 through 6 grade students, 30 (17%) received scores above the 34th percentile and exited the program. Of the 51 Title 1 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.

Additionally, a District administered proficiency test was given to all sixth grade students. Testing results indicate that 92% 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. Each month parents are kept informed of activities at school through the Glen Avon Gazette and classroom newsletters. Again, this year teachers held 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 - 1996-97

**I. Description of School Performance**

The 1996-97 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 1 program. About 84% of the 6th grade students passed the Integrated Mathematics Assessment in 1994, with an average score of 4.18 on a 6 point scale. Eight-nine percent passed the Integrated Writing Assessment in 1994. Title 1 students are tested on the Stanford Achievement Test. Title 1 students must score 36<sup>+</sup> or above on the Reading Comprehension section of the Stanford to exit the program. Fifty of our 291 Title 1 students exited the program in at the end of 1994-95. More recent data is not yet available.

**II. Critical Objectives**

The staff has identified language arts, especially as it related to assessment of individual students, as a continuing focus area for the 1996-97 school year. Two staff development days have been planned on effective language arts teaching strategies, including Writer's Workshop, authentic assessment, and an analysis of student progress during the 1996-97 school year. As a result of the 1995-96 Program Quality Review (PWR), we will expand our focus to include the integration of technology into language arts and other curricular areas. The needs of our primary Title 1 students will continue to be addressed through the implementation of our reading intervention program, ASTRO Reading, for students in grades 1-2.

In addition, with the implementation of a newly adopted mathematics program, we will focus on the use of these materials to enhance student achievement in mathematics. Two district-wide staff development days have been scheduled for this purpose.

**III. 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 and Writer's Workshop. We will support the instructional strategies presented by purchasing quality literature for classroom use. We will continue ASTRO Reading, our reading intervention program for Title 1 students. In addition, staff members will continue to have opportunities to attend conferences in order

to promote professional growth. To increase student access to technology into all aspects of the curriculum, we will continue to seek ways to purchase computer hardware, software, and other technology-related items. We will support the implementation of our new mathematics adoption, through the purchase of supplemental materials and continuing inservice.

#### **IV. 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 in addition to 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.

#### **V. Key Factors**

In order to successfully implement this plan, teachers will need additional information on successful language arts instructional strategies, strategies for using our new mathematics materials, and the use of technology throughout the curriculum. 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 technology and developmentally appropriate instruction throughout all areas of the curriculum.

#### **VI. 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 students are mainstreamed into regular classrooms.

**JURUPA UNIFIED SCHOOL DISTRICT**  
Education Services

**GRANITE HILL ELEMENTARY SCHOOL**  
LOCAL ANNUAL REVIEW - 1996-97

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 640 students. The ethnic distribution is 52.4% Hispanic, 40% White, and 6.1% Black. Asians, Pacific Islanders, Filipino and American Indian students together represent 1.5% of the student body. More than 25% of our students are Limited English Proficient.

Our student population includes:

<b>Special Program</b>	<b>Current Enrollment (5/96)</b>	<b>% of Total Enrollment</b>
Limited English Proficient (LEP)	168 students	26.4%
Language, Speech and Hearing (LSH)	38 students	6%
Resource Specialist Program (RSP)	27 students	4.2%
Special Day Class (SDC)	13 students	2%
Gifted and Talented Education (GATE)	5 students	>1%
Drug, Alcohol and Tobacco Ed. (DATE)	238 students	38%
ASTRO Reading	67 students	11%
Title I	331 students	52%

Student achievement at Granite Hill is assessed in a variety of ways, including teacher-made tests, criterion-referenced tests, standardized tests, and performance 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.

On the Integrated Assessment portion of the test, students scored as follows:

<b>Integrated Assessment</b>	<b>% Passing</b>	<b>Integrated Assessment</b>	<b>% Passing</b>
<b>Mathematics</b>	84%	<b>Writing</b>	89%

On the Stanford Achievement Test, sixth grade students scored as follows:

<b>National %iles</b>	<b>1-25th %ile</b>	<b>26-50th %ile</b>	<b>51-75th %ile</b>	<b>76-99th %ile</b>
<b>Reading</b>	26%	34%	13%	27%
<b>Math</b>	21%	18%	25%	36%

### **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. The SABE results follow:

<b>1994-1995 SABE National %iles</b>	<b># of Students Tested</b>	<b>Median National %ile</b>
<b>Reading</b>		
<b>Grade 1</b>	31	40%
<b>Grade 2</b>	20	29%
<b>Grade 3</b>	22	19%
<b>Grade 4</b>	14	21%
<b>Grade 5</b>	3	Not available
<b>Grade 6</b>	N/A	N/A

<b>1994-1995 SABE National %iles</b>	<b># of Students Tested</b>	<b>Median National %ile</b>
<b>Math</b>		
<b>Grade 1</b>	31	36%
<b>Grade 2</b>	20	24%
<b>Grade 3</b>	22	16%

<b>Grade 4</b>	14	15%
<b>Grade 5</b>	3	Not available
<b>Grade 6</b>	N/A	N/A

We will continue to use intervention strategies with our Limited English Proficient 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. Our exit data follows:

<b>Granite Hill Elementary</b>	<b># of Students</b>	<b># of students exiting the program (1994)</b>	<b>% of students exiting the program (1994)</b>
<b>Grade 1</b>	28	0	0%
<b>Grade 2</b>	38	6	16%
<b>Grade 3</b>	42	8	19%
<b>Grade 4</b>	29	6	21%
<b>Grade 5</b>	33	7	21%
<b>Grade 6</b>	49	14	29%
<b>TOTAL</b>	219	41	19%

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 1 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 1 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 school-wide 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 1996-97 school year. These workshops will also include information about our Title I program. In addition, we will begin implementing our Goals 2000 plan.

### **Staff Development**

Our staff identified language arts, especially as it relates to assessment of individual students, as our focus area for the 1995-96 school year. As a result of



our Program Quality Review, we will continue to focus on language arts, and also participate in mathematics workshops.

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.

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**JURUPA UNIFIED SCHOOL DISTRICT**  
Education Services

**INA ARBUCKLE ELEMENTARY SCHOOL**  
**CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1996-97**

The 1996-97 Schoolwide Coordinated Plan for Ina Arbuckle Elementary School addresses the educational needs of all of our students, including the educationally disadvantaged, gifted and talented, limited English proficient, and those with exceptional needs. It 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 improve student achievement with an emphasis on language arts and mathematics.

Specific goals include increasing students' thinking and problem-solving abilities through extensive reading, writing, performance analysis, and hands-on activities in all of the content areas addressed. Specific goals for language arts include that all students will read, write, listen and speak at grade level, with understanding. The District-adopted language arts program, which balances whole language and skill instruction, will provide the basic instruction for all students towards achieving literacy. At-risk students will receive supplemental reading instruction using research-based early literacy intervention strategies, with specific guidance in systematic, explicit multi-sensory skill instruction and other essential components of an early reading program. Program assessment by classroom teachers will diagnose each student's strengths and weaknesses to provide the appropriate instructional level, as well as strategies of early intervention, including family-school partnerships that support student learning at home and school. Specific goals for mathematics include that students will have an enthusiasm for and confidence in math, perform grade-level tasks, and be able to explain their process of problem solving. The newly District-adopted math texts and replacement units will provide the basic instruction for all students to develop their mathematical skills and problem-solving abilities. A variety of strategies using a constructivist approach including hands-on problem solving with manipulatives and technology will 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. Teachers will have the option to stay with their students for two years in a first-second grade rotation to increase student achievement. The two year intense instruction with the same teacher should allow less transition time between grade levels, and more thorough knowledge of students/parents and their respective strengths and weaknesses by their teachers. Classroom teachers will identify at-risk students who are functioning below grade level in reading. At the primary grades, one reading resource teacher will provide supplemental, small group reading instruction to these identified students. At third through sixth grades, a second resource teacher will provide supplemental, small group instruction in reading and math, using a variety of strategies including technology. In addition, total class instruction in language arts will be conducted by the classroom teacher in the computer lab. A part-time instructional aide will provide assistance in whole class, small group, and individual instruction to students and to staff in the computer lab as well as the classroom. Computers' laser disc players, CD ROM players, VCRs and appropriate software will be provided within the regular classroom. After school

reading labs will be provided to third through sixth grade students two days per week. Staff will receive staff development through inservice at Staff Development days, release days, and staff meetings. Attendance at appropriate conferences will also be encouraged. Staff will be paid at an hourly rate during summer and after school hours.

The purchase of materials to support the program as planned, will include reading materials, computer and laser hardware and software, manipulatives, tools, and other materials to support the instructional strategies and approaches which are effective in meeting the various learning styles of all students, including those at-risk. Personnel will include two full-time resource teachers, a part-time instructional aide to assist teachers in the computer lab and in classrooms with the continued use 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 our adopted conflict resolution program, PeaceBuilders, academic and attendance incentives, instructional strategies which reflect the need for acceleration and high expectations, and the continuation of social services on campus.

Support of the schoolwide goals includes 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; work by various groups such as the School Site Council, Bilingual Advisory Council, Leadership Council, curriculum committees, 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 transience rate, and percentage of limited English proficient students, we believe that over the next five years, we can make a difference in the achievement of our students in all programs using the strategies delineated in our schoolwide plan.

**JURUPA UNIFIED SCHOOL DISTRICT**  
Education Services

**INA ARBUCKLE ELEMENTARY SCHOOL**  
LOCAL ANNUAL REVIEW - 1996-97

During the 1995-96 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 pulled out in first grade for intensive instruction by the Reading Resource Teacher, in addition, students received in-class instruction and practice in reading through read-around groups which incorporate practice using reading strategies. This way students received most of their reading and language instruction from their classroom teacher and still received additional focused reading instruction in two additional structured reading settings. Although there were some problems with the read-around program in 1993-94 because of its dependency on volunteers and the unreliability of volunteers, all staff and parents involved agreed that the idea was valid and should show results. The program was continued in 1994-95, 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 and two, the program ran very smoothly. The test scores for 1994-95 show moderate growth in percentile ranking of students taking the SAT test, and a dramatic increase in test scores of students taking the SABE. For the 1995-96 school year, all staff and parents agreed that this program should be continued and expanded to include second grade. Test score results are not yet available to verify growth in first and second grade students for this year.

In the 1996-97 school year, the read-around groups will be continued for small group instruction for all students in the first and second grade classrooms, allowing for better whole group instruction. In addition, reading lab will be offered to identify at-risk students in grades one through six. All students will receive equal access to challenging content. Begun in 1995, an optional plan for first grade students to remain with their teacher for two years will allow many of the advantages documented in research on multi-year programs. In 1996-97, technology will continue to be offered in total class lab as well as integrated into the classrooms, so that students will benefit from the same access as in the past without missing classroom instructional time. The focus will include using technology in whole class, small group, and individual instruction.

Identified third through sixth grade students were invited to attend reading and writing lab for one hour after school two days per week. This program was continued and expanded from the previous four school years and showed a significant increase in participation. The after school lab program will be continued in 1996-97 with some additional expansion and modification to include more consistency in expectations and monitoring, and a new variety of courses in language arts made available.

Students at these grade levels received instruction in technology through the use of a teacher directed, total class lab where students spent an hour a week working on language arts and/or mathematics curriculum via computer. Results from 1995-96 testing are anticipated to reflect increased test scores at the third through sixth grades based upon this experience. During 1995-96,

students received additional program assistance through the integration of computer learning centers (with televisions as monitors) into their classrooms and the services of a resource teacher and instructional aide to assist in the use of technology in a centrally located lab, as well as providing classroom assistance.

During the 1995-96 school year, efforts were expanded in the areas of parent involvement and parent education. Several parents attended the Staff Development Day which involved certificated and classified staff in the development of an assessment of the strengths and needs of Ina Arbuckle School, which is the basis for this plan. Parents also working to expand the involvement in PTA and overall volunteerism on campus.

Several workshops were offered for parents including P.R.I.C.E. Parenting, Family Math, Parent Computer education classes in basic Macintosh skills, and a series of six other curricular topics were offered in both English and Spanish. An ESL class for adults was held on our campus through adult education so that our parents could attend and benefit.

Community was the focus for several schoolwide activities, and community rapport was encouraged through our PeaceBuilders Program, Open House, Halloween Carnival, Winter Holiday Evening Program, Cinco de Mayo Festival, Pancake Breakfast and Rummage Sale, Young Author's Showcase, after school lab production of "You're a Good Man, Charlie Brown", Band Concert and Talent Show in the spring.

Data for the 1994-95 school year shows at 14.9% of Title 1 students who took the Stanford Achievement Test exited the program and 32.9% of Title 1 LEP students who took the SABE also scored above the 35th percentile and exited.

Although for the 1994-95 school year, greater growth in language arts was shown, staff and parents agreed that we need to supplement our language arts program by selecting and incorporating an Early Literacy program in the primary grade and by using a systematic, multi-sensory program, such as Project READ to promote writing, comprehension, and phonics skills in grades kindergarten through sixth. The previously mentioned changes and expansions are targeted at increasing students' reading scores and increasing the number of students exiting from the Title 1 program. Being a schoolwide program, we will also continue to expand student opportunities in the areas of technology and mathematics. Our staff will continue to receive training in all these areas so that they may gain expertise to share with their students to promote learning.

**JURUPA UNIFIED SCHOOL DISTRICT**  
Education Services

**INDIAN HILLS ELEMENTARY SCHOOL**  
**CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1996-97**

In our current plan, 1995-1998, the Indian Hills staff chose to focus on math, physical education and health, language arts (particularly the written language component), and the instructional support criteria of learning environment. The areas of focus have been determined by analysis of student work samples, staff discussion, results of the 1994-95 Program Quality Review, and the test results from 1994-95. 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 1995-98.

Our focus for evaluation of student work continues to be 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 better methods of evaluation of student progress.

The 6th grade proficiency scores from 1993, 1994, and 1995 indicate progress in most areas. The 1993 Integrated Assessment writing scores show 65% of the students passing; by 1994, 85% earned passing scores; in 1995, 98% earned passing scores. On the mathematics section, 63% achieved passing scores in 1993, 95% passed in 1994; 97% earned passing scores in 1995. The SAT scores from 1993 indicate 82% passed in reading; in 1994, 88% passed; in 1995, 84% passed. The math scores show 78% passing in 1993; 87% passed in 1994; and 82% passed in 1995. Our efforts will be to increase the reading, writing, and math scores.

In the area of mathematics, our primary objectives are to implement multi-day 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. The use of math enhancement units has been an important first step toward these objectives. The new math adoption will provide further training and materials toward these goals.

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. The staff has developed schoolwide objectives, by grade level, in writing. We have had two inservice presentations during the 1995-96 school year that focused on Writers' Workshop techniques. Most teachers have implemented Writers' Workshop-type activities. These teachers report that students are writing more and enjoying writing more using these strategies. We held our annual Young Authors' Day in April with every student publishing a book to share with others. The Imagination Machine Company of actors performed selected stories on Young Authors' Day. The staff also participated in a workshop to learn visual art techniques useful in illustrating student writing. We will continue our focus on improving student writing abilities.

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, our Disaster Preparedness plan has been re-written based on training received by staff members. The staff also participated in workshop training on integrating movement and dance into the curriculum. We hope to extend our physical education and health activities with this new learning.

In the area of learning environment, Indian Hills is oriented towards encouraging personal and academic success in a caring and nurturing environment. One goal is to maintain the high standards currently in place. The Discipline Committee developed school-wide rules which are posted in each classroom and in other areas to remind students of appropriate behaviors. "Caught Being Good" slips are given to students who follow these rules, who are particularly helpful, or who are good school citizens in some notable manner.

Students will also begin preparation for the ever-changing demands of a technological society by using computers and related equipment. This year, we completed our five-year Technology Plan and purchased our first Macintosh computers. The Technology Committee and Grant-Writing Committee have worked together to write several grant proposals to improve our technology. Commitments were obtained for wiring the school to provide access to the Internet.

In addition, all students will be taught appreciation and acceptance of their own and others' cultural heritage. Activities celebrating different cultures and promoting an acceptance and understanding of these differences, such as Cinco de Mayo, Chinese New Year, Thanksgiving, Christmas Around the World, Dr. Martin Luther King Day, Presidents' Day, and Halloween, will be continued.

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 (writing) and the new math adoption.

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, reading and homework support, friendship club, arts

and crafts, chorus, and computer training, are provided for students as part of our Safe, Drug-Free School Community 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 - 1996-97

During the 1995-96 school year, the staff at Indian Hills continued many successful program 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/Other - 6%. As of April, 1996, average daily attendance is 99.59%.

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 21 students in the Resource Specialist Program. Nine students exited the program in 1995-96. Ten students are served in the Special Day Class; none were exited during the 1995-96 school year. Language, Speech and Hearing services are provided to 34 students; 15 were exited during 1995-96.

One teacher at each grade level is designated as the GATE teacher is provide additional challenges to identified GATE students. The Gifted and Talented Program currently serves 17 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, poetry reading, reading and homework support, friendship club, arts and crafts, chorus, and computer training are provided for students as part of the Safe, Drug-Free School Community 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. Participation in school carnivals, Science Fair activities, Math-a-thon, Math Field Day, and Spelling Bee activities is encouraged at all grade levels.

The 6th grade proficiency scores from 1993, 1994, 1995 show large numbers of students receiving passing scores. In 1993, 65% of the students earned passing scores on the writing section of the Integrated Assessment; by 1994, 85% earned passing scores; in 1995, 98% passed. In the mathematics section, 63% achieved passing scores in 1993, and 95% passed in 1994; and 97% passed in 1995. The SAT scores from 1993 in reading indicate that 82% passed; in 1994, 88%

passed, in 1995, 84% passed. The math scores on the SAT show that 78% passed in 1993; 87% passed in 1994, 82% passed in 1995. While progress has been shown in most areas, our efforts will continue to improve scores in math, writing, and reading.

Parent involvement is a key factor in the success of students. There are six parents on the School Site Council; 760 parents belong to the PTA. Fourteen parents serve on the PTA Executive Board, and almost 300 parents have attended PTA meetings during 1995-96. 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 1995-96 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, 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, Math Enhancement Units, Integrating Movement and Dance Across the Curriculum; Illustrating Children's Writing; Using Macintosh Computers; Hands-on Science; and others. Individual teachers have received training in utilizing the math enhancement units, effective reading strategies for children, and working with children with Attention-Deficit/Hyperactivity Disorder. Staff development is being planned for implementing the new math adoption and continuing to emphasize the Writers' Workshop activities.

For the current three-year cycle (1995-1998), the focus is on language arts, math, physical education and health, and the instructional support criteria of learning environment. The staff will continue to monitor, evaluate and update program objectives.

Continued growth in written language and the critical thinking skills in math will receive strong emphasis during the next two years. Improved technology will serve as an additional tool for students to use for problem solving and for writing. Math Enhancement Units will continue to be used, and training for implementation of the new math adoption is planned. Staff has requested additional training in Writers' Workshop or similar programs and training in the use of technology.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

MISSION BELL ELEMENTARY SCHOOL  
CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1996-97

The goal of Mission Bell Elementary school is to encourage the academic and social development of each student. Our vision is that students will 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.

- I. During the 1994-95 school year Mission Bell went through a Program Quality Review. The curricular emphasis was mathematics. The California State Framework was studied by the staff and two Staff Development days were devoted to mathematics. Teachers also had training on Math Replacement Units. This was provided by the District. We have made substantial progress in the areas of problem solving, writing in mathematics, using manipulatives and assessing student work through the use of rubrics. School Improvement money was used to purchase manipulatives, teacher-requested math activity books, AIMS materials, simulation kits, and to pay for conferences for teachers. Mission Bell continues to have high academic expectations for all its' students in math as well as other academic, fine art, and physical education subjects.
- II. This year the focus of our School Site Plan was mathematics. Next year, the staff will be learning to use a new math textbook adoption that follows the latest state framework guidelines necessitating a continued focus on math. However, the Mission Bell staff is eager to improve the language arts program. Therefore, some Staff Development inservice time and many of the financial resources will be spent on language arts. As a result of our annual mini-review, we have identified a number of language arts curriculum and instructional practices which need to be improved, modified or changed.
- III. We believe that every student needs to learn basic computational skills and understand basic numerical concepts. We agree 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 school site plan for 1995-96 used Staff Development days for inservices on multiple intelligences, authentic assessment, grade level articulation, and peer inservice on instructional strategies in math. Our school site plan for 1996-97 includes a district-wide Staff Development Day for math inservice for the new adoption. Other Staff Development days in the plan will include instruction in language arts. Mission Bell uses 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.

- IV. We believe that teachers will be more able to reach every student if they have a good background and understanding of multiple intelligences, authentic assessment, and thinking-centered curriculum. It is also important that our school has a coordinated math and language arts program. Another key element to the success of our program is a universal acceptance of the philosophy of math and language arts which includes a strong foundation of basic skills as well as a program of instruction in which students learn to explain orally and in writing their solutions and ideas. We will chart our progress in math instruction by using math portfolios, math journals, math samples, teacher tests, computer math programs, Sixth Grade Integrated Assessment and the Sixth Grade Stanford Test. We are looking forward to the day that the District will have an authentic assessment in place for at least the fourth grade.

Our aim in the area of language arts is to move all students from being dependent readers to independent readers. We want our reading program to be intensive, structured, sequential and grounded in the basics of a learning to read program. This will be integrated into the literature-based program which has been in place for several years in the District.

- V. The key to obtaining results will be the teachers' understanding of the State Mathematics Framework and an adherence to the need to teach computational skills while expanding our students' horizons by requiring students to be able to explain their thinking orally as well as in written form. Good results in the area of language arts will need the combined effort of all staff members, parents and students. It will be necessary to provide planning time to develop this structured program. Additional instructional materials will be needed. Reading tutors will be needed, both paid and volunteer.
- VI. 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 teachers, the grade level team leaders, the principal and the School Site Council.

**JURUPA UNIFIED SCHOOL DISTRICT**  
Education Services

**MISSION BELL ELEMENTARY SCHOOL**  
LOCAL ANNUAL REVIEW - 1996-97

A review of formal and informal assessments of student achievement and curricular practices in math at Mission Bell provided direction to staff in their efforts to improve the program. A previous review of curriculum, student achievement, and a growing diverse community indicated that it would be necessary for the staff to set priorities to address these issues.

Mission Bell had four Staff Development days during the 1995-96 school year. Two of them had math as a major focus. The subjects of the Staff Development days included teaching to the seven intelligencies, reviewing and studying for the math textbook adoption, establishing a conflict management program, creating a Mission Bell technology plan, and examining how Mission Bell's language arts program measures up to the California Reading Task Force Report.

Parents and teachers were involved in the mini-review in March. It was apparent that as a result of our focus on math, there has been an increase in the use of various math activities such as Math Problem Solvers, Problems of the Week, math journals Marcy Cook lessons, Math Their Way, Math....A Way of Thinking, manipulatives, simulations and technology.

This year's plan included teaching students to explain how they solve a problem. Strategies that they learned include how to give written and oral explanations; how to make and use charts, graphs, pictures and tables; how to use manipulatives and technology. Since many of these techniques include reading and writing, the staff sees this as an opportunity to change the focus of emphasis from math to language arts.

During the 1996-97 school year there will still be a strong focus on math because of the District's new math adoption. Staff Development days will have to be conducted in order to facilitate the use of the new materials. One Staff Development day will be a district-wide inservice for this purpose.

The staff sees a need to form a school-wide reading program for all students. They are concerned with the needs of our ESL students, our non-readers, and our independent readers that need to be challenged. The goal of this focus on reading is to prepare and put in place a system of reading intervention which will be long-term, systematic, intensive and structured.

**JURUPA UNIFIED SCHOOL DISTRICT**  
Education Services

**PACIFIC AVENUE ELEMENTARY SCHOOL**  
**CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1996-97**

As a result of the careful needs assessment which Pacific Avenue has conducted during our planning year for a schoolwide plan, we feel well equipped to begin the 1996-97 school year with a focus that will enable our students to achieve the successful vision articulated in our mission statement: **EVERY STUDENT WILL EXPERIENCE SUCCESS IN LIFE BY ACHIEVING POSITIVE SELF-ESTEEM, ACADEMIC AND PHYSICAL EXCELLENCE AND GOOD CITIZENSHIP.**

Our primary focus in promoting academic excellence will be early identification and intervention for students with reading deficiencies to make every student a successful reader and writer. To begin this effort, we will employ an 80% reading teacher to reduce the class size in first grade during classroom Language Arts instruction in the mornings. In the afternoons, this teacher and the kindergarten teachers will conduct a Reading Recovery model of one-on-one intervention. Classroom libraries, which provide for a variety of reading levels, are a priority. We will continue to support classroom instruction at all levels with instructional aides. We have completed our first year of assessing student progress with multiple-measures and reporting these results to parents and will refine and continue this effort. We will begin phase two of our three-year technology plan, enabling teachers to strengthen student proficiency in the use of technology and also supporting instruction with technology. We will continue to maintain our efforts to achieve excellence in all other academic areas.

Parent participation is a priority this year, and we plan to employ a part-time bilingual paraprofessional to assist us in this effort. Staff development will occur on an ongoing basis to support our efforts, particularly in reading and mathematics.

Pacific Avenue will continue to encourage positive self-esteem, physical excellence, and good citizenship through a variety of programs and efforts aimed at these areas. We are particularly pleased with the progress of our Conflict Management program, and we will encourage teachers to continue the excellent Physical Education efforts and regular instruction in good citizenship. We will also continue Student of the Month, Principal's Recognition for specific accomplishments, Honor Roll, Academic Excellence Award, "Beat the Principal", Math Facts, Spelling Bee, Science Fair, Good Guys raffles, Treasure Reading, and Artist of the Month. We hope to continue the DATE program, which provides instruction to students in how to avoid harmful substances and involves them in worthwhile activities after school.

Pacific Avenue promotes leadership in our efforts from all segments of the school community, including teachers, parents, and staff. All decision and priorities are joint efforts, including advisement from academic component committees, the leadership team, School Site Council, PTA, and grade level teams.

**JURUPA UNIFIED SCHOOL DISTRICT**  
Education Services

**PEDLEY ELEMENTARY SCHOOL**  
**CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1996-97**

**I. School Performance in Relation to School Plan**

This year's school Improvement Program focused on Language Arts. The primary vehicle was through Staff Development. By the end of this year, every certificated staff member attended a Wright Group training in the implementation of whole language instruction. Program objectives were met by and large. Significant success in the area of Learning Environment was also targeted and realized. A program to teach values of citizenship through monthly themes was implemented school wide. A school wide student behavior program continued with a systematic approach to discipline and rewards. The learning environment was further enhanced by campus wide cleanup projects, including the Pedley Garden.

Goals not completely addressed were in the areas of parent participation and involvement and in technology. The Book on my Back program was not implemented, nor was a regular parent newsletter. The School Site Council did not meet on a regular basis as required. Other projects were conducted in this area, resulting in a continued level of parent volunteerism in many classrooms, especially at the primary levels. Some gains in the advancement of technology were seen. The librarian and principal were serviced on a computerized textbook and library control system. Plans are to purchase and implement this technology during the 1995-97 school year. The school saw its first link with the Internet in the office, and a fax machine as well. New computers were purchased to create future links with county and district services more efficiently. Proposed in service on technology for teachers did not materialize.

**II. Critical Objectives for 1996-1999**

In order to reach the goal of 80% of Pedley's students reading at or above grade level, as well as other program goals, these critical objectives need to be targeted:

- Implementation of a supplemental language arts program at primary grades with a stronger integrated phonics approach.
- Implementation of a one-to-one tutoring for high priority students.
- Involvement of staff and parents in decisions relative to educational programs.
- Improved communication among all school stake holders.
- Develop and implement a five-year plan to increase technology.

- Support the implementation of the new district math adoption.

### **III. Critical Strategies**

- Staff development activities
- School Leadership Team
- Curriculum committee meetings
- Grade level meetings
- Purchase of programs and materials
- Implement tutorial program
- Explore Reading Recovery and Success for All programs
- Formation of Technology Committee
- Development of Technology Plan
- Strengthen home/school relationship
- Increase volunteerism
- Planning, implementing and evaluating

### **IV. Appropriateness of Strategies**

Proposed strategies were based on research and replication of successful models seen at other schools and in Pedley's own history. In each area strategies include: articulating, planning, implementing, and monitoring and adjusting through the 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 students' education is recognized as the most effective way to affect positive change.

### **V. 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 achievement. We believe that the ideas, strategies and programs developed as a result of this collaborative process will assist us in reaching our goal.



JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**PEDLEY ELEMENTARY SCHOOL**  
**LOCAL ANNUAL REVIEW - 1996-97**

Although the CLAS test was not given this year, other test data indicate that Pedley students continue to achieve at or above district and state achievement rates. The socioeconomic indicators show Pedley to be in the average range when compared to the district schools. Although this data, which in the past was generated by the CLAS test was not available this year, other data such as AFDC count and free and reduced lunch participation was used to draw this conclusion. The AFDC percent was 17.98% compared to the district average of 17.10%. The percent of students on free and reduced lunch at Pedley was 59.73% compared to the district average of 59.25%. School wide achievement data was not available, as no school wide test was administered because of district decisions and elimination of the Chapter 1 program.

Results in the 6th Grade Proficiency test indicate a continuing improving trend in both math and writing. In 1995, 91% of sixth graders passed in Mathematics, up from the 1994 percentage of 54%. In writing, 90% passed, slightly down from the 96% that passed in 1994. On the whole, average test scores were up in 1995 over that of 1994 levels. When compared to district schools, Pedley sixth graders achieve favorably. The district average in Math of 79% was surpassed with Pedley's 91%. The writing rate of 90% was very close to the district rate of 92%.

The Stanford Achievement Test is administered in the Spring. Although the SAT tests different concepts than the Proficiency Tests, scores support the earlier findings that achievement is improving. In 1994, 14% achieved at a level considered above grade level; in 1995 that figure raised to 26%. In Mathematics, the increase went from 27% in 1994 to 36%.

During the 1995-96 school year, 147 students participated in the bilingual class or pullout program. One class, at the first grade level, was a Curriculum Design Class in which primary instruction in all subjects was Spanish. Of those students in the program this year, 9 will transition out of the program for the coming school year. (Last year 4 transitioned out.)

Each classroom is required to keep portfolios for students. Some progress in use of portfolios was seen this year with the use of a Student Advisement day in November. Students were invited to attend the traditional parent conference to share their portfolio work with parent, student and teacher attending. Grade levels continued to work this year to develop uniform standards of criteria and collection of student work. More work needs to be done in graded level meetings and by the School Wide Committees to further establish uniform guidelines for portfolios.

During this school year, of a peak enrollment of 627 regular students and 63 SDC students:

- ... 11 students are in GATE (up from 4 in 1994-95)
- ... 24 students receive RSP

- ... 70 students receive LSH
- ... 35 students have been discussed in Student Study Team
- ... 951 citations have been given to 183 (down from 1043 last year)
- ... 33 students have been suspended for 89 days (up from 25 students and 92 days)
- ... 27 students have been assigned Saturday Detention (up from 5 last year)
- ... 8 students have been recommended for retention
- ... 7 students will be retained
- ... 99 students attend Study Buddies weekly (average) (up from 30)
- ... ADA is 97.87% (down from 98.31% last year)
- ... Actual attendance is 94.38% (up from 93.26% last year)

**JURUPA UNIFIED SCHOOL DISTRICT**  
Education Services

**RUSTIC LANE ELEMENTARY SCHOOL**  
**CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1996-97**

The School Based Coordinated Plan for Rustic Lane Elementary School encompasses the curricular areas of Language Arts, Mathematics, Science, History-Social Science, Physical Education and Visual and Performing Arts. We have also included three support areas; Learning Environment, Professional Development and Parent Involvement.

During the 1996-97 school year Rustic Lane will be conducting a Program Quality Review. Four members from the Leadership Team will be trained in the fall on the new PQR process. The staff has identified mathematics as our focus area. Staff will receive staff development through three Staff Development days next year. Two of these days will be inservices on the new mathematics textbook adoption and the California State Framework. Staff also has the opportunity for release time to attend conferences, workshops and appropriate inservices.

To develop a positive learning environment the following committees were established: Principal's Cabinet, Leadership Team, Schoolwide Curricular Committees, Student Study Team, Team Leaders, Student Council, School Site Council and the PTA. Staff, students and parents also participate in a variety of annual events. Approximately half of the students at Rustic Lane School qualify for the Title I program. Test scores indicate a need to increase students' thinking and problem solving abilities. Title I students demonstrated positive growth in language arts, but did not demonstrate growth in mathematics as based upon the Stanford Achievement and SABC tests. To help these students staff implemented an intervention program. Title I students had the opportunity to participate in extended day tutoring. The focus was language arts, writing and mathematics. This year there were three sessions with each session lasting six weeks. Approximately 100 students participated in each of these sessions. The needs of our primary Title I students are met through the HOSTS Reading program. A full time resource teacher oversees the program by recruiting volunteers, providing training for tutors and preparing materials. All students use the Media Center and Computer Lab on a weekly basis.

The School Site Council will continue to function as an advisory committee to evaluate the programs. The Student Study Team meets regularly to discuss specific students, their needs, and possible interventions. A Resource Specialist will continue to work with students through a pull-out program. One Special Day Class teacher will work with students with identified special needs. Where appropriate, Special Day Class students are mainstreamed into regular classrooms. Limited English Proficient students will be assessed to determine their appropriate language and classroom placement. Bilingual staff works together to plan instruction for LEP students. Gifted

and Talented Students are clustered, and served through the coordinated efforts of classroom teachers. The GATE students also work with the Resource Teacher one afternoon a week. The Language, Speech and Hearing Specialist works with staff and parents to meet the needs of LSH students.

One important schoolwide goal includes increasing parent and community involvement. A portable classroom was purchased to incorporate a Parent Center at Rustic Lane. A clerk will have available materials for parents to use at home with their children. We also feel there is a need to increase parent involvement in the classroom setting, at annual events and attending parent meetings. Parents receive monthly calendars informing them of important dates, a newsletter and other forms of communication.

Purchase of materials to support the program will include literature materials, software, manipulatives for mathematics, art supplies, P.E. equipment, a phonics program for grades 1-3, science materials, materials for the Parent Center, staff to maintain the program and other items listed in each area of the plan.

Many of the students at Rustic Lane School are considered "at risk" based on ethnic breakdown, AFDC levels, high transiency rate and the percentage of limited English proficient students, over the next five years the staff believes they can make a difference in the achievement of Rustic Lane students.

**RUSTIC LANE ELEMENTARY SCHOOL**  
**LOCAL ANNUAL REVIEW - 1996-97**

A review of formal and informal assessments of student achievement and curricular practices at Rustic Lane provide direction for the improvement of the instructional program. The improvement objectives will center on Language Arts and Math.

In September 1995, the enrollment at Rustic Lane Elementary was 630 students. The ethnic distribution is 428 Hispanic, 131 Anglo, 60 Black, Asians, Pacific Islanders, Filipino and American Indian students together represent 11 of the student body. Nearly 32% of our students are Limited English Proficient.

Our student population includes:

Special Program	Current Enrollment (4/96)	% of Total Enrollment 666
Limited English Proficient (LEP)	212	32%
Language, Speech and Hearing (LSH)	31	5%
Resource Specialist Program (RSP)	22	3%
Special Day Class (SDC)	17	2.5%
Gifted and Talented Education (GATE)	5	1%
Drug, Alcohol and Tobacco Ed. (DATE)	173 session I	26%
	123 session II	18%
Hosts	43	6%
Title I	session I	15%
	session II	13.5%
	session III	15%

Student achievement at Rustic Lane is assessed in a variety of ways, including: teacher-made tests, criterion-referenced tests, standardized tests, portfolios and performance assessment.

All sixth grade students at Rustic Lane were administered portions of the Stanford Achievement Test (SAT) and an integrated mathematics and writing proficiency test in May, 1995. Minimum proficiency levels were determined by the Jurupa proficiency testing serves as an early warning for students who need remediation to be successful on the high school proficiency test.

On the Integrated Assessment portion of the test, students scored as follows:

Intergrated Assessment	%Passing	%Scoring 5 or 6 (6 point scale)
Mathematics	68%	15%

Intergrated Assessment	%Passing	%Scoring 3 or 4 (6 point scale)
Writing	90%	20%

On the Stanford Achievement Test, sixth grade students scored as follows:

National %iles	Number	%ILE
Reading	44	25%
Math	44	30%

### Limited English Speaking Students

The SABE, (Spanish Assessment of Bilingual Education), is given to students currently participation in Spanish language arts in grades 1-6. The SABE results follow:

1993-94 SABE National %iles	# of Students Tested	%
Reading		
Grade 1	38	23%
Grade 2	25	30%
Grade 3	31	27%
Grade 4	13	18%

1993-94 SABE National %iles	#of students Tested	%
Math		
Grade 1	38	14%
Grade 2	25	27%
Grade 3	31	26%
Grade 4	13	24%

### Title 1 Students

All Title I students are given the reading comprehension and mathematics computation sections of the Stanford Achievement Test. Students must score above the thirty fifth percent on the reading comprehension portion of the Stanford in order to exit the Title I program. Our exit data follows:

Rustic Lane Elementary	#of Students	# of students exiting the program (1995)	% of students exiting the program (1995)
Grade 1	44	10	22.7
Grade 2	35	5	14.3
Grade 3	33	2	6.1
Grade 4	38	2	5.3
Grade 5	38	4	10.5
Grade 6	44	14	31.5
Total	232	37	15.9

Our 1st, 2nd and 3rd grade Title I students are served through our HOSTS Reading program (Help One Student to Succeed). This is an early intervention reading program which provides one-on-one volunteer tutoring instruction to develop reading, writing and decoding skills. These sessions are conducted in English. During the 1995-1996 school year there were 36 volunteer tutors. A total of 53 students participated in the HOSTS program during the 1995-1996. Nine of these students were tested out of the program by using the HOSTS Reading Inventory. The goal of this program is to help students achieve at the same level as their peers.

### **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 students scored an average of 1.75 out of a 4.0 scale with a 2 and above passing.

### **Gifted and Talented Education**

Rustic Lane has a small number of GATE students identified. There is little growth information available.



**JURUPA UNIFIED SCHOOL DISTRICT**  
Education Services

**SKY COUNTRY ELEMENTARY SCHOOL**  
**CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1996-97**

**I. Description of School Performance**

The 1996-97 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 revised plan to increase the reading and writing skills of all students at Sky Country School. We have added some emphasis in the area of mathematics to assist us in dealing with the new math adoption. Specific goals include increasing students' thinking and problem-solving abilities through extensive reading and writing.

**II. Critical Strategies**

These will include providing release time (2 days) for every grade level to meet. The School Leadership Team and principal will enroll in the RCOE School Leadership Center.

The student program will include in-class, pullout and extended day activities focusing on students needs and effective teaching strategies. Together with the support of the PTA, the students will participate in activities such as The Young Author's Fair in which all students will, either as an individual or in a group, write and publish their own books. The staff will receive staff development through inservices, Staff Development days and release days. Attendance at appropriate conferences will be encouraged.

**III. Resources**

These include materials to support the programs as planned, and will involve reading materials, computers, laser hardware and software, manipulatives and other materials such as art and writing materials to support the approaches which are effective for all students. Personnel will include reading tutors, after school staff for the extended day programs, a coordinator and clerical support for purchasing materials, preparing notices, distributing materials and other various tasks necessary for the documentation of a schoolwide program.

**IV. Desired Outcome**

We wish to increase parent and community involvement, counseling through the Youth Service Center Program and a part-time psychologist, increase 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 and the planning and monitoring of the School Plan.

**V. Coordinated Services**

This includes the GATE Funds, Goals 2000, D.A.T.E. and T.U.P.E. funding for the extended day programs, School Based Coordinated Program, Bilingual and PTA, the Youth Service Center Counselor, Strategic Planning Committee, School Site Council and Leadership Team.

**JURUPA UNIFIED SCHOOL DISTRICT**  
Education Services

**STONE AVENUE ELEMENTARY SCHOOL**  
**CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1996-97**

At this time, it was determined that the area of language arts would be emphasized during the third year 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 1996-97 school year to determine the degree to which students are succeeding in this area. The major focus for staff development in language arts during 1996-97 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 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 will incorporate a variety of instructional strategies and techniques, including technology, designed to meet the needs of all students. The major strategies for addressing these objectives will be to provide staff development in phonics, 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 - 1996-97

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. 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 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 - 1996-97

The 1996-97 School Based Coordinated Plan for Sunnyslope Elementary School encompasses the curricular areas of language arts and mathematics and includes goals in schoolwide areas. A high percentage of the student population at Sunnyslope is considered "at risk" based on factors such as socio-economic background, high transiency rate and a high percentage of limited English proficient students. We believe that over the next three years we will continue to increase the achievement of our students in all programs using the strategies presented in our school plan.

Our specific objectives include providing staff development, expanding technology, increasing parent involvement and education and, focusing on increasing student achievement in the areas of language arts and mathematics.

The objectives will be met by the following strategies. Staff development days will focus on implementing the recently adopted mathematics textbooks. Attending workshops that address working with all students including those with special needs (and strategies that work for them) will be encouraged. Provide staff training in utilizing technology to enhance the curriculum. Purchase new technology and explore ways of maximizing the use of existing technology. We will continue to develop programs that involve parents and parent education, ie. PRICE classes, Family Reading workshops and PTA involvement. Resume student programs that include in-class, pull-out and extended day activities that focus on students' needs. Continue programs such as Early Intervention for School Success at kindergarten and the Primary Intervention Program that focus on first and second grade students.

PIP will hopefully be continuing its fourth year at Sunnyslope provided an adequate funding source is found. The program served 99 kindergarten through third grade students last year that were potentially at risk. Two caring partners work with students on an individual basis for a half hour once a week for up to twelve weeks. They provide non-directive play which is designed to enhance personal development and help students adjust to school situations. Most of these students are also identified as low achieving. Parenting classes are offered monthly for the parents of 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 ten.

Jurupa Unified School District will offer PRICE parenting workshops which will be coordinated through Head Start/Preschool. We will also offer Family Reading workshops to kindergarten and first grade parents which will help them be more effective in using reading strategies with their children. Ther are offered in both English and Spanish. Information will be provided to parents regarding curriculum reforms, especially in mathematics.

The School Site Council will continue to function as an advisory committee to evaluate all school programs. Our Student Success Team and 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 by classroom teachers. 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 students are mainstreamed into regular classrooms.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**SUNNYSLOPE ELEMENTARY SCHOOL**  
LOCAL ANNUAL REVIEW - 1996-97

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 need to be set to meet the needs of special segments of our population.

Sunnyslope's ethnic representation consists of 56% Hispanic, 39% White, 3% Black, 1% Asian and 1% other. One hundred seventy eight LEP students have been identified which consists of 25% 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. The school also has 25 students enrolled in a Resource Specialist Program, 34 students participating in a Language, Speech and Hearing Program and 8 students identified as GATE. Sunnyslope has a Special Day Class with 16 students from grades third through sixth and a State Preschool with 24 students enrolled.

Sunnyslope is no longer a designated Title 1 school due to the change in guidelines for funding. However, 288 students qualify for services. This constitutes 41% of the student population. Students qualify by scoring at or below the 35th percentile in the area of reading comprehension on the Stanford Achievement Test. We are hoping to continue an extended day program for the first through third grade low achieving students with a focus in language arts and a computer assisted reading and writing program for low achieving fourth through sixth grade students. Ninety-six identified students participated in an extended day program during the 95-96 school year.

Students must score thirty-six percent or above on the reading comprehension portion of the Stanford Achievement Test in order to exit the Title 1 program. Of the Title 1 students that were given the SAT in May 1995, 18.4% of them were able to exit the program. This was higher than the district average of 16.7%. The following table shows the breakdown by grade level.

<u>Sunnyslope</u>	<u>#</u>	<u>#Exited</u>	<u>% Exited</u>
Grade 1	40	3	7.5%
Grade 2	32	4	12.5%
Grade 3	45	2	4.4%
Grade 4	43	13	30.2%
Grade 5	40	7	17.5%
Grade 6	28	13	46.4%
<b>Total</b>	<b>228</b>	<b>42</b>	<b>18.4%</b>

Sunnyslope staff will continue to address the needs of low achieving students through parenting classes, PIP, extended day programs, staff development and the School Success Team. 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.

The sixth grade proficiency test 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 1995 show that 83% of the students tested passed in mathematics and 98% passed in writing. The SAT results for sixth grade show that 69% passed in reading and 76% passed in mathematics. Of the LEP students taking the sixth grade proficiency test in writing, 94% of them passed.

The SABE II test was given in May 1995 to LEP students in grades first through sixth that receive reading instruction in Spanish. Initial results for grades first through eighth show a district average Normal Curve Equivalent score of 29.6 in reading and 29.8 in mathematics. The table below shows our average Normal Curve Equivalent scores.

<u>SABE II</u>	<u># Students</u>	<u>Reading (NCE)</u>	<u>Mathematics (NCE)</u>
Grade 1	12	37.9	30.2
Grade 2	17	25.1	21.5
Grade 3	12	23.3	13.9
Grade 4	10	26.6	21.4
Grade 5	3	30.7	21.3
Grade 6	2	39.0	48.5



We are concerned that our second through fifth grade LEP students are not scoring at least as high as the district average. We will continue to use intervention strategies with this group of students in the 1996-97 school year. We hope to offer some Spanish extended day classes for these students as well as using funds to purchase literature and materials in Spanish for classroom instruction. Only two LEP students were redesignated in 95-96. We will make a more coordinated effort with the district bilingual office to officially redesignate more students as their command of English allows this transition.

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 Individualized Education Plan goals because they are written at the appropriate level. GATE students are assessed individually by the classroom teacher.

The staff at Sunnyslope firmly believes that all children can learn. Careful assessment of students' needs together with parent/teacher feedback and parent involvement/training provide a focus for the plan that follows.

**JURUPA UNIFIED SCHOOL DISTRICT**  
Education Services

**TROTH STREET ELEMENTARY SCHOOL**  
**CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1996-97**

Troth Street School's focus will continue to be Language Arts, emphasizing Early Literacy. In 1996-97; we will begin to concentrate on Mathematics with the new adoption of the District's math program.

We will continue to provide a rich variety of student-centered activities with an emphasis on high achievement for all students. In order to attain this goal, the staff will continue to follow the principles of REACH (Role of the School Community, Effective first teaching, Appropriate safety net strategies, Continuing professional development, Home/school partnerships.) One-to-one tutoring, cross-age tutoring, small group instruction, computer instruction (Computer Curriculum Corporation) and Reading Recovery will be coordinated by one full time and two part-time resource teachers. Further enrichment to the language arts program will include Sunshine Reading At Home, Sustained Silent Reading and Family Reading Night. Primary teachers will continue the principles of the ELIC (Early Literacy Inservice Course) training received in the 1995-96 school year. We plan to provide upper grade teachers training in LLIFE (Literacy and Learning Inservice: Fourth-Eighth) in 1996-97.

In addition, special programs which will continue in 1996-97 include Preschool, CARES (Commitment to At Risk Elementary Students) for K-3 students, RSP (Resource Specialist Program in the collaboration design), LSH (Language, Speech and Hearing), SDC (Special Day Class with mainstreaming), EIA-Bilingual (with bilingual classrooms on all grade levels), SDAIE (Specially Designed Academic Instruction in English), GATE (Gifted And Talented Education), ESL (English as a Second Language), and DATE/TUPE (Drug, Alcohol and Tobacco Education/Tobacco Use Prevention Education-after school sports).

The School Site Council will continue to monitor and evaluate the School-Based Coordinated Plan, while the Leadership Team monitors the Schoolwide Program. The Student Study Team will decide appropriate placement for those qualifying students in the least restrictive environment. With very strong parent participation, Café Literario will continue to inform bilingual parents on all school issues. A Youth Service Counselor and a Social Worker will continue to provide assistance to students with special needs.

In addition to the inception of a schoolwide program, Project MORE will be implemented at Troth Street Elementary School. During the 1995-96 school year, the Project MORE Leadership Team attended training sessions at Los Angeles Unified School District and replicated the training to the staff. Project MORE (Project Model Organization Results of Eastman) is a transitional bilingual education program in which limited English proficient (LEP) students receive academic concept development in their primary language while acquiring second language skills through a natural language approach. Students are grouped for instruction according to language proficiency during 80% of the day and participate in an integrated setting for 20% of the day through departmentalization of Art, Music and Physical Education.

Of the certified teachers on the staff, almost half of them hold a master's degree or have many hours beyond the bachelor's degree. Bilingual teachers have a certificate, credential or are working on the B-CLAD. All teachers and classified staff prepared the Schoolwide Plan at staff meetings, grade level meetings and on a Staff Development Day. The Leadership Team refined the schoolwide plan.

With all the resources available for students, it is hoped that Troth Street School will achieve its vision of:

"The students of Troth Street Elementary School will become productive and responsible members of the community and will achieve their maximum potential in academic and social areas."

**JURUPA UNIFIED SCHOOL DISTRICT**  
Education Services

**TROTH STREET ELEMENTARY SCHOOL**  
LOCAL ANNUAL REVIEW - 1996-97

The Troth Street Elementary School staff continued its focus of Language Arts in its Staff Development Days which included (1) REACH (Running Records/California Assessments; (2) Writing Prompts; (3) Project MORE, and (4) the school plan writing session. A needs assessment for the schoolwide plan was distributed to all staff and parents and results were included in the new schoolwide plan.

Parent meetings were coordinated by the CARES and PRICE Parenting Programs. The topics of the meetings included information on communication skills for parents, limit setting, consequences and self-esteem.

According to SAT test data, the following numbers of students exited the Title 1 program:

<u>Number of Students</u>		<u>Number of Students Exiting</u>	<u>Percent of Students Exiting</u>
Grade 1	41	21	51.2%
Grade 2	39	1	2.6%
Grade 3	31	2	6.6%
Grade 4	22	5	22.7%
Grade 5	28	2	7.1%
Grade 6	32	1	3.1%
TOTAL		32	16.6%

According to SABE test data, the following was reported:

<u>Number of Students</u>		<u>Number of Students Exiting</u>	<u>Percent of Students Exiting</u>
Grade 1	21	3	14.3%
Grade 2	21	2	9.5%
Grade 3	26	4	15.4%
Grade 4	11	1	9.1%
Grade 5	0	0	0.0%
Grade 6	0	0	0.0%
TOTAL		10	12.3%

In 1994-95, four one-to-one tutors were hired to assist first grade Title 1 students. Due to the success of the program (one-half of the students exited the program) eight literacy tutors were hired for the 1995-96 school year and were trained by a reading recovery teacher to service all first grade Title 1 students. Although many students did not exit the program, progress was shown in students progressing successfully through the levels. In addition, some third and fourth grade students worked in an individualized computer program and in small groups. Fifth and sixth graders were involved in an individualized computer program. The Title 1 one-to-one tutoring, cross-age tutoring and individualized computer program included instruction for bilingual students in their primary language. Bilingual tutors also assisted students in language arts, math and ESL instruction.

### **Second Grade Ongoing Performance Assessment (Sample)**

In addition to the SAT/SABE administered to all Title 1 students, on-going performance assessment included; CCC, WRAT and holistic scoring of the writing prompt. Of the 65 second grade students qualifying for Title 1, 39 of them qualified according to the WRAT. On the second grade prompt, given in January, 1996, students scored an average of 3.7. A second semester prompt will be administered in June, 1996. It was therefore determined to include these high numbers of Title 1 students in a pilot program.

The Computer Curriculum Corporation (CCC) computerized reading program was piloted for two months with Title 1 students at the beginning of the 1995-96 school year. Student achievement was carefully monitored and reviewed. Teachers and parents were provided with ongoing assessment. Students averaged one year's growth in reading ability after 25 hours of computerized instruction.

The CCC program proved to be successful and has been purchased and included in the schoolwide plan. Because the CCC lab has been so successful, Troth Street School was selected to serve as a demonstration site for interested educators in and out of the Jurupa Unified School District.

Additional testing information, including a Sustained Effects Study, is included in the Data Collection of the Schoolwide Plan.

In order to meet the needs of all the students at Troth Street School, the staff has developed five year schoolwide reform goals for reading and math:

### **Reading**

All students who have attended Troth Street School for three years will read and write at grade level, as demonstrated by valid and reliable multiple measures of reading and writing achievement.

## **Mathematics**

All students who have attended Troth Street School for three years will demonstrated an ability to compute and apply mathematics skills as measured by valid and reliable standards.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

**VAN BUREN ELEMENTARY SCHOOL**  
CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1996-97

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 successfully 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 1995-96 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

**WEST RIVERSIDE ELEMENTARY SCHOOL**  
**CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1996-97**

West Riverside School will begin the 1996-97 school year as a Schoolwide Title I School with a School 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 School Title I Leadership Team, 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 schoolwide 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 continues to be 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 Literacy, English Language Learners, Parent Involvement, and Mathematics.

This is the fourth 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 enhancement units and is now implementing them in the classroom. We will undergo another Program Quality Review this school year.

The Title I Leadership Team has continued to restructure the program to better meet the needs of our Title I students. The 1996-97 school year will be West Riverside's first year as a school-wide Title I school. West Riverside staff has rewritten the School 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. A V.I.P. or Parent Resource Room will be developed to better facilitate parent involvement and education.

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 at-risk students in reading in the classroom, and in a pull out program for first through third grades. 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. 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 the 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. Parenting workshops in Spanish and English are offered through such programs as 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 the results of a variety of assessments including standardized tests, portfolios and teacher rating systems. 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 Schoolwide Title I 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) Increase the rate of literacy for all students.
- (2) Continue to investigate and explore ways to restructure the academic format.
- (3) Continue to implement the Title I programs for this year and next year to better meet the needs of our students.
- (4) Provide Transitional and Primary Language Bilingual classes.
- (5) Increase parent involvement and parent education.

- (6) Provide staff development emphasizing the focus areas.
- (7) Provide grade levels with release time to plan, assess, and meet with the principal on grade level specific concerns.
- (8) Expand the Teacher Resource Center to provide a variety of instructional materials, manipulatives, and equipment.
- (9) Continue to expand our knowledge and utilize all forms of technology for students and staff.
- (10) 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 - 1996-97

West Riverside School parents had the opportunity to participate in sessions of P.R.I.C.E. Parent Workshops this year, as well as a series of Family Counseling Workshops, Family Math sessions, Science Fair workshops and Reflections workshops. 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 564. Last year 16.1 % of the Title I students taking the Stanford Achievement Test scored at the 36th percentile or above.

The Project Read program was continued 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 1-6 grade classrooms this year. According to teachers, more students are experiencing success in reading and showing more confidence in their decoding skills. Two part-time Title I Project Read teachers have been working with small groups of students in 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.

This year West Riverside continued and expanded a before and after school Title 1 extended day program. This program has been very successful and will be continued next year. Enrollment has grown steadily through the year, with 286 students second quarter, 221 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 fourth 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 enhancement units and have begun implementing them in classrooms.

An attendance program has been in place for the past three 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 - 1996-97**

**I. Area of Focus**

The 1996-97 School-Based School Improvement Plan will continue the focus on Mathematics and Students with Special Needs. This will be the fifth (5th) year that Mathematics will have been the primary focus area of the School Improvement Plan. Math teachers will continue to participate in the Math Renaissance Program which is supported by the Riverside County Office of Education. As was indicated in our plan last year, two math teachers initiated the College Preparatory math program this year and will expand the program to seventh grade students next year.

**II. Critical Objectives**

Our staff development focus will continue to be: curriculum-embedded authentic assessment; holistic scoring; setting standards of excellence; writing and math across the curriculum; the use of portfolios as part of the assessment process in the academic content areas; effective use of teaching tools, including training and upgrading technological tools and maintaining a safe and orderly campus.

**III. Critical Strategies**

Math teachers will continue to focus on training, support and inservice in Math Renaissance, College Preparatory Math and the use of manipulatives and technology. After school tutoring will continue to be offered to those students needing or requesting additional help in all academic areas through such programs as the "Homework Club". Teachers will continue the appropriate and effective use of rubrics and portfolios. Students will continue to be encouraged to participate in a wide variety of academic activities sponsored by the school, district, county office of education, the state of California and the federal government. These activities may include but will not be limited to the Science Fair, Spelling Bee, Math Field Day, Golden State Exams and the President's Physical Fitness Program.

**IV. Strategies**

The strategies being used are student specific, designed to involve students, staff and parents in a wide variety of learning opportunities.

## **V. Key Factors**

The Leadership Team and the School Site Council will be intimately involved in the planning and implementation process. Staff members continue to take advantage of the latest advances in instructional strategies and use of technology through participation in appropriate conferences and inservice training.

## **VI. Coordinated Services**

Our School Site Council will continue to serve as an advisory group to evaluate our school improvement plan. The Student Study Team continues to meet regularly to discuss specific students, their needs, strengths and possible interventions. The coordinated efforts of the regular classroom teacher, the RSP teacher, the SDC teacher and ESL teacher will continue to meet the needs of the various groups of students by addressing appropriate placement, scheduling and instructional strategies. Our Honors Classes will continue to meet the needs of identified gifted and talented students. Our Language, Speech and Hearing Specialist will continue to work with the appropriate staff members in meeting the needs of the identified students.

**JURUPA UNIFIED SCHOOL DISTRICT**  
Education Services

**MIRA LOMA MIDDLE SCHOOL**  
**CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1996-97**

The 1996-97 School Based Coordinated Plan for Mira Loma Middle School encompasses all curricular areas: Language Arts, Mathematics, Science, Social Studies, Physical Education, Health and Fine Arts, and includes goals in all schoolwide areas. Updates and improvements have been included in the new plan to accommodate the increase in funding and the expanded focus. Areas of emphasis have been determined by site surveys and staff and community input.

During the 1995-96 school year, progress was made on Goals 1 through 3. Although we still have areas which need continued and/or expanded emphasis, we basically completed our goals as stated. Goal 4 was not achieved to the extent listed. Primarily, this was due to the lack of standardized assessment data available on which to base evaluation. Although we believe we set high academic standards, based on the percentage of students receiving As-Fs, disaggregated data indicates that special education students did not achieve success rates comparable to other student populations. Goals for 1996-97 should encompass the strategies needed to increase success in this particular population.

Specific goals include increasing students' thinking and problem solving abilities through extensive reading, writing, performance analysis, and hands-on activities in all content areas addressed. Specific strategies will include technology in the form of computers, multi-lingual software including CD ROM's, and other appropriate technologies; 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. Staff will receive staff development through inservice at Staff Development days, release days, department and other meetings 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 other hardware and software, manipulatives for math and science, and materials such as art, music, reference materials, and other materials and equipment to support the approaches which are effective for at-risk students.

Schoolwide goals include increased parent and community involvement, increased student social responsibility through conflict resolution, academic and attendance incentives, instructional strategies which reflect need for high expectations, and strategies which promote success among all student populations. Staff development will include emphasis on subject area continuity and consistency, teaming as a strategy to increase student connectedness, and



technology as a tool for teaching and learning. These areas support both the individual subject and schoolwide goals in the school plan.

Support of the schoolwide goals include programs such as Student of the Day, Week, Month; staff development in a variety of forms; and work by various groups such as the School Site Council, Principal's Leadership Team, and PTA to establish effective parent/community involvement programs.

Although only a small percentage of the student population at Mira Loma 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, the larger majority of the population is "at risk" in the sense that this community generally has a low regard for formal education and a lack of expectation that students will attend school and experience success academically. 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

**MIRA LOMA MIDDLE SCHOOL**  
**LOCAL ANNUAL REVIEW - 1996-97**

During the 1995-96 school year, the program at Mira Loma School incorporated several strategies for student improvement. Students at both grade levels participated in the Math Renaissance program. This program provided instructional materials which incorporated necessary skills instruction into meaningful problem solving tasks. Mathematics staff were involved in staff development through department meetings, released time, and attendance at major mathematics conferences. This appeared to be productive, and student achievement in mathematics was at a level anticipated prior to implementation. Since 1995 was the opening year for Mira Loma, we have no baseline data with which to compare. However, we are tracking student success rates and performance on teacher developed tests beginning with the 1995-96 school year. The Golden State Exam, administered to all Algebra One students in our CPM classes, will also provide baseline data which may be compared to future results for analysis.

Currently, approximately 17% of students are failing more than one class. What the final retention rate will be is not predictable because we have no prior history or statistics. However, this number exceeds the amount projected in our plan. We have a continued need for instructional strategies that meet the needs of diverse learners and we have a need based on this data to continue to find ways to connect students to the school. An alternative, self-contained classroom will be piloted during the 1996-97 school year, and academic achievement among various groups will be tracked. Also, the program for special education students is being revised based on the failure rate of this group.

During the 1995-96 school year, some emphasis was placed on parent involvement. Several parents were involved in various committees including Dedication, Disaster Planning, Discipline, and Conflict Resolution Grant planning. The school leadership teams including the School Site Council were involved in our school plan development process and in development of a Strategic Plan to meet the district identified mission and goals. These teams involved a significant number of parents in the decision making process. Parents also worked to create a charter PTA and involve parents in volunteerism on campus. Parents were significantly involved in the band and choir programs and in the science fair.

Data Achievement Indicators

No test data available.

Disaggregated Achievement Data

	1.0 - 1.9%	2.0 - 2.9%	3.0 - 3.9%	4.0 + %
RSP				
SDC				
LEP				
GATE				
Others				

1995-96 Attendance

Actual Attendance	93.34%
ADA	98.63%
Transiency Rate	???

**JURUPA UNIFIED SCHOOL DISTRICT**  
Education Services

**MISSION MIDDLE SCHOOL**  
**CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1996-97**

**Technology in the Content Areas**

**Evidence of What Is:**

**I. Core Curriculum**

The curriculum of Mission Middle School (MMS) is built around a core of academic courses for all students in English Language Arts (ELA), Math, Science and Social Studies. Most students are heterogeneously grouped in academic teams that provide integrated activities and instruction to support this core curriculum. MMS does offer modified sections of classes within the core curriculum to service the special needs of advanced math (Algebra), GATE, LEP, and special education students.

**II. Additional Curriculum**

All students participate in a Physical Education program and most students rotate through a variety of short, exploratory classes. A select number of our students complete a year-long course in Music or School Service in place of the exploratory classes.

**III. Teaching Strategies**

Meeting the academic, social and developmental needs of the young adolescent is reflected in the implementation of our curriculum and school programs. Teachers in all areas use a variety of teaching strategies, including cooperative learning, hands-on activities, long term projects and research, open-ended assessment, historical and cross cultural benchmark activities, and integration. Teachers strive to include real life events while challenging their students to address current ethical, moral and social concerns. Problem solving and critical thinking skills are evident in classrooms in all subject areas.

**IV. Integration and Articulation**

Integration and articulation among the disciplines continues to be explored with limited implementation within academic teams as well as across campus. For example, Exploratory classes link the Arts to the disciplines of math, Science, and Social Studies. Because of its application into all subject areas, the computer class does the most consistent job of integrating lessons and making learning applicable to other subject areas. There are isolated examples of integration between academic core subjects, but there is limited schoolwide effort toward this focus.

The staff has worked hard to align current instructional strategies to the State frameworks and model curriculum guides. Academic departments meet on an on-going basis to refine and coordinate curriculum for each grade level and for the school as a whole.

#### **V. Access to Technology**

As a whole, there is limited access to and applications of advanced technology in the classroom. All teachers have ready access to overhead projectors and VCR technology. Some departments use laser disks on a regular basis. There is a computer in each Math classroom, but students have limited access. In 8th grade ELA classes and the Computer class, students can use the machines for word processing. Eighth grade Science classes use a computer for specialized science labs. There are three computers currently placed in Social Studies classes. Students have limited access to these computers as well.

#### **VI. After School Activities**

Extra-curricular, co-curricular, intramural activities, and academic tutoring, with the exception of Honor Society (which has academic requirements), are open to all students. All students are encouraged to participate in these activities. Teachers work diligently after school providing activities or tutoring help for students. The students who participate are successful and often excel, but the number who participate is limited.

#### **V. School Leadership**

School leadership takes a variety of forms. Student leaders are selected by team teachers to represent their classmates in student government and on School Site Council. Academic departments coordinate the instructional efforts in each subject area. The School Leadership Team, made up of academic team leaders, department chairpersons, SIP leaders, counselor, administrators, and invited committee representatives, plans and coordinates goals and objectives for the school (including SIP Plans). Our School Site Council meets several times a year, providing community focus and input in our goals.

**JURUPA UNIFIED SCHOOL DISTRICT**  
Education Services

**JURUPA VALLEY HIGH SCHOOL**  
**CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1996-97**

The 1996-97 School Based Coordinated Plan for Jurupa Valley High School encompasses the curricular areas of: Agriculture, Fine Arts, Foreign Language, Language Arts, Mathematics, Physical Education, Science, Social Science, Special Education, Vocational Arts, Vocational Education, ROTC, and Pregnant Minor Program.

The specific goal of our professional development program is full implementation of the California Curriculum Frameworks. It is our belief that attention to the practice and vision of the frameworks will improve instruction across the curriculum and positively impact the achievement of our students. The exemplary instructional strategies recommended in the frameworks will address the special needs of our at-risk, bilingual, special education and GATE students. Our goal is to achieve improved performance by all students through improved implementation of the frameworks.

In the first year of our three year plan, we worked to achieve greater knowledge and understanding of the frameworks through study, observation and investigation. These efforts were initiated and facilitated by the Pursuing Excellence accreditation process in 1994-95. Through observation and survey departments reviewed teaching strategies and student outcomes and investigated California Department of Education criteria both within their subject areas and schoolwide.

During the second year (95-96), our plan called for us to make a critical analysis of our own instructional program, determine the areas where we are not aligned with the Frameworks and consider recommendations from our WASC accreditation visit and our Goals 2000 plan, begin the task of improvement. This was not to be totally introspective, but would include continued observation of exemplary programs and training. The disruption at Jurupa Valley High School caused by administrative reassignment created a climate that was not conducive to coordinated professional gains by the staff. Although individual staff members made great strides in professional growth, the staff as a group was divided and resistant.

It is our plan to return to and attempt to accomplish the goals of the second year and to move on to fulfill our three year plan by completing the task of aligning our curriculum and instructional practices to the California State Frameworks and preparing for the three year visit of our six year term of accreditation.

Staff Development will be accomplished during total Staff Development Days (SDD), release periods and days, department and staff meetings, and time paid hourly after school and during the summer. Attendance by staff at appropriate conferences and visitations will be encouraged. It is essential that staff be supported during the process and be accountable for implementation of appropriate strategies.

It is our belief that these efforts will result in improved student achievement. Greater attention to creating interesting and meaningful experience for students called for in the State Curriculum Frameworks will increase active student participation in school. This should be reflected in their test scores and successful involvement at Jurupa Valley High School and post graduate activities.

JURUPA UNIFIED SCHOOL DISTRICT  
Education Services

RUBIDOUX HIGH SCHOOL  
CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1996-97

The 1996-97 professional development plan continues to combine the goals from Jurupa Unified School District's and Rubidoux Mission Statements. This year's plan was revised by a teacher, parent, student, and administrator team and refined and approved by our Site Council. The plan continues the work begun during the 1995-1996 school year, making important changes that will prepare Rubidoux for our visitation by the WASC accreditation team.

When study groups originated at the beginning of the 1995 school year, staff selected one of four goals to focus on: students-at-risk, the involvement of parents and community members, teaching strategies, and integrating technology in the classroom. They then formed smaller groups that would look at a specific research question within the broader topic. Due to the lack of time, these smaller groups were unable to achieve their original outcomes. However, the foundation had been laid for working in teams in preparation for our WASC accreditation through group discussion, staff examined student needs and brainstorming solutions. Just as importantly, staff has been creating a learning culture, a necessary ingredient for achieving systemic school change, states Michael Fullan in his book Change Forces: Probing the Depths of Educational Reform (1993).

Staff discovered much while reflecting on the above four topics, and the learning will easily be transferred to our five focus areas for next year: Vision, Leadership and Culture; Curricular Paths; Powerful Teaching and Learning; support for Student Personal and Academic Growth; and Assessment and Accountability. All of staff along with parent and student volunteers will work in one of these five areas. Department members will assist department chairs in fulfilling focus team roles. The purpose of these focus teams will be to take a look at what is and is not working at Rubidoux High School. Our schoolwide assessment will come from evidence of student achievement gathered by staff which will then be matched to research-based guidelines and criteria in these five areas and our schoolwide learning results.

All of Rubidoux's stakeholders will be involved in assessing our programs and all will be involved in the action plans that derive from our assessments. Our plan has adopted the following outcomes from the state:

1. The involvement and collaboration of each stakeholder group in the self-study.
2. A better understanding about the impact of the program on student learning.
3. The development, clarification, or refinement of expected schoolwide learning results.



4. A better understanding of how specific disciplines/support programs compare to appropriate curricular references/current educational thinking through the use of discussion questions data gathering, and analysis of student work.
5. The assessment of the actual student program and its impact on student learning with respect to the criteria, the guide questions and the rubrics supplied by the state.
6. The development of a schoolwide action plan and correlated discipline/support program action steps to address identified growth needs.
7. The development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan.

In order to accomplish these goals, we will be utilizing two full day and five minimum day inservices during the first semester and two full day and one minimum day inservices during the second semester.

Staff will continue to have the resources, upon focus team leaders' approval, to pursue work begun this year on an individual basis, such as attending conferences, visiting exemplary sites, networking with other schools and so on. However, much time is needed for our five focus groups and departments to meet in order to accomplish these outcomes. Therefore, most of our inservice time will be used to assess our school, develop an action plan, and implement changes resulting from this self-study. During second semester, we will use some of this time to develop a monitoring system for our action plan and a schedule for reassessing the plan. The ultimate result will be to develop a continuous cycle of assessment and improvement for Rubidoux High School.

Giving time and support to teachers so that they can create this cycle, and thus a learning culture, is one of the greatest methods of empowerment a district can offer. In their article on professional development and inservices, Thompson & Bates state, "We need to recognize that without the commitment of senior management to a program of cultural change, complete success is unlikely, if not impossible." (1193, p. 60). With our district's support, Rubidoux High School can accomplish the goal of "focusing on learning", and therefore, successfully reach all students.

**JURUPA UNIFIED SCHOOL DISTRICT**  
Education Services

**NUEVA VISTA CONTINUATION HIGH SCHOOL**  
**CONSOLIDATED APPLICATION EXECUTIVE SUMMARY - 1996-97**

The foundation of the Nueva Vista School Plan is the Western Association of Schools and Colleges review of Nueva Vista, 1991-1992, and the upcoming WASC review of 1997-98.

Following the WASC of 1991-1992, Nueva Vista staff assessed the reading and writing needs of our students. We found that improvement was desirable in both of these areas.

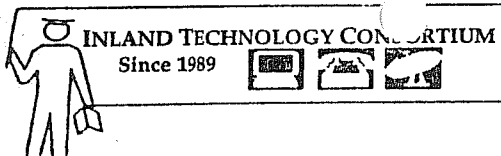
Our first objective has been in the area of improving student writing. To do this, we made writing an across the curriculum responsibility. In order to attain this goal, we provided our teachers with the necessary training to function effectively with writing assignments. This included exposure to language art strategies, writing skills, portfolio use, and scoring using a rubric system. This was made available through teacher inservice, opportunities for learning at conferences, and support time for teachers to share and develop ideas.

We feel that over the period of two years, we have been very successful in creating a working schoolwide writing across the curriculum portfolio system. Students are currently completing a variety of writing assignments in all subject areas. Teachers are maintaining student portfolios in their classrooms and are using a schoolwide rubric model to evaluate student writing. In order to assess student writing for long term overall improvement, samples of student writing are also maintained in master portfolios in the central office. The master portfolios, containing a variety of student writing over a period of time, are assessed prior to student graduation. This creates a viable program with measurable, outcome based assessment.

For the 1996-97 school year plan, we have two objectives:

1. Start to develop strategies to improve student reading comprehension in all subject areas. We plan to follow the same procedure for inservice and training as we did in the development of the writing program: teacher inservice, conference opportunities, and time for the development and sharing of ideas. We hope to begin to implement a reading comprehension program by the beginning of the 1997-98 school year.
2. Provide staff inservice and training to prepare for the next WASC review and our school self-study which will begin in the 1997-98 school year. We feel that this is especially important because since our last WASC review, the procedures and guidelines have been changed, and we want our staff to be familiar with the new requirements.

The key factors necessary for the successful implementation of our 1996-97 school plan are teacher training, teacher preparation, and program implementation.



**ITC Member Districts:**

Adelanto SD  
Alta Loma SD  
Alvord USD  
Apple Valley USD  
Baker Valley USD  
Banning USD  
Barstow Community College  
Barstow USD  
Bear Valley USD  
Beaumont USD  
Big Pine USD  
Bishop Jt. Union HSD  
Bishop Union Elem. SD  
Bureau of Indian Affairs  
CA School for the Deaf  
Central SD  
Chaffey Community College  
Chaffey Jt. Union HSD  
Chino USD  
Coachella Valley USD  
Colton Jt. USD  
Corona-Norco USD  
Cucamonga SD  
Desert Center USD  
Desert Community College  
Desert Sands USD  
Diocese of San Bernardino  
Eastern Sierra USD  
Etiwanda SD  
Fontana SD  
Helendale USD  
Hemet USD  
Hesperia USD  
Jurupa USD  
Lake Elsinore USD  
Lone Pine USD  
Lucerne Valley USD  
Manmoth USD  
Menifee Union SD  
Moreno Valley USD  
Morongo USD  
Mountain View SD  
Mt. Baldy Jt. SD  
Mt. San Jacinto Comm. Coll.  
Murrieta Valley USD  
Needles USD  
Nuview Union SD  
Ontario-Montclair SD  
Oro Grande SD  
Owens Valley USD  
Palm Springs USD  
Palo Verde Community Coll.  
Palo Verde USD  
Perris Elementary SD  
Perris Union HSD  
Redlands USD  
Rialto USD  
Rim of the World USD  
Riverside Community Coll.  
Riverside USD  
Romoland SD  
Round Valley Jt. Elem. SD  
San Bernardino City USD  
San Bernardino Comm. Coll.  
San Jacinto USD  
Silver Valley USD  
Snowline Jt. USD  
Temecula Valley USD  
Trona Jt. USD  
Upland USD  
Val Verde USD  
Victor Elementary SD  
Victor Valley Comm. College  
Victor Valley UHSD  
Yucaipa-Calimesa Jt. USD

**R • I • M • S  
REGION 10**

DATE: June 5, 1996

TO: Ms. Benita Roberts, Superintendent  
Jurupa Unified School District

FROM: Patricia Holloway Johnston  
San Bernardino County Contact (909/387-3137)  
Pat Bottini  
Riverside County Contact (909/788-6430)  
Connie Vincent  
Inyo County Contact (619/878-2426)  
Donna Moore  
Mono County Contact (619/932-7311)

**SUBJECT: School Site Grant Announcement**

Over the past few months, the ITC has been accepting applications from individual schools sites who qualify for an ITC GET CONNECTED! grant. This grant was established to enable a site having no school Internet connection to purchase a modem and communications software, to acquire a site phone line for connectivity purposes, and to pay for connection costs and several months of standard telephone service so that teachers and students could access, use, and evaluate the Internet as a curriculum and program resource.

It is our pleasure to inform you that the following schools have applied for and been awarded a \$400.00 GET CONNECTED! grant.

**Jurupa Unified School District**

Jurupa Middle School  
Jurupa Valley High School  
Mira Loma Middle School  
Mission Middle School

Nueva Vista High School  
Peralta Elementary School  
Rubidoux High School  
Sunnyslope Elementary School

If you have any questions about this, please do not hesitate to call your ITC county contact, or Pat Holloway Johnston (909/387-3137) who has a complete data base of all grant information. Notification is also being sent to each school principal of GET CONNECTED! schools so that they can share this good news with students, staff members, and parents.

We have worked with the San Bernardino County Superintendent of Schools office, LEA for the ITC, to process all necessary paperwork and to send a check for the \$3,200.00 due to your district. This check should arrive by mid-July, in time to purchase what is needed so that students and staff at qualifying schools will be able to *get connected* during the 1996-97 school year.

cc: Jim Taylor, Assistant Superintendent

RECEIVED  
JUN 06 1996  
JURUPA UNIFIED SCHOOL DISTRICT  
SUPERINTENDENT'S OFFICE

12

**JURUPA UNIFIED SCHOOL DISTRICT  
RIVERSIDE, CALIFORNIA**

**MINUTES OF THE REGULAR MEETING  
MONDAY, JUNE 17, 1996**

**OPEN PUBLIC SESSION**

**CALL TO ORDER** The Regular Meeting of the Jurupa Unified School District Board of Education was called to order by President Burns, at 6:00 p.m. on Monday, June 17, 1996, in the Education Center Board Room, 3924 Riverview Drive, Riverside, California.

**ROLL CALL** Members of the Board present were:

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

Staff Advisers present were:

**STAFF PRESENT** **Mrs. Benita Roberts, Superintendent  
Mr. Jim Taylor, Assistant Superintendent Education Services  
Mr. Kent Campbell, Assistant Superintendent Personnel Services  
Mr. Rollin Edmunds, Assistant Superintendent Business Services  
Ms. Pam Lauzon, Business Services Director  
Mr. Memo Mendez, Director Curriculum & Categorical Projects  
Dr. Bill Hendrick, Administrator Education Support Services**

**CLOSED SESSION**

**RECESS TO CLOSED  
SESSION**  
-Motion #300

**MR. KNIGHT MOVED THE BOARD RECESS TO CLOSED SESSION IN THE SUPERINTENDENT'S OFFICE FOR THE FOLLOWING PURPOSES: TO DISCUSS ITS POSITIONS REGARDING ANY MATTER WITHIN THE SCOPE OF REPRESENTATION AND INSTRUCTING ITS DESIGNATED REPRESENTATIVES FOR NEGOTIATIONS WITH EMPLOYEE GROUPS; PERSONNEL REPORT #21; ASSIGNMENT OF ADMINISTRATIVE PERSONNEL, AND TO CONSIDER STUDENT DISCIPLINARY ACTIONS PURSUANT TO EDUCATION CODE SECTION 48900 AND 48915 EXPULSION CASE NO. #96-089, #96-090, #96-091, #96-092, #96-095, #96-096, #96-101, #96-102, #96-104, #96-105, #96-106, #96-057. MS. HANKE SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.**

At 6:01 p.m., the Board recessed to Closed Session in the Superintendent's office.

At 7:13 p.m., the Board adjourned from Closed Session.

**CALL TO ORDER** At 7:18 p.m., President Burns called the meeting to order in Public Session.

**ROLL CALL** President Burns, Mr. Knight, Mr. Chavez, Ms. Hanke.

**FLAG SALUTE** President Burns lead the pledge of allegiance to the flag of the United States of America.

**INSPIRATIONAL  
COMMENT** Mr. Chavez made an inspirational comment.

## COMMUNICATIONS SESSION

### PRESENTATION OF HIGH SCHOOL YEARBOOKS

Penny Goldberg, out-going Editor in Chief, presented the Rubidoux High School 1995-96 yearbooks to the Superintendent and Board members. Mr. Ralph Martinez, Assistant Principal at Jurupa Valley High School, introduced Jessica Trabue and Reanna Clerisse, 1996-97 Jurupa Valley High Predator management staff, to present 1995-96 yearbooks to the Superintendent and Board of Education members.

### RECOGNIZE 1995/96 SCHOOL VOLUNTEERS

The Assistant Superintendent Education Services acknowledged the more than 1,000 volunteers, with their names listed in the supporting documents, who have worked in Jurupa's schools twenty-five hours or more throughout the 1995-96 school year. He noted that each volunteer received a certificate of award by their site principal, signed by the Board President and Superintendent, and stated that their support is greatly appreciated.

### RECOGNIZE GOLDEN STATE EXAMINATION SCHOLARS

The Director of Curriculum and Categorical Projects recognized the 21 Jurupa students, as listed on the Agenda from both comprehensive high schools, who achieved high honors or honors on the Golden State Examination for Economics administered in January, 1996. He noted that ten of the students are from Rubidoux High School and eleven of the students are from Jurupa Valley High School, and because of their achievement, they will receive a State insignia on their diplomas. In addition, forty-one other students from both comprehensive high schools received "school recognition" certificates for their achievement on the exam.

### ACCEPT DONATIONS -Motion #301

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

MR. CHAVEZ MOVED THE BOARD ACCEPT THE FOLLOWING DONATIONS WITH LETTERS OF APPRECIATION TO BE SENT: A WHEELCHAIR (APPROXIMATE VALUE, \$300.00) FROM MR. & MRS. GOMEZ FOR THE NURSE'S OFFICE AT CAMINO REAL; \$200.00 FROM THE MISSION BELL PTA FOR THE SCHOOL'S 6TH GRADE FIELD TRIP; \$50.00 FROM THE STONE AVENUE PTA TO BE USED FOR THE IMPLEMENTATION OF THE PTA PROGRAM AT PERALTA ELEMENTARY; \$746.32 FROM THE JURUPA MIDDLE 1994-95 BAND BOOSTERS TO BE USED FOR THE SCHOOL'S BAND PROGRAM; A 1972 TRUCK (APPROXIMATE VALUE, \$6,000.00) FROM MR. DAILY OF "ALL WEST" IN MIRA LOMA, TO BE USED BY THE JURUPA VALLEY BAND PROGRAM; A 1976 VOLKSWAGEN (APPROXIMATE VALUE, \$1,000.00) FROM MRS. RZEPECKI TO BE USED BY THE JURUPA VALLEY AUTO PROGRAM, AND AUTO AND SMALL ENGINE EQUIPMENT VALUED AT \$4,165.00 TO BE USED IN JURUPA VALLEY'S AUTO PROGRAM. MS. HANKE SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

The Superintendent pointed out for members of the Board and the audience, the pictures on display in the Board Room of the district's eighteen Head Start/Preschool classes. She noted that this important program is a key factor in helping the district to meet one of the Goals 2000 objectives, "ensuring that children enter kindergarten ready to learn." The Superintendent highlighted the Head Start/Preschool Volunteer Recognition Tea that she and President Burns attended to honor the more than 200 English and non-English speaking parents who have given fifty-plus volunteer hours in the program to prepare their children for school and understand the vital role that they play.

President Burns noted that the staff of the Head Start/Preschool program is very deserving of praise, for their hard work and for putting on such a fine presentation to honor parents.

PUBLIC VERBAL  
COMMENTS

President Burns opened the Public Verbal Comments section as an opportunity for citizens to address the Board.

JVHS AG. PROGRAM

Mr. Brian Kantner, agriculture teacher, publicly thanked all those individuals who sent he and his wife cards and letters of sympathy in memory of their daughter. On behalf of the Jurupa Valley High School agriculture department, Mr. Kantner wished to bring to the Board's awareness the needs of the agriculture program. He noted that since the program's inception at the opening of the school six years ago, enrollment has increased; the students have received State recognition, numerous awards, and the student level of achievement in the program is tremendous. Mr. Kantner recalled the presentation for the Board by the agriculture department last August concerning the request for a "Dream Farm," supported by substantial written material; the request by the Board for program members to also seek community assistance, which they did, and their return again with a condensed proposal. He reminded the Board that the Jurupa Valley agriculture program is greatly in need of improvements.

BOARD MEMBER  
REPORTS & COMMENTS

Mr. Knight expressed his appreciation for the collaborative efforts of district staff to maintain school sites throughout the year and for providing each school with a better learning environment for students. He thanked and commended Mission Middle, Jurupa Valley High and Rubidoux High for the yearbooks presented to Board members. Mr. Knight thanked the many volunteers in the community, he commended the Golden State Exam scholars and the Head Start/Preschool for their fabulous program.

The Superintendent recognized Ms. Marsha Willis, Head Start/Preschool Supervisor, and noted that two additional Head Start/Preschool classes were added this year.

Mr. Knight asked that administration look into some of the concerns expressed by Mr. Kantner regarding the FFA program, and return with information for the Board to consider at a later date. He indicated that he enjoyed attending the commencement exercises at Nueva Vista Continuation High School, Jurupa Valley High and Rubidoux High, as well as Awards' Night. Mr. Knight appreciated the collaborative efforts of the staff, parents and youth to educate students in the Jurupa Unified School District, and the outstanding student achievement that has been demonstrated by the number of awards received by graduating students. He publicly thanked Mrs. Burns for a fine year as President of the Board as she worked to maintain structure and order while conducting Board meetings. Mr. Knight thanked administrative, classified and certificated staff for all of their efforts during the school year.

Ms. Hanke thanked all volunteers for their many hours of service making sure that students receive the best possible education, and she recognized the Golden State Examination scholars. She highlighted the outstanding Stone Avenue Elementary production, "The Wizard of Oz," and commended teachers, Ms. Young and Ms. Woods, for their work with students to accomplish this great program. Ms. Hanke stated that she enjoyed attending the Rubidoux High School and Jurupa Middle School graduation and promotion ceremonies.

Mr. Chavez thanked those who made donations to the district; he congratulated the Golden State Examination scholars, and he commended the Head Start/Preschool program. He attended Stone Avenue's "The Wizard of Oz" performance and stated that due to the work of students and teachers, Ms. Young and Ms. Woods, it was an excellent program. Mr. Chavez was very impressed with the Mission Middle and Jurupa Valley High promotion and graduation ceremonies.

**BOARD MEMBER  
REPORTS & COMMENTS  
(Cont'd)**

President Burns thanked those who donated to the district; she congratulated award recipients, and noted that she attended the Nueva Vista Continuation High School and Rubidoux High School graduations. She commended Stone Avenue students, and teachers, Ms. Young and Ms. Woods, for their outstanding presentation of "The Wizard of Oz." She felt that this was a very worthwhile effort to support, and noted that possibly those who missed the performance could view it by video.

President Burns spoke in support of the FFA programs at both comprehensive high schools and responded to Mr. Kantner's request by stating that she hopes that there is a way to help this program out. She recognized the growth in the program and the excellent job they are doing with students. President Burns agreed that this program does need more support and looked forward to the agriculture programs at both high schools being addressed on a future Agenda.

Mr. Chavez requested an update concerning the roadway by the railroad tracks located close to Stone Avenue Elementary School.

The Superintendent indicated that correspondence concerning Mr. Chavez' request has been mailed to the Economic Development Department for consideration when the Board of Supervisors address the expenditure of Redevelopment Funds.

Mr. Chavez asked if this is not the responsibility of the Railroad?

The Superintendent indicated that the first step is to contact the Road Department for further direction and clarification of responsibility.

**HEARING SESSION**

**PUBLIC HEARING ON  
PROPOSED DISTRICT  
BUDGETS**

The Assistant Superintendent Business Services noted that the Board is required to hold a public hearing on the proposed 1996-97 budgets on or before July 1, 1996. Following the hearing, Board action to adopt the 1996-97 budgets is scheduled as Agenda Item B.

President Burns formally opened and closed the hearing as there were no comments from the public.

**ACTION SESSION**

**APPROVE MINUTES  
-Motion #302**

MR. KNIGHT MOVED THE BOARD APPROVE MINUTES OF THE REGULAR MEETING JUNE 3, 1996. MR. CHAVEZ SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

**ADOPT 1996-97  
BUDGETS FOR SPECIAL  
FUNDS  
-Motion #303**

The Assistant Superintendent Business Services noted that apart from the General Fund, 22 other funds are operated and accounts are maintained, with a list included on the Agenda and detailed in the supporting documents, for revenue restricted for the operation of certain programs.

MS. HANKE MOVED THE BOARD ADOPT THE 1996-97 SPECIAL FUNDS BUDGETS AS PRESENTED. MR. KNIGHT SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

ADOPT 1996-97  
GENERAL FUND  
BUDGET  
-Motion #304

The Assistant Superintendent Business Services stated that a detailed General Fund Budget was given to the Board under separate cover. He recalled that on February 20, 1996, the Preliminary Budget Projection was presented, and since that time, due to the CTA v. Gould settlement and increased ADA for 1995/96, the Unrestricted Beginning Balance is \$1,656,811 more than previously projected, totaling \$5,454,538. The Beginning Balance for 1996-97 is the ending balance for 1995-96 carried over into the new fiscal year. Comparing Total Resources to Total Expenditures, the district's Unrestricted Reserve is estimated at \$5,980,113, or 8.23%, which will cover the negotiated salary increases not yet ratified by the Board, in the amount of \$3,492,966. With the salary increases in effect, the Unrestricted Reserve will then total \$2,487,147, or 3.33%, still within the State's 3% reserve requirement. Also included in the supporting documents is the 1996-97 Budget Criteria and Standards Review which is submitted to the County Office of Education for approval.

The Assistant Superintendent noted the 3.21% Cost of Living Allowance, which is slightly less than the Preliminary Budget projected COLA of 3.34%. He noted that in early July, the State will adopt a budget. In mid-August the district will have its ending balances from the County, and sometime during the first part of September, revised budget information will be presented to the Board. In the meantime, the district's budget was built on the projection in the Governor's proposed budget.

MR. KNIGHT MOVED THE BOARD ADOPT THE 1996-97 GENERAL FUND BUDGET AS PRESENTED. MS. HANKE SECONDED THE MOTION. Mr. Chavez referred to the State's proposed Budget changes presently being considered by the Governor and legislators, and asked if the funds will all be restricted. The Assistant Superintendent Business Services replied that it is not yet clear whether the Governor and State legislators will set aside restricted funds for class size reduction; the proposed Block Grant funding for one-time purposes, funds for library enhancements or technology funding. A VOTE WAS TAKEN WHICH CARRIED UNANIMOUSLY.

APPROVE  
CONSOLIDATED  
APPLICATION, PART I  
-Motion #305

The Director of Curriculum and Categorical Projects stated that at this time of the year, Part I of the Consolidated Application is presented for approval, as required by the State Department of Education, which requests funds based on prior year funding for nine categorical programs as listed on the Agenda, and lists program eligibility, participation, funding and assurances. The district's Local Improvement Plan for 1996/97 must be submitted by October, 1996, along with Part II of the application.

The Superintendent commented that this is the first time that the whole school will benefit from Title I funding. She noted that in the past, Title I funds were designated for a specific group of students; however, the current focus is to improve learning for all children by improving the whole school, with a strict evaluation component.

MR. KNIGHT MOVED THE BOARD APPROVE THE SUBMITTAL OF PART I OF THE 1996-97 CONSOLIDATED APPLICATION. MS. HANKE SECONDED THE MOTION. President Burns stated that she attended the last Consolidated Application meeting, and the information was well prepared and presented. A VOTE WAS TAKEN WHICH CARRIED UNANIMOUSLY.



APPROVE HIGH  
SCHOOL MULTIMEDIA  
COURSE PLAN  
-Motion #306

The Director of Curriculum and Categorical Projects stated that the supporting documents contain the Multimedia 1 Course Plan and its objectives, developed and supported by both high schools, for students to receive a strong foundation in this career field.

MR. KNIGHT MOVED THE BOARD APPROVE THE MULTIMEDIA 1 COURSE PLAN FOR THE COMPREHENSIVE HIGH SCHOOLS. MS. HANKE SECONDED THE MOTION. Mr. Chavez asked if a teacher has been designated to teach this course at both high schools? The Director of Curriculum and Categorical Projects stated that at this time, the course will be offered at Rubidoux High School to determine the interest of students. Mr. Chavez asked if this is an expansion of the course that currently exists? The Director of Curriculum and Categorical Projects stated that this is to formalize the course into one course offering for students. A VOTE WAS TAKEN WHICH CARRIED UNANIMOUSLY.

APPROVE HIGH  
SCHOOL TEXTBOOKS  
-Motion #307

The Director of Curriculum and Categorical Projects stated that following the Board's review at the June 3, 1996 Board meeting, the three high school textbooks, as listed on the Agenda, were displayed at the local public libraries and the Instructional Media Center, and are now being brought before the Board for adoption.

MS. HANKE MOVED THE BOARD APPROVE FOR ADOPTION THE FOLLOWING HIGH SCHOOL TEXTBOOKS: "CONCEPTUAL PHYSICAL SCIENCE," "SCIENCE INSIGHTS EXPLORING EARTH AND SPACE" AND "THE MEXICAN AMERICAN HERITAGE." MR. CHAVEZ SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

APPROVE  
ELEMENTARY &  
MIDDLE MATH  
TEXTBOOKS  
-Motion #308

The Director of Curriculum and Categorical Projects commended the Math Textbook Adoption Committee for completing the entire process of selecting math textbooks for the elementary and middle school levels. He noted that prior to a recommendation for adoption, each book, as listed on the Agenda, was displayed for review by the public at the libraries and the Instructional Media Center.

MR. CHAVEZ MOVED THE BOARD APPROVE FOR ADOPTION THE FOLLOWING ELEMENTARY AND MIDDLE SCHOOL MATH TEXTBOOKS: "MATH EVERY DAY," "HOUGHTON MIFFLIN MATHEMATICS" AND "INTERACTIVE MATHEMATICS." MR. KNIGHT SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

AUTHORIZE  
INTERAGENCY CASU  
AGREEMENT  
-MOTION #309

The Assistant Superintendent Business Services stated that the CASU program is a federal program that was initiated by the President's Council on Management Improvement to increase the effectiveness of participating agencies, which includes school districts, and provides opportunities for purchasing such as the one presented on the Agenda to select an appropriately sized copier with a "cost-per-copy" program. He noted that there are no capital costs involved, and the only amount paid is for paper supplies. The maintenance service and toner required to operate the machine are included in the price.

MS. HANKE MOVED THE BOARD AUTHORIZE ENTERING INTO THE INTERAGENCY AGREEMENT WITH CASU. MR. KNIGHT SECONDED THE MOTION. President Burns asked how are the number of copies used counted and monitored? The Assistant Superintendent Business Services responded that there is a counting device on each copier, and the amount is charged back to the user on that basis. A VOTE WAS TAKEN WHICH CARRIED UNANIMOUSLY.

APPROVE INCREASE TO  
P. O. #89666 BUS  
PURCHASE  
-Motion #310

The Assistant Superintendent Business Services stated that when purchasing the bus that was authorized by the Board for Special Education students, upon further investigation it was determined that the bid did not include air-conditioning. Therefore, a request is being made to increase Purchase Order #89666 by \$3,661.35, to include air conditioning for the Special Education bus.

MS. HANKE MOVED THE BOARD AUTHORIZE THE INCREASE OF PURCHASE ORDER #89666 IN THE AMOUNT OF \$3,661.35 FOR AIR CONDITIONING TO BE INSTALLED IN THE 20-PASSENGER BUS FOR SPECIAL EDUCATION STUDENTS PURCHASED FROM A-Z BUS SALES. PRESIDENT BURNS SECONDED THE MOTION. Mr. Chavez asked if bid prices were compared for the installation of the air-conditioning? The Assistant Superintendent Business Services stated that bids were compared and A-Z Bus Sales' bid allowed for the bus to be ready by the beginning of school, whereas other companies did not, and they had a competitive price as well. A VOTE WAS TAKEN WHICH CARRIED UNANIMOUSLY.

AUTHORIZE AIDCO  
CONSULTANT  
AGREEMENT-DATA  
NETWORKING  
TECHNOLOGY  
-Motion #311

The Assistant Superintendent Business Services stated that following the adoption of the Network Technology Plan, the Technology Committee met to plan for the installation of data networking in the district within the schools and eventually, connect all sites together to hook up to the County Office of Education and Internet. Several consulting firms were interviewed over a two-month time period. The staff also heard presentations, made background checks and reviewed work samples, which resulted in the selection of AIDCO, Inc., at a cost of \$61,025.00, to provide biddable plans and specifications for data network installation.

MR. CHAVEZ MOVED THE BOARD AUTHORIZE A CONSULTING AGREEMENT WITH AIDCO, INC. IN THE AMOUNT OF \$61,025 TO PROVIDE BIDDABLE PLANS AND SPECIFICATIONS FOR NETWORK IMPLEMENTATION. MS. HANKE SECONDED THE MOTION. President Burns asked if AIDCO, Inc. is the consultant that attended the Technology meetings? The Superintendent replied that it is not. A VOTE WAS TAKEN WHICH CARRIED UNANIMOUSLY.

AWARD P.O. FOR FOOD  
SERVICE TRANSPORT  
CARTS AND  
CONVECTION OVEN  
-Motion #312

The Assistant Superintendent Business Services stated that there is a need to replace damaged food service transport carts with new transport carts and purchase a convection oven at Pedley Elementary. He noted that a low bid was received from S.E. Rykoff in the amount of \$22,552.00, to be paid out of the Cafeteria Fund, which is a restricted fund, to purchase the equipment for Food Services.

MS. HANKE MOVED THE BOARD AUTHORIZE THE ISSUANCE OF PURCHASE ORDER #C001332 TO S. E. RYKOFF FOR THE PURCHASE OF FIVE CARTER HOFFMAN PH1815 U HDI HEATED TRANSPORT CARTS, AND ONE MONTAGUE 2-115A DOUBLE-DECK CONVECTION OVEN IN THE AMOUNT OF \$22,552.00 PLUS TAX. MR. KNIGHT SECONDED THE MOTION. In response to a question from President Burns, the Assistant Superintendent Business Services replied that the damaged carts will still be used as back-up equipment. A VOTE WAS TAKEN WHICH CARRIED UNANIMOUSLY.

**AUTHORIZE  
COMPUTERIZED  
REGISTER SYSTEM FOR  
FOOD SERVICES  
-Motion #313**

The Assistant Superintendent Business Services stated that effective July 1, 1997, there is a requirement to analyze all food served to students for nutritional value with USDA approved software. He noted that the actual effective date is July 1, 1996; however, the district received a waiver for conversion to the USDA requirements. The Assistant Superintendent explained that with the use of the P.C.S. Revenue Control Systems program and point-of-sale register at each site, this will enable the district to monitor closely each transaction according to auditing standards and analyze the content of the food being served. In addition, this new system will also keep track of reduced-price lunches served and allow for individual students to set up lunch accounts with an I.D. number and monthly balance. He noted that the P.C.S. system has been widely used throughout the nation, and locally in Riverside Unified School District. The system will cost \$124,900.00, which includes installation at all sites and training of key personnel. He indicated that the purchase of computers and printers for each site will be brought back to the Board at a later date, as best pricing is still being investigated. The Assistant Superintendent Business Services stated that the P.C.S. Revenue Control Systems program is a "state-of-the-art" system and will be paid for through the restricted Food Service Equipment Reserve fund.

MS. HANKE MOVED THE BOARD AUTHORIZE THE PURCHASE OF P.C.S. REVENUE CONTROL SYSTEMS, INC., SOFTWARE AND POINT OF SALE HARDWARE, AT A COST OF \$124,900.00 PLUS INSTALLATION AND TRAINING, USING THE "PIGGY-BACK" CLAUSE OF RIVERSIDE UNIFIED SCHOOL DISTRICT LEGAL BID NUMBER 1992/3-22. MR. KNIGHT SECONDED THE MOTION. Mr. Chavez inquired as to which individuals in the district will receive training on the new system out of the \$4,550.00 paid for this service? The Assistant Superintendent Business Services explained that it is usually more cost-effective for the district to train several key individuals who will then train those using the equipment at each site. Mr. Chavez noted the importance of proper training for each individual in order for the system to work effectively. The Assistant Superintendent agreed, and stated that each person operating the system will receive training. President Burns asked if there is an on-going fund for newly hired employees to receive the training as well? The Assistant Superintendent Business Services noted that on-going training is provided by the Food Service Department budget for new employees. A VOTE WAS TAKEN WHICH CARRIED UNANIMOUSLY.

**APPROVE NOTICE OF  
COMPLETION,  
PERALTA SITE WORK  
-Motion #314**

PRESIDENT BURNS MOVED THE BOARD APPROVE THE NOTICE OF COMPLETION FOR PROVIDING SERVICE SITE WORK FOR PERALTA ELEMENTARY SCHOOL UNDER BID #94/09L, (CONTRACT #10177). MS. HANKE SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

**APPROVE CHANGE  
ORDER #1, MIRA LOMA  
NETWORK WIRING  
-Motion #315**

The Assistant Superintendent Business Services stated that as indicated in the Agenda, the "as built" drawings for the Mira Loma Middle network wiring were incomplete and did not include the wiring for the Computer Lab. He noted that the conduits have now been located, and the work can be completed at an additional cost of \$1,900.00.

MR. CHAVEZ MOVED THE BOARD APPROVE CHANGE ORDER #1 ON BID #96/94L, FOR \$1,900.00 FOR MIRA LOMA MIDDLE SCHOOL NETWORK WIRING. MS. HANKE SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

AUTHORIZE P. O.  
#90689, NINE  
PORTABLES  
-Motion #316

The Assistant Superintendent Business Services noted that the Board previously authorized the purchase of portable classrooms for various locations throughout the district. He stated that at this time, pricing has been obtained, as listed on the Agenda, utilizing several bids, depending on the type of unit needed, using Title 1 funds, the Cafeteria Fund and Developer Fee funds, in the amount of \$299,529.00 to Modtech, Inc. of Perris, CA.

MS. HANKE MOVED THE BOARD AUTHORIZE THE ISSUANCE OF PURCHASE ORDER #90689 IN THE AMOUNT OF \$299,529.00 TO MODTECH, INC. OF PERRIS, CA FOR THE PURCHASE OF NINE PORTABLE CLASSROOMS. PRESIDENT BURNS SECONDED THE MOTION. Ms. Hanke asked for clarification concerning the delivery dates of September 9 for the portables to be placed at Rustic Lane, since the first day of school is September 3. The Assistant Superintendent Business Services indicated that the portables for Rustic Lane are not separate units, but are connected. Because of their specifications, they could not be delivered until September 9; however, the principal has planned to use the portable classrooms for a parent center/computer lab and library. The Superintendent explained that the units will not be needed on the first day of school, as they will not be used for classrooms, but will be used to implement a schoolwide program beginning on September 20. Mr. Chavez questioned the difference in pricing for two of the portables listed, since they are the same size and are being purchased from the same company. The Assistant Superintendent responded that portables for Rustic Lane, because of their intended use for heavier equipment, will require heavier floor joists for support, which is the reason for the higher price. President Burns asked if used portables are ever considered for this purpose? The Assistant Superintendent indicated that the Director of Purchasing and the Senior Building Inspector investigated this option and the used units required repairs, which brought the price close to the new units. Therefore, new units were considered to be the best option. A VOTE WAS TAKEN WHICH CARRIED UNANIMOUSLY.

AUTHORIZE PURCHASE  
OF THREE ADDITIONAL  
PORTABLES  
-Motion #317

The Assistant Superintendent Business Services noted that having approved the purchase of the nine portables, it appears that there is a need for an additional three portables for space needed at Rubidoux High School and the district office.

MR. KNIGHT MOVED THE BOARD AUTHORIZE THE PURCHASE OF THREE ADDITIONAL PORTABLE CLASSROOMS. MS. HANKE SECONDED THE MOTION. President Burns asked which of the two funds will be used to cover the cost of the portables, Redevelopment or Developer Fee funds? The Assistant Superintendent Business Services replied that it depends upon the balance of each fund at the time of the purchase. He stated that more than likely, Developer Fee funds will be used as a first option. A VOTE WAS TAKEN WHICH CARRIED UNANIMOUSLY.

AWARD BID #96/12L,  
PAINTING OF FOUR  
SITES  
-Motion #318

The Assistant Superintendent Business Services stated that the district opened bids for the painting of Glen Avon Elementary, Mission Bell Elementary, Sky Country Elementary and Jurupa Middle, and received a low bid of \$91,880.00 from the JFP Company. The project is included in the State Deferred Maintenance Plan with matching funds from the State.

MS. HANKE MOVED THE BOARD AWARD BID #96/12L TO THE JFP COMPANY OF CORONA, CALIFORNIA, AND APPROVE ISSUANCE OF PURCHASE ORDER #90785 IN THE AMOUNT OF \$91,880.00 TO COVER THE COST OF THE PROJECT. MR. CHAVEZ SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

**OTHER SCHOOL  
FACILITY MATTERS**

The Superintendent noted that district staff will be very busy this summer installing the necessary portables as well as opening Peralta Elementary School. She indicated that classroom portables are scheduled to be in place for the first day of school, and that the Peralta Elementary School campus will soon be ready for the Board to visit.

**ADOPT RESOLUTION  
#96/34, CONSOLIDATED  
ELECTION ORDER FOR  
GOVERNING BOARD  
-Motion #319**

The Superintendent asked for adoption of Resolution #96/34, Ordering Consolidated Governing Board Member Biennial Election, Specifications of the Election Order, and Request for Consolidation.

MR. CHAVEZ MOVED THE BOARD ADOPT RESOLUTION #96/34 ORDERING OF AN ELECTION FOR NOVEMBER 5, 1996, WHICH INCLUDES THE SPECIFICATIONS OF THE ELECTION ORDER AND REQUEST FOR CONSOLIDATION. MS. HANKE SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

**REVIEW PAYMENT OF  
CANDIDATE  
STATEMENT POLICY**

The Superintendent noted that Board Policy 1101 indicates that candidates who elect to publish qualification statements must pay for them.

**ACT ON ELEVEN (11)  
DISCIPLINE CASES:  
#96/089; #96/090; #96/091;  
#96/092; #96/095; #96/096;  
96/101; 96/102; 96/104;  
96/105; 96/106  
-Motion #320**

PRESIDENT BURNS MOVED THE BOARD ACCEPT AND ADOPT AS ITS OWN THE FINDINGS OF FACT AND THE CONCLUSIONS OF LAW SUBMITTED BY THE ADMINISTRATIVE HEARING PANEL IN THE FOLLOWING DISCIPLINE CASES #96-089, #96-090, #96-091, #96-092, #96-095, #96-096, #96-101, #96-102, #96-104, #96-105, #96-106 AS PRINTED: EXPEL THE PUPIL IN DISCIPLINE CASE #96-089 FOR VIOLATION OF EDUCATION CODE 48900 (A) & (K) FOR THE REMAINDER OF THE CURRENT SEMESTER AND THE SEMESTER FOLLOWING; EXPEL THE PUPIL IN DISCIPLINE CASE #96-090 FOR VIOLATION OF EDUCATION CODE 48900 (K) FOR THE REMAINDER OF THE CURRENT SEMESTER AND THE SEMESTER FOLLOWING; EXPEL THE PUPIL IN DISCIPLINE CASE #96-091 FOR VIOLATION OF EDUCATION CODE 48900 (C) & (K) FOR THE REMAINDER OF THE CURRENT SEMESTER; EXPEL THE PUPIL IN DISCIPLINE CASE #96-092 FOR VIOLATION OF EDUCATION CODE AND 48900 (C) & (K) FOR THE REMAINDER OF THE CURRENT SEMESTER AND THE SEMESTER FOLLOWING; EXPEL THE PUPIL IN DISCIPLINE CASE #96-095 FOR VIOLATION OF EDUCATION CODE 48900 (A) & (K) FOR THE REMAINDER OF THE CURRENT SEMESTER AND THE SEMESTER FOLLOWING; EXPEL THE PUPIL IN DISCIPLINE CASE #96-096 FOR VIOLATION OF EDUCATION CODE 48900 (A) & (K) FOR THE REMAINDER OF THE CURRENT SEMESTER; EXPEL THE PUPIL IN DISCIPLINE CASE #96-101 FOR VIOLATION OF EDUCATION CODE 48900 (C) FOR THE REMAINDER OF THE CURRENT SEMESTER AND THE SEMESTER FOLLOWING; EXPEL THE PUPIL IN DISCIPLINE CASE #96-102 FOR VIOLATION OF EDUCATION CODE 48900 (C) FOR THE REMAINDER OF THE CURRENT SEMESTER; EXPEL THE PUPIL IN DISCIPLINE CASE #96-104 FOR VIOLATION OF EDUCATION CODE 48900 (B) & (K) FOR ONE CALENDAR YEAR COMMENCING WITH THE BOARD'S ACTION TO EXPEL; EXPEL THE PUPIL IN DISCIPLINE CASE #96-105 FOR VIOLATION OF EDUCATION CODE 48900 (B) & (K) FOR THE REMAINDER OF THE CURRENT SEMESTER AND THE SEMESTER FOLLOWING; EXPEL THE PUPIL IN DISCIPLINE CASE #96-106 FOR VIOLATION OF EDUCATION CODE AND 48900 (A), (K) & (.4) FOR THE REMAINDER OF THE CURRENT SEMESTER AND THE SEMESTER FOLLOWING. MS. HANKE SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

READMIT ONE PUPIL IN  
DISCIPLINE CASE  
-Motion #321

PRESIDENT BURNS MOVED THE BOARD READMIT THE PUPIL IN DISCIPLINE CASE #96/057 TO THE SCHOOLS OF THE JURUPA UNIFIED SCHOOL DISTRICT. MS. HANKE SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

APPROVE PERSONNEL  
REPORT #21 W/INSERT  
-Motion #322

The Assistant Superintendent Personnel Services requested the Board's approval on Personnel Report #21 as printed, with Insert O-1, Pages 5-21.

MS. HANKE MOVED THE BOARD APPROVE PERSONNEL REPORT #21 AS PRINTED, WITH INSERT O-1, PAGES 5-21. MR. KNIGHT SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

RATIFY TENTATIVE  
AGREEMENT W/NEA-J  
-Motion #323

The Assistant Superintendent Personnel Services stated that at the last Board meeting, the first step was taken to put into place the Tentative Agreement with NEA-J by publicizing the Agreement; submitting it to the Riverside County Office of Education, thereby following the necessary requirements according to AB1200. He noted that the next step requires Board ratification following NEA-J's ratification on May 22, 1996. He noted that the successor Agreement is effective July 1, 1995 through June 30, 1998.

MS. HANKE MOVED THE BOARD RATIFY THE TENTATIVE AGREEMENT WITH NEA-J FOR A SUCCESSOR AGREEMENT EFFECTIVE JULY 1, 1995 THROUGH JUNE 30, 1998. MR. CHAVEZ SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

PUBLICIZE TENTATIVE  
CSEA AGREEMENT

The Assistant Superintendent Personnel Services stated that the district wishes to formally publicize the Tentative Agreement with CSEA included in the supporting documents along with the forms which must be filed with the Riverside County Office of Education. He noted that CSEA ratified the Tentative Agreement on June 12, 1996, and the Agreement will be brought back to Board members for ratification at the July 1, 1996 Board meeting.

ADOPT 1995-96  
MANAGEMENT  
SALARY SCHEDULE  
-Motion #324

The Superintendent noted that unless there are questions from Board members, administration recommended approval of this item.

MR. KNIGHT MOVED THE BOARD ADOPT THE 1995-96 SALARY SCHEDULES FOR ADMINISTRATIVE, CLASSIFIED AND CONFIDENTIAL MANAGEMENT EMPLOYEES (REGULATIONS #4340, #4440, AND #4540), INCREASED BY 1.85% EFFECTIVE JULY 1, 1995 AND BY 4% EFFECTIVE FEBRUARY 1, 1996. MS. HANKE SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

ADOPT DIRECTOR OF  
CURRICULUM &  
CATEGORICAL  
PROJECTS' 1995-96  
SALARY SCHEDULE  
-Motion #325

The Assistant Superintendent Personnel Services stated that the Director of Curriculum and Categorical Projects is not represented by a bargaining unit or a written contract. Therefore, the request is to increase the salary for this position to the same rate of other managers.

MR. KNIGHT MOVED THE BOARD ADOPT THE 1995-96 SALARY SCHEDULE FOR THE DIRECTOR OF CURRICULUM AND CATEGORICAL PROJECTS, INCREASED BY 1.85% EFFECTIVE JULY 1, 1995 AND BY 4% EFFECTIVE FEBRUARY 1, 1996. MS. HANKE SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

APPROVE ROUTINE  
ACTION ITEMS  
-Motion #326

MS. HANKE MOVED THE BOARD APPROVE ROUTINE ACTION ITEMS P 1-11 AS PRINTED: PURCHASE ORDERS; DISBURSEMENTS; AGREEMENTS; PAYROLL REPORT; RESOLUTION #96/29, APPROVE TEMPORARY TRANSFER OF MONEYS FROM THE GENERAL FUND TO THE CHILD DEVELOPMENT FUND; RESOLUTION #96/29, AUTHORIZE APPROPRIATION TRANSFERS WITHIN THE GENERAL AND LOTTERY FUNDS FOR THE 1996-97 FISCAL YEAR; RESOLUTION #96/32, AUTHORIZE APPROPRIATION TRANSFERS FOR CATEGORICALLY FUNDED PROJECTS FOR THE 1996-97 FISCAL YEAR; RESOLUTION #96/33, EXPENDITURE OF EXCESS FUNDS; NON-ROUTINE FIELD TRIP REQUEST FOR 20 RUBIDOUX HIGH SCHOOL ROTC STUDENTS TO TRAVEL TO LOUISVILLE, KENTUCKY AUGUST 15-25, 1996 TO ATTEND THE VFW NATIONAL DRILL AND COLOR GUARD CHAMPIONSHIPS; NON-ROUTINE FIELD TRIP REQUEST FOR 12 RUBIDOUX HIGH STUDENTS TO TRAVEL TO LAKE ARROWHEAD AUGUST 19-23, 1996 TO ATTEND THE ANNUAL YEARBOOK EDITOR TRAINING CAMP; NON-ROUTINE FIELD TRIP REQUEST FOR 12 RUBIDOUX HIGH SCHOOL STUDENTS TO TRAVEL TO RIVERSIDE JUNE 21-23, 1996 TO ATTEND THE ANNUAL PLANNING RETREAT. PRESIDENT BURNS SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

ROUTINE INFO.  
REPORTS

The Board reviewed the following information reports: Review 1994-95 High School Performance Report, and Hear Drop-Out Report.

#### ADJOURNMENT

There being no further business, President Burns adjourned the Regular Meeting from Public Session at 8:43 p.m.

**MINUTES OF THE REGULAR MEETING OF JUNE 17, 1996 ARE APPROVED AS**

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President	Clerk
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Date	

Jurupa Unified School District

Resolution #97/04

AUTHORIZE ENERGY SERVICE CONTRACT WITH CREATIVE LIGHTING, INC.

WHEREAS the State Public Works Board of the State of California ("State Board") is authorized pursuant to the Energy Conservation in Public Buildings Act found at Government Code Section 15814.10 et seq. (the "Act") to fund conservation measures for state funded schools serving students from kindergarten through grade 12, and,

WHEREAS the Office of Energy Assessments commissioned a detailed feasibility study of conservation measures for the Jurupa Unified School District ("District"), and,

WHEREAS the District desires to enter into a contract to refurbish stadium lights in order to meet the District's proposed conservation goals, and,

THEREFORE, be it resolved by the Board of Education as follows:

1, The District is hereby authorized to enter into a Construction Contract with Creative Lighting, Inc. of Anaheim, California, for the energy efficient refurbishment of Rubidoux High School Stadium Lighting .

2. The funds needed to repay the costs of the contract to refurbish stadium lights are projected to be available from revenues resulting from funding which otherwise would have been used for the purchase of electrical, thermal, or other energy required by the District in the absence of the conservation measures.

ADOPTED this 1st day of July, 1996  
BOARD OF EDUCATION

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Mary L. Burns, President

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Sam D. Knight, Sr., Clerk

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# **California Interscholastic Federation**

## 1996-97 Ratification of CIF Representatives

Please complete the form below for each school under your jurisdiction and return to the **CIF SECTION OFFICE (ADDRESS BELOW)** no later than August 15, 1996.

Jurupa Unified School District/Governing Board at its  
(name of school district/governing board)  
July 1, 1996 meeting, appointed the following individual(s) to serve for  
(date)  
the 1996-97 school year as the school's league representative:

<u>NAME OF SCHOOL</u>	<u>NAME OF REPRESENTATIVE - POSITION</u>
<u>Ralph K. Martinez</u>	<u>Jurupa Valley High School</u>
<u>Rick Stangle</u>	<u>Rubidoux High School Representative</u>
<u>Don Vail</u>	<u>Rubidoux High School, Alternate</u>

If the representative is not available for a given league meeting, a designee may be sent in his/her place. **NOTE:** Voting designees are sent by the school or district to leagues. The leagues then vote for their representatives to section and state meetings.

Superintendent's Name (print) Benita B. Roberts

Superintendent's Signature \_\_\_\_\_

CIF Central Section  
1111 Van Ness, Fresno, CA 93721  
CIF Central Coast Section  
1691 Old Bayshore Hwy, Suite 200, San Jose, CA 95112  
CIF Los Angeles City Section  
P.O. Box 3307, Los Angeles, CA 90051  
CIF North Coast Section  
P.O. Box 2907, Dublin, CA 94568  
CIF Northern Section  
30 Greenview Cir., #A, Chico, CA 95928

CIF Oakland Section  
1025 Second Ave., Oakland, CA 94606  
CIF Sac-Joaquin Section  
2405 S. Stockton Rd., #2, Lodi, CA 95240  
CIF San Diego Section  
6401 Linda Vista Rd., Room 404, San Diego, CA 92111  
CIF San Francisco Section  
2550 25th Ave., San Francisco, CA 94116  
CIF Southern Section  
P.O. Box 488, Cerritos, CA 90702

**DUE AUGUST 15, 1996 - THANK YOU**

©

**MIDDLE SCHOOL DEMONSTRATION PROGRAM APPLICATION**


July 1, 1996 through June 30, 1997

Return original and one copy to:

Pennal Todd Hansen, State Coordinator  
 California Department of Education  
 Middle Grades Networks Office  
 360 "J" Street, #170, Sacramento, CA 95814

<b>TYPE OF DEMONSTRATION PROGRAM</b> <input checked="" type="checkbox"/> English-Language Arts <input type="checkbox"/> Foreign Languages <input type="checkbox"/> History-Social Science <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> International Studies <input type="checkbox"/> Mathematics <input type="checkbox"/> Physical Ed. <input type="checkbox"/> Science <input type="checkbox"/> Visual/Performing Arts <i>*Submit a new application for each subject</i>		<b>AMOUNT OF FUNDING</b>  <b>CARRY OVER ONLY</b>
<b>County Code</b> 33	<b>District Code</b> 67090	<b>School Code</b> 6061774
<b>District Name/Address/City/Zip Code</b> Jurupa Unified School District 5961 Mustang Lane Riverside, Ca. 92354		<b>School Name/Address/City/Zip Code</b> Mission Middle School 5961 Mustang Lane Riverside, Ca. 92354
<b>Fiscal Contact Person</b> Jim Taylor Assistant Superintendent <b>Contact Number and FAX Number</b> (909) 222-7734 (909) 275-0328		<b>Program Contact Person</b> Donald Manzo, Principal Lois Clark, Teacher <b>Contact Number and FAX Number</b> (909) 222-7842 (909) 369-1407
<b>Current student enrollment at the school</b> <b>Grade 6</b> <b>Grade 7</b> 430 <b>Grade 8</b> 403 <b>School Grade Span</b> 7/8		
<b>Percentage of total enrollment on AFDC?</b> 13.1% <b>free/reduced lunch?</b> 52.4 %		

The signatures below certify (1) that the school meets the minimum eligibility for participation in the Middle School Demonstration Program (MSDP), and (2) that the district and the school intend to comply with all of the requirements of the program relative to providing timely and accurate reports of expenditures of program resources.

<b>District Superintendent Name/Signature</b>  	<b>School Principal Name/Signature</b> 
---	--

**STOP! CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY**

<b>Reviewed and Approved By:</b> 	<b>Title:</b> 	<b>Date:</b> 
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### **PART III 1995-96 ACHIEVEMENTS**

**PLEASE LIST EACH OF THE OBJECTIVES CONTAINED IN YOUR 1995-96 PLAN, UNDER EACH OBJECTIVE, PLEASE DESCRIBE THE ACTIVITIES YOU COMPLETED TO HELP YOU ACHIEVE YOUR OBJECTIVE. BE AS SPECIFIC, AS POSSIBLE, FOR EXAMPLE, IF DESCRIBING A WORKSHOP THAT YOUR STAFF ATTENDED, PLEASE GIVE THE NAME OF THE PRESENTER, THE SUBJECT COVERED, AND HOW THE WORKSHOP WAS OF VALUE. (PLEASE USE THE REMAINDER OF THIS PAGE AND ADDITIONAL PAGES, IF NECESSARY.)**

**NOTE:** Please list pre- and post-student assessment data in appropriate subject area(s) from year prior to entering the MSDP and from most current year. If a first year school, include pre-test data only. Assessment data could include CTBS, CLAS, or whatever you are using.

The following objectives and activities were part of the 1995-96 English Language Arts Dissemination Program at Mission Middle School. All objectives and activities are based on the philosophy of the English Language Arts Framework.

#### **OBJECTIVE #1**

Direction and emphasis of the ELA Project will continue to be coordinated and aligned with the State Framework and Model Curriculum Standards.

##### **Activities:**

Principal and Project Coordinator attended Fall Demonstration/Dissemination meeting in San Diego.

Project Coordinator prepared and managed budget; attended regional meeting in San Bernardino.

#### **OBJECTIVE #2**

ELA teachers will continue to further their knowledge and expertise in the English Language Arts through staff development.

##### **Activities:**

Off-site workshops:

**National Conference on Teaches of English** (November 1995); **Practical Ideas for Teaching Writing as a Process** (December 1995); **Approaches to Literacy-Understanding the Reading Process-Middle School Demonstration Workshop**, California State University, San Bernardino (January 1996); **Facilitating the Reading Process-Strategies to Foster Clarification and Acquisition of the Reading Process-Middle School Demonstration Program** (February 1996); **"A Teaching and Learning Series: Issues and Answers in Early Literary"** Los Angeles Office of Education (March 96); **Assessing the Reading**

**Process** (April 1996); **Every Child a Reader**-University California at Los Angeles (May 1996).

ELA department teachers met to discuss and work collaboratively on core literature units.

**OBJECTIVE #3**

ELA department teachers will continue to further their knowledge in the area of authentic assessment.

**Activities:**

ELA teachers participated in Statewide New Standards Portfolio Project meetings (December 1995, February 1996).

## **PART IV 1996-97 OBJECTIVES**

**PLEASE LIST EACH OF YOUR OBJECTIVES FOR 1996-97. UNDER EACH OBJECTIVE, LIST THE SPECIFIC ACTIVITIES PLANNED TO MEET THE OBJECTIVE. USE THIS PLAN TO DETERMINE YOUR 1996-97 BUDGET. INCLUDE ESTIMATED COSTS FOR EACH ACTIVITY. (PLEASE USE THE REMAINDER OF THIS PAGE AND ADDITIONAL PAGES, IF NECESSARY.)**

**COST:**

The following objectives will be part of Mission Middle School's English Language Arts program for 1996-97. All objectives and activities are based on the philosophy of the English Language Arts Framework.

### **OBJECTIVE #1**

Direction and emphasis of the ELA Project will continue to be coordinated and aligned with the State Framework.

#### **Activities:**

Project coordinator will continue with the following project duties: Preparing and managing budget; attending regional Demonstration Project meetings; contracting with consultants for on-site staff development.

\$100.00

### **OBJECTIVE #2**

ELA teachers will continue to further their knowledge and expertise in the English Language Arts Framework as it pertains to literacy.

#### **Activities:**

ELA teachers will continue to attend and participate in Subject Matter Project (Literature and Writing) Institutes and conferences, staff development will focus on reading, writing, and assessment.

\$2100.00

### **OBJECTIVE #3**

Continue purchase of appropriate assessment materials and books.

\$657.00

#### **Activities:**

Project Coordinator will continue to purchase portfolios for assessment of students in ELA curriculum.

Continue purchase of core books for seventh grade curriculum.

## PRELIMINARY BUDGET

PART V - Budget - 1996-97

Type of MSDP Program

NAME OF SCHOOL/ADDRESS		JURUPA UNIFIED SCHOOL DISTRICT	
		3924 RIVERVIEW DR., RIVERSIDE, CA 92509	
COUNTY CODE	33	DISTRICT CODE	46
		SCHOOL CODE	

This part of the application shows the funding needed in various line items to implement the program. There should be a direct relationship between the expenditures shown here and the objectives. The school district is not required to match the funds from the Demonstration Program but a column is available to indicate any district contribution.

1	2	3	4	5
ITEM NO.	OBJECT OF EXPENDITURE	CARRY OVER FUNDS	DISTRICT FUNDS	TOTAL FUNDS
1130	TEACHER EXTRA DUTY	610.00	0.00	610.00
1160	SUB TEACHER SALARY	180.00	0.00	180.00
3000	EMPLOYEE BENEFITS	1.53	0.00	1.53
4200	OTHER BOOKS	133.74	0.00	133.74
4500	OTHER SUPPLIES	0.59	0.00	0.59
5110	CONSULTANT CONTRACTS	353.00	0.00	353.00
5220	CONFERENCE/TRAVEL	908.95	0.00	908.95
5540	TELEPHONE	0.12	0.00	0.12
5700	DISTRICT SERVICES	0.50	0.00	0.50
6490	EQUIPMENT	252.00	0.00	252.00
7330	INDIRECT COSTS	417.00	0.00	417.00
	TOTAL	2,857.43	0.00	2,857.43

Please refer to the California Accounting Manual for definitions of Expenditures.

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Reviewed and Approved by:	Title	Date

To be recorded with County Recorder  
within 10 days after completion.  
No recording fee.

When recorded, return to:

Jurupa Unified School District  
Purchasing Department  
3924 Riverview Drive  
Riverside, CA 92509

### NOTICE OF COMPLETION

(Civil Code § 3093 - Public Works)

(For Recorder's use)

Notice is hereby given by the undersigned owner, a public entity of the State of California, that a public work of improvement has been completed, as follows:

Project title or description of work: Supply Network Wiring for Mira Loma Middle School  
Bid #96/04L (P.O. #88970)

Date of completion: July 1, 1996

Nature of owner: Public School District

Interest or estate of owner: Jurupa Unified School District

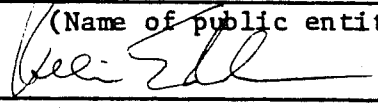
Address of owner: 3924 Riverview Drive  
Riverside, CA 92509

Name of contractor: Digital Network Corporation

Street address or legal description of site: 5051 Steve Street; Riverside, CA 92509

Dated: July 1, 1996


Owner: JURUPA UNIFIED SCHOOL DISTRICT  
(Name of public entity)

By   
Rollin Edmunds  
Title Assistant Superintendent Business Services

STATE OF CALIFORNIA )  
COUNTY OF RIVERSIDE ) ss

I am the Secretary of the governing board of the Jurupa Unified School District the public entity which executed the foregoing notice and on whose behalf I made this verification; I have read said notice, know its contents, and the same is true. I certify under penalty of perjury that the foregoing is true and correct.

Executed at Riverside, California on July 2, 1996 (Date)

By   
Benita B. Roberts  
Title Secretary of the Board

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To be recorded with County Recorder  
within 10 days after completion.  
No recording fee.

When recorded, return to:

Jurupa Unified School District  
Purchasing Department  
3924 Riverview Drive  
Riverside, CA 92509

### NOTICE OF COMPLETION

(Civil Code § 3093 - Public Works)

(For Recorder's use)

Notice is hereby given by the undersigned owner, a public entity of the State of California, that a public work of improvement has been completed, as follows:

Project title or description of work: Jurupa Valley High School Marquee Sign - P.O. #86311

Date of completion: July 1, 1996

Nature of owner: Public School District

Interest or estate of owner: Jurupa Unified School District

Address of owner: 3924 Riverview Drive  
Riverside, CA 92509

Name of contractor: Connelly's Lighting and Sign

Street address or legal description of site: 10551 Bellegrave; Mira Loma, CA 91752

Dated: July 1, 1996

Owner: JURUPA UNIFIED SCHOOL DISTRICT  
(Name of public entity)

By [Signature]  
Rollin Edmunds  
Title Assistant Superintendent Business Services

STATE OF CALIFORNIA )  
COUNTY OF RIVERSIDE ) ss

I am the Secretary of the governing board of the Jurupa Unified School District the public entity which executed the foregoing notice and on whose behalf I made this verification; I have read said notice, know its contents, and the same is true. I certify under penalty of perjury that the foregoing is true and correct.

Executed at Riverside, California on July 2, 1996 (Date)

By [Signature]  
Benita B. Roberts  
Title Secretary of the Board

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Jurupa Unified School District

Resolution #97/01

EMERGENCY WORK NECESSARY TO COMPLETE THE CONSTRUCTION OF PERALTA  
ELEMENTARY SCHOOL

WHEREAS Public Contract Code 20113 enables a district in an emergency to make any repairs, alterations, or improvements necessary to permit the continuance of existing school classes, or avoid danger to property; and,

WHEREAS it was necessary for Peralta Elementary School to be completed by September, 1996 in order to accommodate existing scheduled classes; and,

WHEREAS the District has issued a variety of change orders to address a number of unforeseen conditions. Those change orders have been required to remove buried boulders, recompact uncontrolled earth and fill, add several items of public utility, and add construction site work to protect the property from flooding and to facilitate the completion of construction in order to house students; and,

WHEREAS it was imperative for the additional work to be completed immediately in order to prevent work stoppage and delays; and,

WHEREAS the County Superintendent of Schools by law must approve emergency procurement procedures,

THEREFORE, be it resolved that an emergency existed and that Item #1.1 and 1.2 from Change Order #1 and Item #2.1 from Change Order #2 and Items #3.1, 3.2, 3.3 and 3.4 from Change Order #3 and Item #4.2 from Change Order #4 and Item #5.2 from Change Order #5 had to be immediately undertaken in order to have the Peralta Elementary School project finished and classrooms available for occupancy on September 3, 1996, and be it further resolved the Assistant Superintendent of Business Services acted prudently and within his authority and responsibility in taking the necessary emergency corrective action by seeking the approval of the Riverside County Superintendent of Schools as quickly as possible, and taking the necessary steps for the completion of the emergency work.

Adopted this 1st day of July, 1996.

Approved by Riverside County  
Superintendent of Schools  
Dale S. Holmes, Superintendent

\_\_\_\_\_  
Sam D. Knight, Sr., Clerk  
Board of Education  
Jurupa Unified School District

\_\_\_\_\_  
by Jerry J. Kurr (Deputy)  
Assistant Superintendent Division  
Administration and Business Services

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**PROJECT: PERALTA ELEMENTARY SCHOOL**  
**PORTION ONE**  
Jurupa Unified School District

**CONTRACTOR:** Chartered Construction Corporation  
3301 Barham Boulevard, Suite 400  
Los Angeles, CA 90068

**D.S.A. #A-61288**  
**File #33-19**

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**CHANGE  
ORDER 1**

**ITEM CO-1.1:**

**BLASTING TWO BOULDERS** - The Contractor was required to over excavate and then blast with dynamite two boulders that were each larger than a mini-van in size. The soils report identified a granite dome on the site and the buildings were located to miss it. However, the huge boulders were an unforeseen site condition.

**Justification:**

The boulders, if left, would have been 2' above finish grade in the parking lot area. The contractor over excavated the boulders and explored options and costs of breaking up the rocks, blasting, removing or relocating the rocks on the site. The Contractor found blasting was half the cost of using equipment to break up, remove, or bury the boulders.

EMERGENCY ADDITIVE COST ..... \$6,323.66

**ITEM CO-1.2:**

**REMOVAL AND RECOMPACTION OF EXISTING FILL ON SITE** - The Contractor was required by the Soils Engineer to remove uncontrolled fill that was encountered within two areas along Riverview Drive.

**Justification:**

In a letter dated May 23, 1994, the Soils Engineer stated that uncontrolled fill was encountered that was not encountered in the soils report prepared by Leighton and Associates. This was an unforeseen condition to the bidders, but required for the necessary soil compaction.

EMERGENCY ADDITIVE COST ..... 17,933.09

**CHANGE  
ORDER 2**

**ITEM CO-2.1:**

**ADDITIONAL FIRE LINE TO FIRE HYDRANTS** - The Contractor was directed to extend the fire line by 325 to connect all three fire hydrants on site as required by the Fire Marshal.

**Justification:**

The bid documents directed the contractor to install 375 lineal feet of 8" water line to the (3) on site fire hydrants. But the actual location of the fire hydrants as required by the fire marshal and approved by the State Fire Marshal required an additional 325' to the fire hydrant northeast of Building E.

EMERGENCY ADDITIVE COST ..... \$18,219.00

**CHANGE  
ORDER 3**

**ITEM CO-3.1:**

**ADDITIONAL MODIFICATIONS TO THE NEW 8" WATER LINE IN PERALTA PLACE AND RIVERVIEW DRIVE** - A new 8" water line was added to Peralta Place by Addendum. However, during the approval process, the Utility Company placed additional restrictions and requirements on the job. The modification from the original

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bid inc. e adding: (A) installing the new water li. 48" below finish grade instead of 36", (B) required the pipe to be installed under an existing 48" drainage pipe in two locations, (C) added two commercial fire hydrants coming off the bottom of the pipe below the drainage pipe for a siphon, and (D) add 240' of 8" water line and connections to re-route the new water line around a new drainage structure in Riverview Drive. This was required by the County Transportation Department, in lieu of the original hot tap to existing line.

Justification:

There is an existing 8" water line in Peralta Place. The water line is only 24" to 30" below grade at the edge of the existing road. Two weeks before the advertised bid date, the local Water District directed the Architect to include replacement of the existing 8" water line with a new 8" water line, 36" below the finish grade of the new street improvements. The modifications listed were in addition to the work included in the bid.

SERVICE ADDITIVE COST ..... \$123,351.00

ITEM CO-3.2:

**NEW STORM DRAINAGE STRUCTURE IN CURB AT RIVERVIEW DRIVE** - The Contractor was directed to add a 21' wide collection structure, enlarge the drainage pipe and add "V" ditch to the bank of the playground field, and modify the connection into the existing 48" drainage pipe in Riverview Drive, per the approved Civil Drawing, sheet C-2 attached.

Justification:

The Country of Riverside, Department of Building and Safety, involved themselves in the project after the contract was released to the Contractor. The County Transportation Department required the drainage structure and curb on the north side of Riverview Drive.

EMERGENCY ADDITIVE COST ..... \$34,358.00

ITEM CO-3.3:

**COSTS INCURRED DUE TO JOB SHUT-DOWN** - The Riverside County Department of Building and Safety shut the project down so that no fill could be imported to the site.

Justification:

Over 40,000 cubic yards of fill had to be imported to this site. The temporary use permit on the site where the import was coming from expired during the time the State was reviewing contract documentation of Minority Owned, Women Owned Business Enterprises and funding the project after bidding. The Contractor had completed the compaction of earthwork on the site and was importing fill for the playground. The Contractor was unable to do any work and had to pull off the grading equipment and close down the project.

EMERGENCY ADDITIVE COST ..... 16,086.77

ITEM CO-3.4:

**COSTS INCURRED DUE TO JOB SHUT-DOWN** - The Rubidoux Community Services District shut all water off for the use of the Contractor for the space of (12) days. Without water, the Contractor could not continue compaction and grading.

Justification:

The Water District was concerned over an existing 12" sewer line on the site and existing water lines that were very close to the surface. The sewer line could not be abandoned and capped off by the Contractor, per the contract documents, because the Riverside County Open Parks District would not expedite the granting of temporary and permanent easements through their property for a new 12" sewer line included in the contract documents. The County Real Properties slowed down the approval process until appraisals and agreements could be reached between two County agencies and the local utility company. The Water District shut off all access to water for compaction and fire protection to the site.

EMERGENCY ADDITIVE COST ..... 15,564.10

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**CHANGE  
ORDER 4**

**ITEM CO-4.2:**

**CONCRETE SWALE/V-DITCH** -The Contractor was directed to install a 2' wide concrete swale.

**Justification:**

The County of Riverside, Department of Building and Safety, involved themselves in the project after the contract was released to the Contractor. The Riverside County Flood Control District required the V-ditch as a part of the requirements to obtain the grading permit.

EMERGENCY ADDITIVE COST ..... \$7,200.00

**CHANGE  
ORDER 5**

**ITEM CO-5.2:**

**LINE STOP** -The Contractor was directed to install a temporary line stop in an existing main line while installing additional main water line.

**Justification:**

Upon commencement of the installation of an additional water line, the Contractor was directed by the local Water Service District to temporarily stop the water for the new tie-in. Existing water valves were not close enough to be able to shut off water for the maximum four hours allowed by the Water District. The Contractor was required to purchase and install an 8" temporary water line stop.

EMERGENCY ADDITIVE COST ..... \$6,388.25

**ITEM CO-5.4:**

**PROVIDE STREET LIGHTING ELECTRICAL CONDUIT -**

The Contractor was directed to provide approximately 430 feet of electrical conduit for new street lights on Kern Drive as required by Southern California Edison Electric Company on a street lighting and conduit plan dated January 5, 1995. Contractor shall install conduit and any additional requirements in accordance with this plan and S.C.E. standards.

**Justification:**

Street improvement plans were approved on July 14, 1994, which included a general note to install street lights in accordance with the street lighting plan approved March 18, 1994. Recently this Contractor received a conduit and trenching plan from S.C.E. All plans were received after the contract was awarded.

EMERGENCY ADDITIVE COST ..... \$4,812.09

**EMERGENCY ADDITIVE COST..... \$250,235.96**

PORTER • STINSON • MILLER  
ARCHITECTS / PLANNERS

**CHANGE  
ORDER 8**

**PROJECT:** **PERALTA ELEMENTARY SCHOOL**  
**PORTION ONE & PORTION TWO**  
Jurupa Unified School District

**CHANGE ORDER NUMBER: 8**

**DATE:** May 22, 1996

**TO:** Chartered Construction Corporation  
3301 Barham Boulevard, Suite 400  
Los Angeles, CA 90068

**D.S.A. #A-61288**  
**File #33-19**

**You are directed to make the following changes in this Contract:**

Reference attached items CO-8.1 through CO-8.15

Change Order No. 8 is for Service Site Work/Portion One and Construction Work/Portion Two, per D.S.A. approved drawings.

Not valid until signed by both the Owner and Architect, and approved by D.S.A.

Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Contract Time.

The original D.S.A. Contract price estimate was .....	\$4,188,000.00
Net change by previously authorized Change Order was .....	\$ 444,449.69
The total Contract Sum before this Change Order was .....	\$4,632,449.69
The Contract Sum will be increased by this Change Order .....	\$ 97,695.05
The new Contract Sum including this Change Order will be .....	\$4,730,144.74
The Contract Time was previously extended .....	140 Days
The new Contract Time extension by this change order will be .....	10 Days
The total extension extends contract by .....	150 Days
Scheduled date for Completion is January 5, 1995.	

**ARCHITECT**

Porter • Stinson • Miller  
350 West 5th Street, #201-B  
San Bernardino, CA 92401

**CONTRACTOR**

Chartered Construction Corp.  
3301 Barham Blvd., #400  
Los Angeles, CA 90068

**Authorized:  
OWNER**

Jurupa Unified School District  
3924 Riverview Drive  
Riverside, California 92509

BY

DATE

cc: File

BY

DATE

BY

DATE

350 WEST 5TH STREET, SUITE 201B, SAN BERNARDINO, CALIFORNIA 92401-1312  
TELEPHONE: 909/884-7413 FAX: 909/888-6311

28310 ROADSIDE DRIVE, SUITE 123, AGOURA HILLS, CALIFORNIA 91301-2669  
TELEPHONE: 818/889-4061 FAX: 818/889-1844

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**PORTION ONE - SERVICE SITE WORK**

**ITEM CO-8.1: REGRADING -**

The Contractor submitted a cost for regrading three separate areas in conformance with detailed grading plans, clarification drawings CC-7. Two areas are accepted by the Architect while one area at Building E is rejected for consideration of additional cost.

**Justification:**

1. The rear graded area behind Building G was changed to re-slope surface drainage to a new catch basin (see CO-8.2b) when the paved bicycle storage area was moved to a more central campus location. This hard surface interrupted the original drainage flow therefore, the drainage was redesigned away from the storage area.
2. The graded area around Building F was changed when it was discovered that concrete steps were located within the Kindergarten bicycle pathway. To eliminate these steps and increase the available Kindergarten play area, a retaining wall was deleted necessitating a change in grading.

**Requested by:** Architect.

SERVICE SITE ADDITIVE COST ..... \$3,071.09  
TIME EXTENSION ..... NONE

**ITEM CO-8.2a: RELOCATE BUBBLERS -**

The Contractor was directed to provide a cost/credit for relocating (2) existing bubblers serving the upper school campus drainage away from the A.C. paving in the lower campus playground.

**Justification:**

The bubblers, where originally located, occur within the A.C. playground paving. To insure safety and effective functioning, the bubblers were moved to outside the paved area into the lawn area.

**Requested by:** Architect.

SERVICE SITE ADDITIVE COST ..... \$8,185.82  
TIME EXTENSION ..... NONE



**PORTION ONE - SERVICE SITE WORK**

**ITEM CO-8.2b: CATCH BASINS -**

The Contractor was directed to provide a cost/credit for installing two additional catch basins, (1) in front of Building F and (1) in back of Building G in conformance with clarification drawings CC-7, sheets 2 and 3.

Justification: The bicycle storage area was relocated to the west end of Building G. To prevent water runoff from flowing over the storage area concrete, a new catch basin and re-routed storm drain is required. The catch basin at Building F collects water runoff inside a planter area to prevent flow from crossing classroom sidewalks.

Requested by: Architect.

SERVICE SITE ADDITIVE COST ..... \$1,317.92  
TIME EXTENSION ..... NONE

TOTAL OF ITEM CO-8.2 ..... \$9,716.58  
TOTAL TIME EXTENSION OF ITEM CO-8.2 ..... NONE

**ITEM CO-8.3: PLAY AREA GRADING -**

The Contractor was directed to provide a cost for providing play area paving as shown on Sheet A-1 and Detail 12/A1.2. The additional cost shall be given for 2½" AC over 4" base with redwood headers including necessary regrading. Also see CO-8.11.

Justification: The architectural site plan and details clearly indicate the playground asphalt, however, the grading plan and landscape plan do not.

Requested by: Architect.

SERVICE SITE ADDITIVE COST ..... \$9,452.28  
TIME EXTENSION ..... NONE

**TOTAL PORTION ONE:**

SERVICE SITE ADDITIVE COST ..... \$22,239.95  
SERVICE SITE TIME EXTENSION ..... NONE

**PORTION TWO - CONSTRUCTION WORK**

**ITEM CO-8.4:**

**TIME EXTENSION -**

The Contractor submitted a request for nine (9) time extension days based on rainy and windy days and wet site conditions.

**Justification:**

The Architect has determined a total of three (3) days is justified for time extension representing actual rain days disallowing work to progress.

**Requested by:**

Architect.

CONSTRUCTION WORK ADDITIVE COST ..... NONE  
TIME EXTENSION ..... 3 Days

**ITEM CO-8.5:**

**ADDITIONAL ROOF MANSARD SUPPORT -**

The Contractor submitted a request for on additional cost to provide additional blocking where backs of mansard roofs don't occur on bearing walls or roof purlins.

**Justification:**

The mansard detail, as approved by Change Order Item 6.11, indicates the back vertical wall supporting the sloped mansard roof occurring on bearing walls below. As some actual job conditions resulted in this vertical wall occurring in mid-span of roof purlins, the E.O.R. prepared calculations to justify the bearing capacity of the roof plywood sheathing. Where the field condition exceeds the allowable plywood span, per the E.O.R., additional blocking was provided by the Contractor.

**Requested by:**

Architect.

CONSTRUCTION WORK ADDITIVE COST ..... \$1,100.19  
TIME EXTENSION ..... 0 Days

**ITEM CO-8.6:**

**LANDSCAPED SLOPES -**

The Contractor was directed to provide a cost/credit for providing Red Apple ground cover at 12" o.c. in lieu of the specified hydro-seeded "Slope Saver-2" at all 2:1 slopes.

**Justification:**

Slope Saver-2 ground cover was initially selected for all 2:1 slopes because of low installation costs. Further evaluation of this "tall grass-like" ground cover has proven to be a poor choice for school sites as it harbors rodents, requires more irrigation and is subject to large-area "die-outs".

**Requested by:**

District.

CONSTRUCTION WORK ADDITIVE COST ..... \$15,349.00  
TIME EXTENSION ..... 0 Days





**PORTION TWO - CONSTRUCTION WORK**

**ITEM CO-8.7:**

**SOFFIT VENTS -**

The Contractor was directed to provide a cost to provide 2"  $\phi$  drilled, galvanized 1/4" screened venting to all six (6) buildings' soffits as follows:

Building "A": 12 each in NE & SE soffits,  
30 each in NW & SW soffits ..... 84 Total

Building "B": 46 each in North & South soffits  
12 each in East & West soffits ..... 116 Total

Building "D": 46 each in North & South soffits  
12 each in East & West soffits ..... 116 Total

Building "E": 12 each in NW & SW soffits  
18 each in NE & SE soffits ..... 60 Total

Building "F" & "G": 12 per each classroom x 9 ..... 108 Total

484 Total

Contractor shall space vents as far apart as possible to improve cross ventilation.

Justification: Ventilation of enclosed soffit/attic areas is required per code. Plans were approved, however, soffit ventilation was overlooked.

Requested by: Architect.

CONSTRUCTION WORK ADDITIVE COST ..... \$4,541.46  
TIME EXTENSION ..... 0 Days

**ITEM CO-8.8:**

**ADDITIONAL SECURITY SYSTEM CONTACTS -**

The Contractor was directed to provide a cost for installing security system points at the roof hatches.

Justification: Security system plans did not include contact points at the roof hatches. The security of the school is improved with these points of entry protected by the system.

Requested by: District.

CONSTRUCTION WORK ADDITIVE COST ..... \$740.32  
TIME EXTENSION ..... 0 Days

44  
35

**PORTION TWO - CONSTRUCTION WORK**

**ITEM CO-8.9a:**      **CERAMIC TILE -**

The Contractor was directed to provide a cost/credit for additional ceramic tile floors and walls in Toilet Rooms B-9, D-9, D-10, D-18 and D-19.

**Justification:**

After the project was bid, structural plans were prepared by the Contractor and included with all other portion two plans for review and approval by DSA. Toilet rooms were required to be enlarged to conform to handicap access requirements, necessitating the increase in ceramic tile.

**ITEM CO-8.9b:**      **THIN SET CERAMIC TILE FLOORS -**

The Contractor was directed to provide a cost/credit for deleting thick set mortar bed and providing a thin set Laticrete 9235 waterproofing membrane system for all tile floors. The system shall consist of a base sheet of reinforcing fabric embedded in a liquid rubber polymer, and Laticrete 4237 and 211 flexible additive powder for thin-set mortar and grout.

**Justification:**

The project bid originally as slab on grade construction with recessed thick set mortar for ceramic tile floors. As a condition of OPSC funding, an addenda was issued changing construction to steel frame relocatable design. There was insufficient time to change the tile details and specifications prior to bid. Conventional modular construction does not allow recessed floors and the alternate thin set tile method was approved. The project's thin set specification was intended for walls only, and did not include a waterproof membrane required for floors. Credit shall be given for the deleted thick set mortar bed and cost will be generated for the added waterproof membrane.

**Requested by:**      The Architect.

CONSTRUCTION WORK ADDITIVE COST ..... \$9,619.28  
TIME EXTENSION ..... 7 Days

H-4  
p. 6

**PORTION TWO - CONSTRUCTION WORK**

**ITEM CO-8.10:**

**1 X 4 WOOD TRIM -**

The Contractor was directed to provide a cost for easing the two outside corner edges on the 1 x 4 rough sawn vertical wood battens throughout the project.

Justification:

The rough sawn 1 x 4 vertical trim, as specified and delivered, presented sharp, sometimes splintered corners. To increase safety and decrease the possibility of personal injury, the Contractor was directed to ease the corners, thereby eliminating the sharp corners.

Requested by:

Architect.

CONSTRUCTION WORK ADDITIVE COST ..... \$1,022.12  
TIME EXTENSION ..... 0 Days

**ITEM CO-8.11:**

**PLAY AREA PAVING -**

The Contractor was directed to provide a cost for providing play area paving as shown on Sheet A-1 and Detail 12/A1.2. The additional cost shall be given for 2½" AC over 4" base with redwood headers including necessary regrading. Also see CO-8.3.

Justification:

The architectural site plan and details clearly indicate the playground asphalt, however, the grading plan and landscape plan do not.

Requested by:

Architect.

CONSTRUCTION WORK ADDITIVE COST ..... \$13,589.55  
TIME EXTENSION ..... 0 Days

**ITEM CO-8.12:**

**EXTERIOR DRINKING FOUNTAIN -**

The Contractor was directed to provide a cost/credit to delete the recessed alcove at the Building "D" drinking fountain, reduce the ceramic tile wainscot to 5 feet high and provide stainless steel guardrails in conformance with detail 12/A22 (attached).

Justification:

The recessed area as bid cannot be built within the limitations of the modular type construction. By deleting the recess, guardrails become necessary in compliance with ADA/California Access Code.

Requested by:

Architect.

CONSTRUCTION WORK ADDITIVE COST ..... \$130.46  
TIME EXTENSION ..... 0 Days

11-4  
17

**PORTION TWO - CONSTRUCTION WORK**

**ITEM CO-8.13:**      **OPTIONAL PARAPET DETAILS -**

The Contractor requested the use of 3-5/8" metal stud framing material at the short roof parapet walls.

**Justification:**

The E.O.R. submitted optional details 4/SA8b for 6" maximum and 1'-6" maximum parapet walls. PCO #9 was approved by DSA on 2/2/96. This optional detail also may replace Detail 3a of Change Order Item No. 6.11.

**Requested by:**

Contractor.

CONSTRUCTION WORK ADDITIVE COST ..... NONE  
TIME EXTENSION ..... 0 Days

**ITEM CO-8.14:**      **ROOF HATCH FRAMING -**

The Contractor requested an alternate framing system for the roof hatch openings.

**Justification:**

The E.O.R. submitted PCO #9 and approved by DSA on 2/2/96, which allows for a roof hatch opening and shaft framing supported by interior walls, in lieu of roof framing.

**Requested by:**

Contractor.

CONSTRUCTION WORK ADDITIVE COST ..... NONE  
TIME EXTENSION ..... 0 Days

**ITEM CO-8.15**      **PROVIDE GUARDRAILS -**

The Contractor was directed to provide guardrails per CD-64 at all ramps and elevation differences.

**Justification:**

Although ramps with slopes 20:1 or flatter and 2 ft. elevation differences do not require handrails, the District, in an attempt to reduce student injury and liability, request +42" guardrails at elevation differences of 2 ft. and handrails on outer edges of ramps at +34".

**Requested by:**

District.

CONSTRUCTION WORK ADDITIVE COST ..... \$29,362.72  
TIME EXTENSION ..... 0 Days

44  
PS

**PORTION TWO - CONSTRUCTION WORK**

**TOTAL PORTION TWO:**

CONSTRUCTION WORK ADDITIVE COST .....	\$75,455.10
CONSTRUCTION WORK TIME EXTENSION .....	10 DAYS

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**TOTAL OF CHANGE ORDER NO. 8:**

TOTAL ADDITIVE COST (PORTION 1 & PORTION 2 COMBINED) .....	\$97,695.05
TOTAL TIME EXTENSION (PORTION 1 & PORTION 2 COMBINED) ...	10 DAYS



Jurupa Unified School District

Resolution #97/03

EMERGENCY PROCUREMENT OF CONCRETE AND ELECTRICAL WORK

at

Rustic Lane and Troth Street, Elementary Schools; MOT, Food Services, Jurupa Valley High School, and Rubidoux High School S-Wing

WHEREAS Public Contract Code 20113 enables a district in an emergency to make any repairs, alternations, or improvements necessary to permit the continuance of existing school classes, or avoid danger to property, and,

WHEREAS it is necessary for the District to move thirteen (13) portable classrooms from other District sites and acquire twelve (12) additional portable classrooms, and,

WHEREAS concrete slabs and additional electrical power are required for placement of these portables, and,

WHEREAS there is insufficient time remaining this summer to allow for the normal bidding process, and,

WHEREAS the County Superintendent of Schools, by law, must approve emergency procurement procedures.

THEREFORE, be it resolved that an emergency exists and that concrete and electrical work needs to be immediately undertaken in order to have the emergency classrooms in place for classes to begin on September 3, 1996, and be it further resolved that the Assistant Superintendent Business Services acted prudently and within his authority and responsibility in taking the necessary action by seeking the approval of Riverside County Superintendent of Schools as quickly as possible, and taking the necessary steps to contract for the required work.

Adopted this 1st day of July, 1996.

Approved by Riverside County  
Superintendent of Schools  
Dale S. Holmes, Superintendent

\_\_\_\_\_  
Sam D. Knight, Sr., Clerk  
Board of Education  
Unified School District

\_\_\_\_\_  
by Jerry J. Kurr (Deputy)  
Assistant Superintendent Division Jurupa  
Administration and Business Services

(H-7)

Jurupa Unified School District

Personnel Report #1

July 1, 1996

CERTIFICATED PERSONNEL

Regular Assignment

Teacher

Ms. Corinne New  
7787 Whitney Drive  
Riverside, CA 92509

Effective August 28, 1996  
Multiple Subject Credential

Extra Compensation Assignment

JTPA Program: to assist in the coordination of the JTPA component and serve as a Tutorial Lab Instructor; June 17, 1996 through August 23, 1996; not to exceed 24 days total; appropriate hourly rate of pay.

Stan Rowland

JTPA Program: to serve as the JTPA Work Experience Coordinator; June 17, 1996 through August 23, 1996; not to exceed eight (8) hours per day; appropriate hourly rate of pay.

Charlotte Kennedy

Pedley Elementary: to provide after school curricular enhancement program; May 30, 1996 through June 11, 1996; not to exceed four (4) hours total; appropriate hourly rate of pay.

Bonita Welch

Pedley Elementary: to provide after school tutoring program for access to all students; February 14, 1996 through March 27, 1996; not to exceed 21 hours total; appropriate hourly rate of pay.

Ms. Pat Balteria  
Ms. JoAnn Greeley

Ms. Mary Ann Ekbring

Ms. Barbara Adcock

Pedley Elementary: to provide after school tutoring program for access to all students; April 17, 1996 through May 29, 1996; not to exceed 21 hours total; appropriate hourly rate of pay.

Ms. Pat Balteria  
Ms. JoAnn Greeley

Ms. Mary Ann Ekbring

Ms. Barbara Adcock

Troth Street Elementary: to develop all school programs; June 17-21, 1996 ; not to exceed 15 hours each; appropriate hourly rate of pay.

Ms. Shelley Logan

Ms. Margie Sivert

Personnel Report #1

CERTIFICATED PERSONNEL

Extra Compensation Assignment

West Riverside Elementary: to create higher level curriculum for GATE students; May 15, 1996 through June 5, 1996; not to exceed nine (9) hours total; appropriate hourly rate of pay.

Mr. Dan Moore                      Ms. Carole Patty

Jurupa Valley High School: to conduct AVID parent meetings and interviews; March 20-29, 1996; not to exceed 10 hours each; appropriate hourly rate of pay.

Mr. Michael Free              Ms. Patricia Prosser                      Ms. Donna Staub

Return from Leave of Absence

Teacher (75%)              Ms. Paula Nicolini                      Effective August 28, 1996

Leave of Absence

Teacher                      Ms. Lauren Patterson  
4882 Moon Crest Drive  
Corona, CA 91720                      Unpaid Special Leave  
August 28, 1996 through  
June 12, 1997 without  
compensation, health and  
welfare benefits or incre-  
ment advancement.

Resignation

Teacher                      Ms. Rebecca Kallinger  
4203 Allis Place  
Riverside, CA 92501                      Effective June 18, 1996

Teacher                      Ms. Deana Morse  
1421 Salmon River Road  
Riverside, CA 92501                      Effective June 20, 1996'

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Pacific Avenue Elementary: to provide assistance to Chapter I students; May 20, 1996 through June 14, 1996; not to exceed 39 hours each; appropriate hourly rate of pay.

Instructional Aide              Ms. Julie Powell  
Instructional Aide              Ms. Debbie Taber



Personnel Report #1

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Troth Street Elementary: to provide release time for staff to develop all school programs; June 17-21, 1996; not to exceed 15 hours each; appropriate hourly rate of pay.

Elem. Media Ctr. Clerk	Ms. Genevieve Sanchez
Instructional Aide	Ms. Kristy Parker
Clerk-Typist	Ms. Janet Richards

Van Buren Elementary: end of year duties; June 24-28, 1996; not to exceed 40 hours total; appropriate hourly rate of pay.

Secretary-Elem. Prin. Ms. Stella Espinoza

Van Buren Elementary: to close out school year; June 19-21, 1996; not to exceed eight (8) hours per day; appropriate hourly rate of pay.

Clerk-Typist Ms. Cindy Fiechter

West Riverside Elementary: to provide students with computer assisted reinforcement and enrichment; June 17-21, 1996; not to exceed 16 hours total; appropriate hourly rate of pay.

Instructional Aide	Ms. Marilyn Whitney
Instructional Aide	Ms. Maria Saucedo

West Riverside Elementary: to provide Title I students with additional reading, writing and language instruction; June 17-21, 1996; not to exceed 105 hours total; appropriate hourly rate of pay.

Clerk-Typist	Ms. Linda Ledesma
Clerk-Typist	Ms. Cindy Viehmann
Clerk-Typist	Ms. Rita Gutierrez

West Riverside Elementary: to provide a variety of instructional activities to reinforce language arts skills; August 12-23, 1996; not to exceed 120 hours total; appropriate hourly rate of pay.

Clerk-Typist	Ms. Linda Ledesma
Clerk-Typist	Ms. Cindy Viehmann
Clerk-Typist	Ms. Rita Gutierrez

West Riverside Elementary: to attend sixth grade recognition; June 12, 1996; not to exceed one (1) hour each; appropriate hourly rate of pay.

Activity Supervisor	Ms. Margaret Dooley
Activity Supervisor	Ms. Margarita Ascenio

Personnel Report #1

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Jurupa Middle School: to set up electronic distribution system in the library; August 1-16, 1996; not to exceed 96 hours total; appropriate hourly rate of pay.

Library Technician Ms. Marylu Barela

MANAGEMENT PERSONNEL

Extra Compensation Assignment

Van Buren Elementary: to pack and move to the district office; June 24-28, 1996; not to exceed 40 hours total; appropriate daily rate of pay.

Elementary Principal Ms. Carmen Hernandez

OTHER PERSONNEL

Short-Term Assignment

Pedley Elementary: 1995-96 school year; after school sports and recreation program.

Mr. Daniel Brennan \$175

Pedley Elementary: to serve as a Girls Volleyball Coach; April 30, 1996 through June 10, 1996; not to exceed 17.5 hours total; \$10.00 per hour.

Girls Volleyball Coach Ms. Gail Tellez

Pedley Elementary: to serve as a Lifeguard for 6th grade trip to Oasis Water Park; June 6, 1996; not to exceed ten (10) hours total; \$6.50 per hour.

Lifeguard Mr. Larry Fletcher

Jurupa Valley High School: to serve as an AVID Tutor; June 17, 1996 through August 28, 1996; not to exceed 30 hours per week; \$6.00 per hour.

AVID Tutor Ms. Claudia Rojas

Jurupa Valley High School: to serve as an AVID Tutor; June 17, 1996 through August 28, 1996; not to exceed 15 hours per week each; \$5.00 per hour.

AVID Tutor Ms. Carol Moreno  
AVID Tutor Ms. Karlyn Heaps

Personnel Report #1

OTHER PERSONNEL

Short-Term Assignment

Rubidoux High School: to serve as an AVID Tutor; June 18, 1996 through July 26, 1996; not to exceed 25 hours per week each; \$6.00 per hour.


AVID Tutor	Mr. Alex Martinez
AVID Tutor	Ms. Janice Bingenheimer
AVID Tutor	Ms. Deborah Espinoza

Rubidoux High School; peak load campus supervision; June 10, 1996 through June 14, 1996; not to exceed eight (8) hours per day; \$9.08 per hour.

Peak Load Campus Supv.  
Peak Load Campus Supv.

Mr. Virgil Hayden  
Mr. Gildardo Arreola

The above actions are recommended for approval:

  
Kent Campbell, Assistant Superintendent-Personnel Services

J-1  
PMS

Jurupa Unified School District

Personnel Report #1

July 1, 1996

CERTIFICATED PERSONNEL

Regular Assignment

Teacher (SDC)	Ms. Juli Agnew 9149 Sunridge Drive Riverside, CA 92508	Effective August 28, 1996 Multiple Subject; Specialist- Learning Handicapped Credential
Teacher	Ms. Janet Edmondson 811 Fullerton Avenue Corona, CA 91719-2514	Effective August 28, 1996 Multiple Subject Credential
Teacher	Ms. Mary Golden 11312 Rancho del Oro Drive Riverside, CA 92505	Effective August 28, 1996 Multiple Subject Credential
Teacher	Ms. Paul Van Lent 1831 N. Waterman Canyon Road San Bernardino, CA 92404	Effective August 28, 1996 Single Subject-English Credential

Intern Assignment

Teacher	Ms. Sally Louis 5273 Concha Drive Mira Loma, CA 91752	Effective August 28, 1996 Multiple Subject Internship Credential
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Temporary Assignment

Resource Specialist	Ms. Keri Colgan 4764 Dundee Road Riverside, CA 92503	Effective August 28, 1996 through June 12, 1997 Multiple Subject CLAD Credential; Emergency Resource Specialist Certificate
Teacher	Mr. Richard Garrett 5088 Sulphur Drive Mira Loma, CA 91752	Effective August 28, 1996 through June 12, 1997 Single Subject-Science (Geosciences) Emergency Credential

Change of Assignment

From Teacher (SDC) to Teacher	Mr. James Rodriguez	Effective August 28, 1996
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Personnel Report #1

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Adult/Alternative Education; to teach a drama workshop; July 1, 1996 through August 28, 1996; not to exceed 45 hours total; appropriate hourly rate of pay.

Mr. Michael Kane

Adult/Alternative Education; to serve as a substitute for the summer program; June 17, 1996 through August 2, 1996; appropriate hourly rate of pay.

Mr. Jose Guillen  
Mr. Gareth Richards

Ms. Alice Muniz

Mr. Gene Mitchell

Bilingual Education; to qualify teachers to work with LEP students; August 27-29, 1996; not to exceed 18 hours each; appropriate hourly rate of pay.

Ms. Donna Prince  
Ms. Bonita Welch  
Ms. Bonnie Werner  
Ms. Cynthia Johnson  
Ms. Barbara McNutt  
Ms. Donna Cmelak  
Mr. David Gruidl  
Ms. Janet Thompson  
Ms. Monica Smith  
Ms. Johanna Downs

Mr. Jim Beckley  
Ms. Mary Kahlefent  
Mr. John Dawson  
Ms. Cathy Galuska  
Ms. Susan Keith  
Mr. Robert Cmelak  
Ms. Sherry Bockman  
Ms. Susan Guerriero  
Ms. Julia Margeson  
Ms. Liz Tonge

Ms. Karen Krumheuer  
Mr. Les Brown  
Ms. Judy Smith  
Ms. Crista Biddle  
Ms. Janet Coleman  
Ms. Mary Roper  
Ms. Louise Gillette  
Ms. Harriet Huling  
Ms. Jim Bice

Bilingual Education; to test LEP students; August 16, 1996 through September 6, 1996; not to exceed 42 hours total; appropriate hourly rate of pay.

Ms. Sheila Medina

Education Support Services; to attend a summer school special education meeting; June 13, 1996; not to exceed one (1) hour each; appropriate hourly rate of pay.

Ms. Irene Allen  
Ms. Lynnee Tieri  
Ms. Marcie Lane  
Mr. Jay Hammer  
Mr. Libbern Cook  
Ms. Stephanie King  
Ms. Donnalee Simpson

Ms. Debra George  
Ms. Pat Villalobos  
Mr. Irwin Condit  
Ms. Barbara Boatwright  
Mr. Vince Tieri  
Ms. Kim Parker  
Ms. Lori Smith

Mr. Steve Eimers  
Ms. Deanna Wickersheim  
Ms. Sandra Young  
Ms. Kathy Drost  
Ms. Theresa Moran  
Ms. Sherrill Ferguson  
Ms. Vera Smith

Hourly Assignment; to serve as an administrative hearing panel member; June 18, 1996 through July 2, 1996; not to exceed 24 hours total; \$24.70 per hour.

Ms. Bobbie Terrell

Personnel Report #1

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Preschool Program; to attend staff development training in CPR and Health Ed. topics; August 21, 1996 through September 11, 1996; not to exceed eight (8) hours per day; appropriate hourly rate of pay.

Ms. Virginia Schanz

Preschool Program; transition of Health Records, disability registration, health committee and processing of 1996-97 health records; July 8, 1996 through August 28, 1996; not to exceed 160 hours total; appropriate hourly rate of pay.

Ms. Virginia Schanz

Preschool Program; to attend staff development workshops, home visits, and prepare classrooms; July 1, 1996 through June 30, 1997; not to exceed 80 hours total; appropriate hourly rate of pay.

Ms. Virginia Schanz

Preschool Program; to assist with registration of Headstart/Preschool students; August 5-9, 1996 and August 12, 1996; not to exceed 48 hours total; appropriate hourly rate of pay.

Ms. Irene Allen

Preschool Program; to assist with processing Headstart/Preschool students; August 7-9, 1996; not to exceed 24 hours total; appropriate hourly rate of pay.

Ms. Sally Tuntland

Granite Hill Elementary; to set up resource centers with supplemental literature for each grade level; August 19-27, 1996; not to exceed eight (8) hours each; appropriate hourly rate of pay.

Ms. Cassandra Lemus  
Ms. Claudia Penaloza

Ms. Susan Keith  
Ms. Miriam Kim

Ms. April Jacobson

Ina Arbuckle Elementary; to provide supplementary services to compensatory education students; May 11, 1996 through June 24, 1996; not to exceed 21 hours total; appropriate hourly rate of pay.

Ms. Deanna Long

Ms. Josefina Mendoza

Ina Arbuckle Elementary; to inventory, restock books and supplies and prepare for lab; August 1, 1996 through June 30, 1997; not to exceed 80 hours total; appropriate hourly rate of pay.

Ms. Beverly Rosten

Personnel Report #1

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Ina Arbuckle Elementary; to promote increased appreciation and knowledge of fine arts; May 7, 1996 through June 7, 1996; not to exceed 25 hours total; appropriate hourly rate of pay.

Ms. Cheryl Magnuson      Ms. Diane Tudge

Pacific Avenue Elementary; to evaluate SAT test results; August 19-27, 1996; not to exceed 40 hours total; appropriate hourly rate of pay.

Ms. Faye Edmunds

Rustic Lane Elementary; to work on schoolwide parent handbook; August 19, 1996 through September 6, 1996; not to exceed 10 hours each; appropriate hourly rate of pay.

Ms. Jessie Alaniz  
Ms. Carole Zuloaga  
Ms. Linda Daniels

Ms. Jennifer Lara  
Ms. Teresa Partida

Ms. Pat Valle-Sanchez  
Ms. Judy Lynch

Troth Street Elementary; to translate materials from English into Spanish; February 16, 1996 through May 23, 1996; not to exceed 17.25 hours total; appropriate hourly rate of pay.

Ms. Luz Salazar

West Riverside Elementary; restructuring Title I program; June 24-28, 1996; not to exceed 30 hours total; appropriate hourly rate of pay.

Mr. Dave Doubravsky

West Riverside Elementary; strategies to achieve goals and objectives; August 26-27, 1996; not to exceed 25 hours total; appropriate hourly rate of pay.

Mr. Dave Freeman

Mission Middle School; to take the summer institute in CPM; August 12-14, 1996; not to exceed 24 hours total; appropriate hourly rate of pay.

Mr. Andrew Scherrer

Jurupa Valley High School; to conduct AVID parent meetings and interviews; March 20-29, 1996; not to exceed 10 hours total; appropriate hourly rate of pay.

Ms. S. Kay Murphy

Jurupa Valley High School; to evaluate student records and transcripts; June 18, 1996 through July 31, 1996; not to exceed 35 hours total; appropriate hourly rate of pay.

Ms. Kelly Dodd

Personnel Report #1

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Summer Instruction Program: to serve as a substitute; paid at summer school rate of pay; June 17 - July 26, 1996.

Teacher	Ms. Lisa Levine
Teacher	Ms. Melissa Davis
Teacher	Mr. Charles Meyerett
Teacher	Ms. Gillian Coffey
Teacher	Mr. Gary Golden
Substitute Teacher	Mr. Richard Garrett
Substitute Teacher	Mr. Charles Wilson

Return from Leave of Absence

Teacher	Ms. Margery Ashwood 6266 Brookdale Riverside, CA 92509	Effective August 28, 1996
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Leave of Absence

Teacher	Ms. Michele Crockett 5253 El Cerrito Drive #13 Riverside, CA 92507	Unpaid Special Leave effective September 2, 1996 through June 13, 1997 without compensation, health and welfare benefits or increment advancement.
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Resignation

Teacher	Ms. Alma Guzman 5388 Golden Avenue Riverside, CA 92505	Effective June 27, 1996
Teacher	Ms. Alison Holt-Hillis 31675 Via Cordoba Temecula, CA 92592	Effective June 20, 1996
Teacher	Ms. Susan Rhine 22346 Canyon Club Drive Canyon Lake, CA 92587	Effective June 26, 1996
Teacher	Ms. Cindee Rummier 1898 Cherokee Avenue Norco, CA 91760	Effective June 24, 1996
Teacher	Ms. Laurie Snyder 6821 Oak Hill Road Phelan, CA 92371	Effective June 30, 1996



Personnel Report #1

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Bilingual Education; to test LEP students; August 16, 1996 through September 6, 1996; not to exceed 312 hours total; appropriate hourly rate of pay.

Bil. Language Tutor	Ms. Esther Ruvalcaba
Bil. Language Tutor	Ms. Estela Sanchez
Bil. Language Tutor	Ms. Gloria Morales

Instructional Services; to provide assistance in typing and formatting Health Committee topics, substitute handbook and DAP assessment updates; July 9-31, 1996; not to exceed 80 hours total; appropriate hourly rate of pay.

Secretary/Account Clerk Ms. Dora Martinez

Instructional Services; to close out and start up headstart/preschool and categorical budgets and files; July 22-31, 1996; not to exceed 80 hours total; appropriate hourly rate of pay.

Senior Fiscal Clerk Ms. Judy Wigg

Preschool Program; to attend staff development training in CPR and Health Ed. topics; August 21, 1996 through September 11, 1996; not to exceed eight (8) hours per day each; appropriate hourly rate of pay.

Preschool Teacher	Ms. Joan Jordan
Preschool Teacher	Ms. Jenny Eberth
Preschool Teacher	Ms. Elizabeth VandenRaadt
Preschool Teacher	Ms. Mae Ginwright
Preschool Teacher	Ms. Dawn Owen
Preschool Teacher	Ms. Iris Klawitter
Preschool Teacher	Ms. Maureen McNair
Preschool Teacher	Ms. Janice Kidd
Preschool Teacher	Ms. Narda Carter
Preschool Teacher	Ms. Sandra Wisniewski
Preschool Teacher	Ms. I.V. Newton
Preschool Teacher	Ms. Jackie Lyen
Preschool Teacher	Ms. Gina Gurrola
Preschool Teacher	Ms. Amy Alvarez
Preschool Teacher	Ms. Angie Klawitter
Preschool Teacher	Ms. Zenaída Amaro
Preschool Teacher	Ms. Patty Harrison
Preschool Teacher	Ms. Susan Randleman
Preschool Teacher	Ms. Beth Carlson
Instructional Aide	Ms. Delia Aguilera
Instructional Aide	Ms. Toni Gomez
Instructional Aide	Ms. Sue Wooten
Instructional Aide	Ms. Bonnie Kimmet
Instructional Aide	Ms. Rose Marie Leos
Instructional Aide	Ms. Angie Rubidoux

Personnel Report #1

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Preschool Program; to attend staff development training in CPR and Health Ed. topics; August 21, 1996 through September 11, 1996; not to exceed eight (8) hours per day each; appropriate hourly rate of pay.

Instructional Aide	Ms. Celia Diaz
Instructional Aide	Ms. Deana Alves
Instructional Aide	Ms. Jean Bateman
Instructional Aide	Ms. Holly Valencia
Instructional Aide	Ms. Aileen Lauritzen
Instructional Aide	Ms. Mary Chavez
Instructional Aide	Ms. Deborah Young
Instructional Aide	Ms. Cindy Rodriguez
Instructional Aide	Ms. Gladys Bonesteel
Instructional Aide	Ms. Pauline Evans
Instructional Aide	Ms. Anita Smith
Instructional Aide	Ms. Donna Jacobs

Preschool Program; to attend staff development workshops, home visits, and prepare classrooms; July 1, 1996 through June 30, 1997; not to exceed 80 hours each; appropriate hourly rate of pay.

Preschool Teacher	Ms. Joan Jordan
Preschool Teacher	Ms. Jenny Eberth
Preschool Teacher	Ms. Elizabeth VandenRaadt
Preschool Teacher	Ms. Mae Ginwright
Preschool Teacher	Ms. Dawn Owen
Preschool Teacher	Ms. Iris Klawitter
Preschool Teacher	Ms. Maureen McNair
Preschool Teacher	Ms. Janice Kidd
Preschool Teacher	Ms. Narda Carter
Preschool Teacher	Ms. Sandra Wisniewski
Preschool Teacher	Ms. I.V. Newton
Preschool Teacher	Ms. Jackie Lyen
Preschool Teacher	Ms. Gina Gurrola
Preschool Teacher	Ms. Amy Alvarez
Preschool Teacher	Ms. Angie Klawitter
Preschool Teacher	Ms. Zenaida Amaro
Preschool Teacher	Ms. Patty Harrison
Preschool Teacher	Ms. Susan Randleman
Preschool Teacher	Ms. Beth Carlson
Instructional Aide	Ms. Delia Aguilera
Instructional Aide	Ms. Toni Gomez
Instructional Aide	Ms. Sue Wooten
Instructional Aide	Ms. Bonnie Kimmet
Instructional Aide	Ms. Rose Marie Leos
Instructional Aide	Ms. Angie Rubidoux
Instructional Aide	Ms. Celia Diaz

Personnel Report #1

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Preschool Program: to attend staff development workshops, home visits, and prepare classrooms; July 1, 1996 through June 30, 1997; not to exceed 80 hours each; appropriate hourly rate of pay.

Instructional Aide	Ms. Deana Alves
Instructional Aide	Ms. Jean Bateman
Instructional Aide	Ms. Holly Valencia
Instructional Aide	Ms. Aileen Lauritzen
Instructional Aide	Ms. Mary Chavez
Instructional Aide	Ms. Deborah Young
Instructional Aide	Ms. Cindy Rodriguez
Instructional Aide	Ms. Gladys Bonesteel
Instructional Aide	Ms. Pauline Evans
Instructional Aide	Ms. Anita Smith
Instructional Aide	Ms. Donna Jacobs

Preschool Program: to assist with headstart/preschool registration; August 5-9, 1996; not to exceed 40 hours total; appropriate hourly rate of pay.

Clerk-Typist                      Ms. Michele Rivera

Granite Hill Elementary: to prepare the learning environment; July 31, 1996 through August 5, 1996; not to exceed 24 hours total; appropriate hourly rate of pay.

Secretary-Elem. Prin.      Ms. Ann Valle

Granite Hill Elementary: to set up classroom libraries; August 23-27, 1996; not to exceed 24 hours total; appropriate hourly rate of pay.

Elem. Media Ctr. Clerk      Ms. Jennifer Kuderman

Ina Arbuckle Elementary: to prepare school plan with revisions and complete end-of-year checkout; June 21, 1996 through July 8, 1996; not to exceed 30 hours total; appropriate hourly rate of pay.

Secretary-Elem. Prin.      Ms. Linda Chard

Ina Arbuckle Elementary: to help with new enrollees and kindergarten registration; August 23-27, 1996; not to exceed eight (8) hours per day; appropriate hourly rate of pay.

Clerk-Typist                      Ms. Elvera Borders

Ina Arbuckle Elementary: to add and drop students on computer; August 19-21, 1996; not to exceed four (4) hours per day; appropriate hourly rate of pay.

Clerk-Typist                      Ms. Alma Mendoza

Personnel Report #1

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Ina Arbuckle Elementary; to inventory, restock books and supplies, and prepare for lab; August 1, 1996 through June 13, 1997; not to exceed 48 hours total; appropriate hourly rate of pay.

Clerk-Typist                      Ms. Becky Belty

Ina Arbuckle Elementary; to complete end-of-year business and restock books and supplies; June 10-21, 1996; not to exceed 21 hours total; appropriate hourly rate of pay.

Clerk-Typist                      Ms. Kathi Garcia  
Clerk-Typist                      Ms. Reveca Gomez

Pedley Elementary; peak load assistance and textbook inventory; June 17-21, 1996; not to exceed twenty (20) hours total; appropriate hourly rate of pay.

Elem. Media Ctr. Clerk      Ms. Vivian Carrasco

Stone Avenue Elementary; to complete end-of-year attendance reports; June 21-22, 1996; not to exceed eight (8) hours total; appropriate hourly rate of pay.

Clerk-Typist                      Ms. Brenda Wolk

Troth Street Elementary; to develop all school programs; June 17-21, 1996; not to exceed eight (8) hours each; appropriate hourly rate of pay.

Clerk-Typist                      Ms. Roberta Webb  
Instructional Aide                Mr. Darrin Martin

Van Buren Elementary; to prepare for Principal's move; June 17-21, 1996; not to exceed eight (8) hours per day; appropriate hourly rate of pay.

Clerk-Typist                      Ms. Donna Crispin

West Riverside Elementary; to coordinate information of existing resources; August 26-27, 1996; not to exceed 16 hours total; appropriate hourly rate of pay.

Clerk-Typist                      Ms. Rita Gutierrez

West Riverside Elementary; restructuring Title I program; June 24-28, 1996; not to exceed 48 hours total; appropriate hourly rate of pay.

Secretary-Elem. Prin.      Ms. Sue Reister

West Riverside Elementary; restructuring Title I program; June 24-28, 1996; not to exceed 40 hours each; appropriate hourly rate of pay.

Clerk-Typist                      Ms. Rita Gutierrez  
Clerk-Typist                      Ms. Linda Ledesma

Personnel Report #1

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Mira Loma Middle School: to analyze statistics and diaggregate data on student grades, test scores and enrollment to monitor progress; June 17-28, 1996; not to exceed 32 hours each; appropriate hourly rate of pay.

Secretary	Ms. Camelia Dieckmann
Clerk-Typist	Ms. Sandy Person
Clerk-Typist	Ms. Diana Brock
Clerk-Typist	Ms. Sally Parker

Summer Instruction Program: as listed below, paid at regular rate of pay, assigned on as needed basis; continued employment dependent upon enrollment. Dates listed below exclude July 4-5, 1996.

Instructional Aide	Ms. Pat Flores	June 18-July 15, 1996
Instructional Aide	Ms. Gloria Worthington	June 18-July 15, 1996
Instructional Aide	Ms. Judy Alvarez	June 19-July 15, 1996
Independent Study Aide	Ms. Therese Gonyer	June 18-August 2, 1996
Campus Supervisor	Ms. Nancy Holt	June 24-July 26, 1996
Bus Driver	Ms. Andrea Aguirre	July 22-August 30, 1996
Bus Driver	Ms. Virginia Walters	July 1-August 26, 1996

Summer Instruction Program: to serve as a substitute; paid at regular rate of pay; June 17 - August 30, 1996.

Campus Supervisor	Mr. John Mosher
Campus Supervisor	Mr. Darel Hansen
Campus Supervisor	Ms. Ellen McIntosh
Senior Fiscal Clerk	Ms. Diane Carlson

Leave of Absence

Instructional Aide	Ms. Arlene Stevens 5138 Sulphur Drive Mira Loma, CA 91752	Unpaid Special Leave effective September 29, 1996 through June 13, 1997 without compensation, health and welfare benefits, increment advance- ment, or the accrual of seniority for layoff or reduction in force purposes.
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Resignation

Bilingual Language Tutor	Ms. Rosa Bryant 6046 Maverick Lane Riverside, CA 92509	Effective May 28, 1996
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Personnel Report #1

CLASSIFIED PERSONNEL

Resignation

Activity Supervisor	Ms. Alyse Gradillas 6344 Indian Camp Road Riverside, CA 92509	Effective June 30, 1996
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MANAGEMENT PERSONNEL

Regular Assignment

Central Kitchen Manager	Ms. Charita Devereaux 1764 Wilson Avenue Perris, CA 92571	Effective August 15, 1996 Work Year A
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Promotion

From Middle School Assistant Principal to Elementary Principal	Mr. James Owen 5555 Manline Drive Mira Loma, CA 91752	Effective July 8, 1996
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OTHER PERSONNEL

Short-Term Assignment

Adult/Alternative Education; to serve as an Assessment and Recruitment Assistant; July 1-31, 1996; not to exceed 15 hours per week; \$7.18 per hour.

Assess. & Recruit Assist. Ms. Jeanette Rosales

Education Support Services; to serve as a Bilingual Translator; June 24, 1996; not to exceed one (1) hour total; \$10.00 per hour.

Bil. Translator Ms. Teresa Beckman

Mission Bell Elementary; 1995-96 school year; after school sports and recreation program.

Tom Balough \$300

Rustic Lane Elementary; to serve as a Textbook Assistant; August 19, 1996 through November 1, 1996; not to exceed 100 hours total; \$10.00 per hour.

Textbook Assistant Ms. Patricia Flores

Van Buren Elementary; to serve as an Intersession Tutor; July 1-18, 1996; not to exceed 84 hours total; \$15.00 per hour.

Intersession Tutor Mr. Pet Villalobos

Personnel Report #1

OTHER PERSONNEL

Short-Term Assignment

Van Buren Elementary; to serve as an Intersession Tutor; July 1-18, 1996; not to exceed 84 hours each; \$8.00 per hour.

Intersession Tutor	Ms. Cathy Pesl
Intersession Tutor	Ms. Mary Jerusalina
Intersession Tutor	Ms. Freida Posada
Intersession Tutor	Ms. Bertice Roper

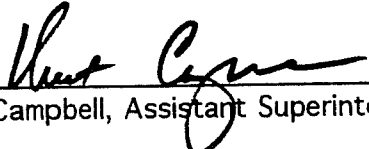
Van Buren Elementary; to serve as an Intersession Tutor; July 1-18, 1996; not to exceed 84 hours total; \$4.50 per hour.

Intersession Tutor      Mr. Jose Garcia

Rubidoux High/Learning Center; to serve as an Instructional Specialist; June 19, 1996 through August 23, 1996; not to exceed 144 hours total; \$17.50 per hour.

Instructional Specialist   Mr. Greg Cabrera

The above actions are recommended for approval:

  
\_\_\_\_\_  
Kent Campbell, Assistant Superintendent-Personnel Services

1 ARTICLE II

2 RECOGNITION

3 SECTION 1 - Association. The Jurupa Unified School District hereby  
4 confirms its recognition of the Association as the exclusive collective  
5 bargaining representative for the employees in the unit described below.

6 All classified employees employed by the District in the following job  
7 classifications:

8 Electric/Electronic Technician

9 Electrician

10 Heating and Air Conditioning Mechanic

11 Carpenter

12 Plumber

13 Locksmith

14 Painter

15 General Maintenance Journeyman

16 Office Machines/Audio Visual Repair Specialist

17 Fire Service Technician/Maintenance Worker

18 Maintenance Worker

19 Head Custodian - Multiple Site

20 Head Custodian - Elementary School/NVHS

21 Lead Night Custodian

22 Custodian

23 Custodian (Floor Crew)

24 Grounds Equipment Specialist

25 Grounds Equipment Operator

26 Sprinkler Technician

27 Grounds Worker

28 Heavy Duty Mechanic/Brake Inspector

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- 1 Lead Mechanic
- 2 Dispatcher/Bus Driver Trainer
- 3 Mechanic
- 4 Automotive Service Coordinator
- 5 Light Duty Mechanic/Brake Inspector
- 6 Automotive Servicer
- 7 Bus Driver/Bus Driver Trainer
- 8 Bus Driver
- 9 Bus Driver - Special Students
- 10 Transportation Clerk/Dispatcher
- 11 Central Kitchen Manager
- 12 Food Services Coordinator
- 13 Food Services Clerk
- 14 Cafeteria Manager - High School
- 15 Cafeteria Manager - Elementary (Multiple Site Service)
- 16 Cafeteria Manager - Middle School
- 17 Cafeteria Assistant Manager - Elementary (Multiple Site Service)
- 18 Cafeteria Assistant Manager - Secondary (Multiple Site Service)
- 19 Cafeteria Manager - Elementary (Single Site Service)
- 20 Cafeteria Assistant III
- 21 Cafeteria Assistant II
- 22 Cafeteria Assistant I
- 23 Pool Manager
- 24 Campus Supervisor
- 25 On Campus Detention Supervisor
- 26 Night Attendance Caller
- 27 Activity Supervisor
- 28 Preschool Teacher with B .A.

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- 1 Preschool Teacher
- 2 Instructional Materials Technician
- 3 Library Technician
- 4 Instructional Media Assistant
- 5 Athletic Fields and Facilities Attendant
- 6 Bilingual Language Tutor
- 7 Elementary Media Center Clerk
- 8 Instructional Aide
- 9 Instructional Aide - Headstart/Preschool
- 10 Independent Study Aide
- 11 Secretary - High School Principal
- 12 Administrative Secretary
- 13 Secretary - High School Assistant Principal
- 14 Secretary - Middle School Principal
- 15 Secretary - Elementary and NVHS Principal
- 16 Secretary/Account Clerk
- 17 Secretary
- 18 Translator/Clerk-Typist
- 19 Clerk-Typist
- 20 Accountant
- 21 Accounting Technician
- 22 Buyer
- 23 Stores Technician
- 24 Benefits Technician
- 25 Budget Technician
- 26 Payroll Specialist
- 27 Account Clerk
- 28 Records Clerk

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- 1 Purchasing Clerk
- 2 Senior Fiscal Clerk
- 3 Fiscal Clerk
- 4 Stock Clerk/Delivery Driver
- 5 Senior Print Technician
- 6 Print Technician
- 7 Print Clerk
- 8 and excluding management, supervisory and confidential employees,
- 9 substitute employees, short-term employees, temporary employees,
- 10 consultants, professional experts, independent contractors, and all other
- 11 employees in positions or classifications not designated above, which
- 12 include, but are not limited to:
- 13 Director - Classified Personnel
- 14 Director - Maintenance and Operations
- 15 Director - Food Services
- 16 Director - Transportation
- 17 Supervisor - Custodial Services
- 18 Supervisor - Grounds
- 19 Supervisor - Maintenance and Operations
- 20 Supervisor - Transportation
- 21 Supervisor - Food Services
- 22 Supervisor of Accounting
- 23 Personnel Assistant
- 24 Personnel Technician
- 25 Administrative Secretary to the Board's Spokesperson
- 26 Warehouse Manager
- 27 Head Gardener
- 28 Business Assistant

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1 Assistant Director - Maintenance and Operations  
2 Director - Business Services  
3 Supervisor - Maintenance Services  
4 Board Records Secretary  
5 Head Custodian - High School  
6 Head Custodian - Middle School  
7 Public Information Officer  
8 Superintendent's Secretary  
9 Assistant Superintendent's Secretary  
10 Personnel Secretary  
11 Personnel Clerk  
12 Program Assistant

13 SECTION 2 - Board of Education. The Association recognizes the Board of  
14 Education as duly elected trustees of the Jurupa Unified School District  
15 and agrees to negotiate exclusively with the representative selected by  
16 the Board of Education.

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1 ARTICLE III

2 ORGANIZATIONAL RIGHTS

3 Section 1 - Rights. The Association shall have the following rights in  
4 addition to those contained in any other portion of this Agreement:

- 5 A. Access at reasonable times to areas in which unit members work.  
6 B. To use without charge designated institutional bulletin boards,  
7 mailboxes, and the use of the school mail system, and other intra-  
8 district means of communication for the posting or transmission of  
9 information or notices concerning Association matters.  
10 C. To use without charge facilities and buildings at reasonable times  
11 when advanced arrangements with the District Business Office have  
12 been made.  
13 D. To receive by October 15 and March 15 a complete seniority roster  
14 for each job classification as of the first work day of the fiscal  
15 year.  
16 E. To receive two (2) copies of each annotated Board Agenda with all  
17 non-confidential supporting documents. The service of the agendas  
18 (to the CSEA President or his/her designated representative) by the  
19 Friday preceding a regular Monday board meeting, shall constitute  
20 official notice of any proposed action by the Board of Education on  
21 items set forth in the agenda. These days shall be adjusted  
22 appropriately for Friday or Monday holidays. Released time with pay  
23 to pick up the agenda in the Superintendent's Office will be provided  
24 to the President, if necessary.

25 If requested, the District shall negotiate with the Association prior  
26 to implementing major changes in District rules, regulations and  
27 practices within the scope of representation as defined in  
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1 Government Code 3543.2 which are not expressly covered by this  
2 Agreement, but are shown on the agenda.

3 F. To review at reasonable times public information in the possession  
4 of or produced by the District necessary for the Association to  
5 fulfill its role as the exclusive bargaining representative.

6 G. To receive three (3) copies of the current Board Policy Book, plus all  
7 subsequent additions, changes, or deletions.

8 Section 2 - Prohibition Against Certain Advisory Committees. The  
9 District shall not form or cause to be formed any advisory committee  
10 consisting of unit members for the purpose of discussing matters within  
11 the defined scope of collective bargaining.

12 Section 3 - Distribution of Agreement. As soon as possible after the  
13 execution of this Agreement, the District will print and distribute a copy  
14 to each unit member, plus all subsequent Agreements which have unit-  
15 wide effects.

16 Section 4 - New Positions. In the event that the District creates a new  
17 classification or substantially changes the duties of an existing  
18 classification, the District and the Association shall negotiate whether or  
19 not such position is to be included within the bargaining unit. The rate of  
20 pay to be assigned to such position if included within the bargaining unit  
21 shall be negotiated. In the event there is a dispute as to whether or not  
22 the position is to be included within the bargaining unit, either party may  
23 petition the Public Employment Relations Board for a unit clarification.

24 Section 5 - Released Time. The Association shall be provided released  
25 time as referenced in Article XI, Absences and Leaves.

26 Section 6 - Enforcement. For purposes of enforcing rights agreed to in  
27 this Article, the Association has the right to file grievances under the  
28 grievance procedure.

BL 10-25-95  
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## TENTATIVE AGREEMENT

The parties agree that each of the following Articles shall remain as they are in the 1991-94 Agreement:

- \* Article IV - Organizational Security and Deductions
- \* Article V - District Rights
- \* Article VI - Concerted Activities
- \* Article XVIII - Extended Health and Dental Benefit
- \* Article XXIII - Completion of Meet and Negotiation
- \* Article XXV - Support of Agreement
- \* Article XXVI - Severability

Went C. [Signature]  
For The District

10-11-95  
Date

Becky [Signature]  
For The Association

10-11-95  
Date

1 ARTICLE IV

2 ORGANIZATIONAL SECURITY AND DEDUCTIONS

3 Section 1 - Membership/Service Fees. Each member of the bargaining unit  
4 shall either be a member of the Association or pay a service fee in an  
5 amount not exceeding the amount of the standard initiation fee, periodic  
6 dues and general assessments of the Association.

7 Section 2 - Payment. A unit member may pay such fees or dues directly or  
8 may authorize payroll deduction for same as provided in Article VIII (Unit  
9 Member Rights) of this Agreement. In accordance with a schedule submitted  
10 to the District prior to September 5 annually by the Association, the  
11 District shall deduct dues from the wages of unit members who have  
12 submitted dues authorization forms to the District.

13 Section 3 - Service Fee Payors' Rights. Service fee payors are required  
14 only to support the Association's activities that are related to collective  
15 bargaining. The Association shall fully comply with any applicable laws,  
16 rules or regulations regarding the rights of such payors.

17 Section 4 - Automatic Deduction. In the event that a member of the  
18 bargaining unit does not pay the above referenced dues or fees directly to  
19 the Association or authorize payment through payroll deduction, the  
20 District will, on written notification and presentation of adequate  
21 documentation by the Association, deduct the service fee and appropriate  
22 amounts to cover fees in arrears. Such notification shall include evidence  
23 that the unit member has failed to pay such dues or fees for at least three  
24 (3) consecutive months, and that the Association has notified him/her, in  
25 writing, on at least two (2) separate occasions, at least (2) two weeks  
26 apart, of the alleged default in dues or fees payment. The Association's  
27 notification to the unit member must include a statement of the amount of  
28 fees or dues owed as of the date of said notification as well as a copy of



1 this Article.

2 Section 5 - Religious Objection. Any member of the bargaining unit who is  
3 a member of a religious body whose traditional tenets or teachings include  
4 objections to joining or financially supporting employee organizations  
5 shall not be required to join, maintain membership in, or financially  
6 support the Association as a condition of employment. Such unit member  
7 shall be required, in lieu of a service fee, to pay sums equal to such  
8 service fee to one (1) of the following nonreligious, nonlabor  
9 organization, charitable funds exempt from taxation under Section 501(c)  
10 (3) of Title 26 of the Internal Revenue Code:

- 11 a. American Heart Association
- 12 b. American Cancer Association
- 13 c. March of Dimes

14 Any unit member claiming this religious exemption shall, as a condition of  
15 continued exemption from the requirement of paying the service fee, furnish  
16 the District with copies of receipts from the charity selected, as proof  
17 that such payments have been made, or shall authorize payroll deduction of  
18 such payments. The District shall provide the Association with copies of  
19 such proof, if requested.

20 Section 6 - Maintenance of Membership. Each unit member who, after the  
21 effective date of this Agreement, is a member of the Association and each  
22 unit member who becomes a member after that date shall maintain his/her  
23 membership in the Association through the term of the Agreement. The  
24 District agrees not to honor any requests by unit members for cancellation  
25 of dues deduction from salary received during this period.

26 Section 7 - Enforcement. For purposes of enforcing rights agreed to in  
27 this Article, the Association has the right to file grievances under the  
28 Grievance Procedure.

1 Section 8 - Hold Harmless Clause. The Association shall indemnify, defend  
2 and hold harmless the District, the District's Board of Education,  
3 including each individual School Board member and employees acting within  
4 the scope of their employment, agents and representatives of the District  
5 against any and all claims, demands, suits or other forms of liability,  
6 including, but not limited to, wages, damages, judgments, fees, fines,  
7 court costs, attorney fees, and any back pay, penalties or awards resulting  
8 from any court, arbitrator or PERB order, judgment or settlement which may  
9 arise by reason of, or resulting from the operation of this Article of the  
10 Agreement. The Association shall bear all costs of defending against any  
11 and all such claims, demands, suits, or other forms of liability,  
12 including, but not limited to, court costs, attorney fees and all other  
13 costs of litigation. The District shall notify the Association whenever  
14 such a claim has been made or a suit instituted against it and request the  
15 Association to provide legal representation. Upon receipt of such  
16 notification, the Association will provide legal representation for the  
17 District at no cost to the District. The Association shall have the  
18 exclusive right to decide and determine whether any such action shall be  
19 compromised, resisted, defended, tried or appealed. The Association shall  
20 pay any judgments ordered against the District arising out of the proposed  
21 or actual implementation of this Article. This Section shall not be  
22 construed as a waiver on the part of the District, Board of Education or  
23 any individual protected by this Section of any claim against the  
24 Association for failing to act in good faith in settling a claim or any  
25 failure to competently defend and hold them harmless.

26 //

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## TENTATIVE AGREEMENT

The parties agree that each of the following Articles shall remain as they are in the 1991-94 Agreement:

- \* Article IV - Organizational Security and Deductions
- \* Article V - District Rights
- \* Article VI - Concerted Activities
- \* Article XVIII - Extended Health and Dental Benefit
- \* Article XXIII - Completion of Meet and Negotiation
- \* Article XXV - Support of Agreement
- \* Article XXVI - Severability

Went Capen  
For The District

10-11-95  
Date

Becky Quinn  
For The Association

10-11-95  
Date

1 ARTICLE V

2 DISTRICT RIGHTS

3 It is understood and agreed that the District retains all its powers  
4 and authority to direct, manage and control to the full extent of the law.  
5 Included in but not limited to those duties and powers are the exclusive  
6 right to: determine its organization; direct the work of its employees;  
7 determine the times and hours of operation; determine the kinds and levels  
8 of services to be provided, and the methods and means of providing them;  
9 establish its educational policies, goals and objectives; ensure the rights  
10 and educational opportunities of students; determine staffing patterns;  
11 determine the number and kinds of personnel required; maintain the  
12 efficiency of District operations; determine the curriculum; build, move or  
13 modify facilities; establish budget procedures and determine budgetary  
14 allocation; determine the methods of raising revenue; contract out work  
15 (except as forbidden by law), and take action on any matter in the event of  
16 an emergency. In addition, the District retains the right to hire,  
17 classify, assign, evaluate, promote, terminate, and discipline employees.

18 The exercise of the foregoing powers, rights, authority, duties and  
19 responsibilities by the District, the adoption of policies, rules,  
20 regulations and practices in furtherance thereof, and the use of judgment  
21 and discretion in connection therewith, shall be limited by the provision  
22 of the Agreement only to the extent such specific terms are in conformance  
23 with law.

24 Both parties recognize that there may occur certain exigent  
25 circumstances when emergency action is required. In the event of such a  
26 bonafide emergency, performance of the affected provisions of this  
27 Agreement may be temporarily suspended, but the parties agree to meet and  
28 negotiate as soon as possible to arrive at a mutually agreeable solution

1 during the emergency. Such suspension shall be terminated promptly when  
2 the emergency ends.

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## TENTATIVE AGREEMENT

The parties agree that each of the following Articles shall remain as they are in the 1991-94 Agreement:

- \* Article IV - Organizational Security and Deductions
- \* Article V - District Rights
- \* Article VI - Concerted Activities
- \* Article XVIII - Extended Health and Dental Benefit
- \* Article XXIII - Completion of Meet and Negotiation
- \* Article XXV - Support of Agreement
- \* Article XXVI - Severability

Ant Lopez  
For The District

10-11-95  
Date

Barry Lila  
For The Association

10-11-95  
Date

1 ARTICLE VI

2 CONCERTED ACTIVITIES

3 It is agreed and understood that there will be no strike, work  
4 stoppage, slowdown, or refusal or failure to fully and faithfully perform  
5 job functions and responsibilities, or other such interference with the  
6 operations of the District by the Association or by its agents, or members  
7 during the term of this Agreement, including compliance with the request of  
8 other labor organizations to engage in such activity. There will be no  
9 lockout of employees by the District.

10 The Association recognizes the duty and obligation of its  
11 representatives to comply with the provisions of this Agreement and to make  
12 reasonable effort toward inducing all unit members to do so. In the event  
13 of a strike, work stoppage, slowdown, or other such interference with the  
14 operations of the District by unit members who are represented by the  
15 Association, the Association agrees in good faith to take all reasonably  
16 necessary steps to cause those unit members to cease such action.

17 Violations of these provisions may result in unit member discipline  
18 pursuant to Article XXII (Disciplinary Procedures).

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## ARTICLE VII

### GRIEVANCE PROCEDURE

(Effective 1/1/93)

#### SECTION 1 - Definitions.

A "grievance" is a formal written allegation by the Association or by a unit member that he/she has been adversely affected by a violation of the specific provisions of this Agreement. Other concerns of unit members may be expressed through the Individual Complaint Procedure contained in the Board Policy Handbook.

A "grievant" is a unit member(s), including the Association, as indicated above.

A "Class Action Grievance" is a consolidation of several similar grievances into a single grievance. All grievants to be included shall authorize such consolidation and shall agree to abide by the particular outcome. Whenever possible, at least one (1) of the grievants shall be in attendance at each level of the grievance. A Class Action Grievance which affects unit members at more than one (1) work site may be filed at Level II.

"Binding arbitration" is the reference of a dispute to an impartial (third person) chosen by the parties to the dispute who agree in advance to abide by the arbitrator's award issued after a hearing at which both parties have the opportunity to be heard.

A "day" for the purpose of this Article, refers to any day that the grievant is scheduled to give service to the District or when the Education Center is open for business if the Association is the grievant.

By October 31 of each school year, unit members will be informed of the name and title of the person designated as their "immediate supervisor".

Handwritten initials and date: JF2 3/17 B&P



## SECTION 2 - Informal Level.

An aggrieved unit member may present individually or accompanied by his/her authorized representative, his/her grievance to his/her immediate supervisor. The grievance shall be submitted orally. If the grievance is not satisfactorily adjusted informally, the grievant may proceed to Level I.

## SECTION 3 - Formal Levels.

A unit member may present a grievance directly and have such grievance adjusted without intervention of the Association as long as the adjustment is not inconsistent with the terms of this Agreement. The Association shall be provided copies of any written grievances filed by unit members directly and any responses by the District. In situations where the Association has not represented the unit member, the decision shall not be final until the Association has received a copy and has had five (5) days to respond to the proposed resolution of the grievance.

If the grievant elects to represent himself/herself at this step, or at any later step, the Association shall be relieved of any further obligation to share in any further expense of the grievance procedure.

### Level I

Within ~~twenty-two (22)~~ thirty (30) days after the grievant knew or reasonably should have known of the occurrence of the act or omission giving rise to the grievance, the grievant or his/her authorized representative must present the grievance in writing on the appropriate District grievance form to his/her supervisor. This statement shall be a clear, concise statement of the grievance, the specific Article or Section of this Agreement violated or misinterpreted, the circumstances involved, the date of any informal conference and the specific remedy sought.

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Within five (5) days after a grievance is filed, a conference must be scheduled if requested by either party. At the conference, either party may be accompanied by an advisor or representative.

The supervisor shall communicate his/her decision to the unit member in writing within five (5) days after receiving the grievance or attending the conference, whichever is later.

### Level II

If the supervisor does not respond within the time limit, or the grievant is not satisfied with the Level I decision, he/she may appeal the decision on the appropriate District form to the appropriate Assistant Superintendent or his/her designee within ten (10) days. This appeal shall include a copy of the original grievance, the decision rendered at Level I, if any, and a clear statement of the reason(s) for the appeal.

Within the five (5) days after the appeal is filed, a conference must be scheduled if requested by either party. At the conference, either party may be accompanied by an advisor or representative.

The Assistant Superintendent or his/her designee shall communicate his/her decision to the unit member in writing within five (5) days after receiving the grievance or attending the conference, whichever is later.

### Level III (By mutual agreement)

Within the time limits for appeal to Level IV, the District and the grievant may, by mutual agreement, elect to submit the grievance to mediation to attempt to resolve the grievance by informal agreement prior to proceeding to Level IV. If there is agreement to submit the grievance to mediation, the District shall contact the California State Conciliation Service and request that a mediator be appointed. The mediation shall be limited to a total of eight (8) hours unless the parties agree to a continuance. The parties shall attempt to reduce outstanding issues, and

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if possible, settle the dispute. The mediator, however, shall not have the power or authority to render a decision on the issue(s) or impose a settlement on the parties. Any statements made during the mediation process (other than those already documented at levels I and II) shall be confidential, shall not be considered precedential in nature, and shall not be admissible in any future court, administrative proceeding, or additional step in the grievance procedure. If mediation does not satisfactorily resolve the grievance, the grievant may appeal the grievance to Level IV within ten (10) days of the last mediation session.

#### Level IV

- A. Grievances which are not settled at the previous level and which the grievant, through the Association, desires to contest further and which involve the interpretation or application of the express terms of this Agreement, shall be submitted to binding arbitration as provided in this Article, but only if the grievant, through the Association, gives written notice to the District of the desire to arbitrate the grievance within ten (10) days of the decision at the previous level of the grievance procedure. Such notice shall include a copy of the original grievance, the decisions rendered, and a clear statement of the reason(s) for the appeal and the remedy sought. It is expressly understood that the only matters which are subject to binding arbitration are grievances which were processed and handled in accordance with the procedures in this Article. The provisions of Article I (Recognition), the provisions set forth in Article V (District Rights) and hereby incorporated by reference herein, and the provisions of Article VI (Concerted Activities) are specifically excluded from binding arbitration under this Article.

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- B. The parties shall select a mutually acceptable arbitrator. If agreement on an arbitrator cannot be reached within three (3) days, the District shall then request the California State Conciliation Service to provide a list of seven (7) arbitrators from which the parties shall strike alternately until only one (1) name remains, with the first strike determined by a flip of the coin. The remaining name shall be the arbitrator.
- C. The arbitrator shall, as soon as possible, hear evidence and render a decision on the issues submitted to him/her. The arbitrator shall consider only those issues which have been properly carried through prior steps of the grievance procedure. If any question arises as to the arbitrability of the grievance, such question shall be ruled upon first by the arbitrator. If the parties cannot agree upon a submission agreement, the arbitrator shall determine the issue(s) by referring to the written grievance and the answers at each step. Should the arbitrator determine that the time limits stated herein were exceeded, the arbitrator shall not have the authority to hear the grievance without mutual agreement of the parties.
- D. The arbitrator's decision must be limited to the specific issue(s) submitted to him/her and based on the arbitrator's interpretation of meaning and application of the language in the Agreement. The arbitrator's decision will be in writing and will set forth findings of fact, reasoning and conclusions. The arbitrator in rendering his/her decision will have no power or authority to add to, subtract from, or to alter, amend, change or ignore any of the terms and conditions of this Agreement or any applicable rules, regulations or policies. The decision of the arbitrator shall be based solely upon the evidence and arguments presented to him/her by the respective parties in the

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presence of each other. The arbitrator shall not render any decision or award or fail to render any decision or award, merely because in his/her opinion such decision or award is fair or equitable. The arbitrator shall have no power to render an award on any grievance occurring before or after the term of this Agreement.

- E. The decision of the arbitrator within the limits herein prescribed will be accepted as final and binding on the District and the grievant unless it is violative of applicable law or it is the product of clear bias, self-interest, or fraud on the part of the arbitrator.
- F. The costs of the compensation to the arbitrator and the reimbursement of the arbitrator's travel and subsistence expenses, as well as the cost of a hearing room, will be equally shared by the parties. If the District receives any mandated cost reimbursement from the State for the costs specified above, it shall be equally shared by the parties. All other costs will be borne by the parties incurring them.
- G. The arbitrator may hear and determine only one (1) grievance at a time unless the District and the Association expressly agree otherwise.

#### SECTION 4 - General Provisions.

- A. Hearings and conferences required by this Article shall be conducted at a time and place which will afford an opportunity for all persons entitled to be present to attend and will be held, insofar as practical, during the hours the District administrative offices are open for business. When such hearings and conferences are held at the request of the District during the regular work day, all unit members whose presence is required shall be released without loss of pay or benefits for those hours that it is mutually agreed that

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they are required to attend such hearing or conference. In addition and if requested, the District will release without loss of pay or benefits one (1) Association representative per hearing or conference.

- B. Two (2) Association representatives, identified by name each September, shall be given reasonable released time, if necessary, for investigation of formal grievances. Such total released time shall not exceed eight (8) hours per calendar month. When possible, twenty-four (24) hours notice shall be provided to the appropriate supervisor(s) and to the Personnel Office by the Association representative when requesting released time to investigate a grievance.
- C. Any investigation or processing of a grievance by a grievant or an Association representative shall be conducted so as to result in no interference with the instructional program or the regular flow of work.
- D. Association grievances as defined in Section 1, must be signed by the Association President or his/her designee and may be initially filed at Level II.
- E. The time limits contained in this Article are considered maximum limits; however, time limits may be extended in any specific instance by written agreement of both parties at any level. In the event the grievant fails to meet a time limit, the grievance will be considered resolved at the highest level at which the procedure has been completed. In the event the procedure is not completed within the time limit by the appropriate management level handling it, the grievant may proceed to the next level.

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## ARTICLE VIII

### UNIT MEMBER RIGHTS

Section 1 - Participation in Association Activities. The District and Association recognize the right of unit members to form, join and participate in lawful activities of employee organizations and the equal alternative right of unit members to refuse to form, join and participate in employee organization activities.

Section 2 - Non-Discrimination. Neither the District nor the Association shall unlawfully discriminate against any unit member on the basis of race, color, religion, sex, national origin, age (as provided by State and Federal law), physical handicap, physical disability, nor on the basis of membership or lack of membership in an employee organization. Also, neither party shall impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees who exercise the rights specified above in Section 1. Violations of this Section shall not be subject to the grievance procedure of this Agreement except where no other administrative remedy exists.

Section 3 - Resignations. A unit member's notification to the District of intention to resign shall remain revocable until the Board of Education takes action to accept the resignation.

Section 4 - Payroll Deductions. The District shall, upon appropriate written authorization from any unit member, deduct and make appropriate remittance for insurance premiums, credit union payments, savings bonds, charitable donations, or other plans or programs jointly approved by the Association and the District and subject to carrier requirements.

Section 5 - Alcohol and Drug Testing. The District shall comply with the Omnibus Transportation Employee Testing Act of 1991.

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*B.R.* 4-17-96 (J-2 134)

## ARTICLE IX

### EVALUATION PROCEDURES

Section 1 - Evaluator. Each school year by October 31 unit members will be informed of the name and title of the person designated as their evaluator.

Section 2 - Evaluation. Each evaluation must be made on the District evaluation form. Marks, comments, suggestions, and dates must be made either in ink or by typewriter. Signatures of the evaluator and the evaluatee must be in ink. If changes are made, the original mark or comment may be crossed out and the correction initialed by the unit member. No erasures are permitted.

Section 3 - Frequency of Evaluation. Probationary unit members shall be evaluated at least twice during the one hundred thirty (130) work day probationary period. One (1) evaluation is to be completed on or before the unit member has served sixty (60) regularly assigned consecutive working days and another on or before the end of the probationary period. The District, with approval of the Association, may extend a unit member's probationary period for up to sixty (60) work days if it deems such an extension to be appropriate. The probationary period shall be waived for a unit member who is promoted to a classification in which he/she has previously served and passed the required probationary period, provided such satisfactory service was completed within three (3) years of the promotion.

If a unit member does not satisfactorily complete the required probationary period for a promotion, and if no disciplinary action is involved, the unit member shall be returned to the position (or a mutually agreed to equivalent) which he/she occupied prior to promotion. He/she

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may displace the person who holds the position from which the returning unit member was promoted.

In the event the unit member occupying the returning unit member's former position has greater seniority or if the returning unit member's former position no longer exists, the returning unit member shall be entitled to displace the least senior unit member within the classification. The Association recognizes that the layoff of the less senior unit member may then occur.

If the returning unit member's former classification no longer exists, he/she may displace the least senior unit member in any lower or laterally situated classification in which the returning unit member has previously earned seniority.

Promoted unit members who return to their previous classification or another classification shall, for seniority purposes, be credited with all hours they were paid in the higher classification.

Promoted unit members who have completed the probationary period in another classification, thereby attaining permanent status, shall retain the due process rights of a permanent unit member for that classification should they return.

A unit member displaced as a result of the application of this Article shall be entitled to displace the least senior unit member in another position in his/her classification or other classifications to the same extent as a promoted unit member who fails to complete probation and whose former position or classification no longer exists.

Permanent unit members shall be evaluated at least once every two (2) years between March 15 and May 15. At least twenty-four (24) hours notice shall be given before the evaluation conference. An evaluator must have supervised a permanent unit member for two (2) months prior to

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evaluating that unit member. If such a limitation makes it impossible to complete the evaluation by May 15, the deadline will be adjusted appropriately.

Section 4 - Additional Evaluations. If, in the opinion of the evaluator, an additional evaluation should be made, the evaluator must give a minimum of five (5) workdays advanced notice. The notice shall be in writing and shall state the specific purpose(s) of the evaluation. If, in the opinion of the unit member, an additional evaluation should be made, he/she may request another evaluation. The request must be in writing and shall state the reason(s) for needing additional evaluation. If, in the opinion of the evaluator and the unit member, more frequent evaluations of the unit member are desirable, additional evaluations can be made at any time. The evaluator will complete the evaluation within ten (10) workdays.

No unit member shall be evaluated more than three (3) times within a work year unless additional evaluations are mutually desirable as referenced above.

Section 5 - Evaluation Form. The evaluation form has four (4) levels of evaluation of work performance: "exceeds job requirements", "meets job requirements", "needs improvement" and "unsatisfactory". Commentary which accompanies ratings should be consistent with the rating given. A "needs improvement" or "unsatisfactory" rating must include specific written suggestions to improve performance. An "unsatisfactory" rating must also include specific written reasons for such rating. If a "needs improvement" or "unsatisfactory" rating is given in the area of attendance, the evaluator must include specific written reasons for such rating that are consistent with the provisions of Article XI (Absences and Leaves). As part of the unit member's overall job performance rating, additional space will be provided on the form where the evaluator may record specific

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comments regarding areas needing improvement. Except for areas continuing to need improvement, the evaluation will cover only the period since the last evaluation.

Section 6 - Review and Rebuttal. The evaluation form is to be reviewed with the unit member by the evaluator, dated and signed by both the evaluatee and evaluator. Signing of the evaluation form by the unit member does not necessarily mean agreement, but only indicates that the evaluation has been reviewed by the unit member. The evaluation form will state that the evaluatee may, at any time, write a rebuttal to the evaluation and it will be attached to the evaluation. A copy of the evaluation must be given to the evaluatee upon conclusion of the conference.

Section 7 - Personnel File. Upon completion of the evaluation conference, the evaluator will forward the completed form to the Personnel Office. Ten (10) days after its receipt in the Personnel Office, the evaluation will be placed in the Personnel File.

Section 8 - Supervisory Review. An evaluatee who alleges that his/her evaluator has made a factual error in the evaluation, may, within five (5) days of receiving the evaluation, request a review session with the evaluator's immediate supervisor. A review session will then be scheduled within ten (10) work days. If the supervisor subsequently determines that what he/she considers a factual error has been made, he/she may modify the evaluation.

Section 9 - Derogatory Material. Unit members shall be provided with copies of any derogatory material ten (10) work days prior to that material being placed in the unit member's personnel file. If the unit member is asked to sign for receipt of such material, his/her signature does not necessarily mean agreement, but only indicates that the material

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has been received. The unit member may, if he/she desires, provide a copy of the material to the Association. If the unit member does not agree with the material, he/she may attach a statement to that effect to it. The Association may, with written permission of the unit member, investigate the circumstances behind the derogatory material and have its findings attached to it in the personnel file along with the unit member's response, if any. Unit members shall be given, on request, reasonable released time without loss of pay, to prepare a written response to such derogatory materials. Any such response shall be attached to said derogatory material.

Section 10 - Access. Materials in personnel files of unit members which may affect the status of their employment are to be made available for inspection by the person involved. Every unit member shall have the right to inspect such materials upon request, provided that the request is made at a time when such a person is not actually required to render services to the District. Upon written authorization by the unit member, a representative of the Association shall be permitted to examine and/or obtain copies of materials in such unit member's personnel file. The District shall keep a log indicating the persons who have requested to examine a personnel file as well as the dates such requests were made. Access to personnel files shall be limited to the involved unit member, to those persons so authorized by the unit member in writing, and to those administrators and Personnel Office staff so authorized by the Superintendent. Board members may request the review of a unit member's file at a closed session of the entire Board. The contents of all personnel files shall be kept in the strictest confidence.

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Section 11 - Disciplinary Limitation.

- A. Materials in the personnel file shall not be used to support a proposed disciplinary action for any cause which arose prior to the unit member's becoming permanent, for any cause which arose more than two years preceding the date of the filing of the notice of cause unless such cause was concealed or not disclosed by such employee when it could be reasonably assumed that the unit member should have disclosed the facts to the District.
- B. Evaluations for classified employees are meant to be corrective in nature rather than punitive and not to be used as a means of disciplining an employee, but rather as a means of formal notification of performance which, if deficient, and if the deficient performance continues, may lead to disciplinary action. The use of performance evaluations in disciplinary action shall be limited to a showing that the District has notified the employee of perceived deficient performance; and the employee's rebuttal, if any, shall be considered in determining the applicability of the evaluation to the proposed discipline.

Section 12 - Grievance Limitations. A unit member shall have the right to grieve an alleged violation of these evaluation procedures. However, no grievance shall challenge the substantive objectives, standards, or criteria determined by the evaluator of the District, nor shall it contest the judgment of the evaluator. Grievances concerning evaluations shall be limited to a claim that the procedures of this Article have not been followed.

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## ARTICLE X

### TRANSFER

Section 1 - Definition. "Transfer" means a change in work location between schools or other facilities without a change in the unit member's classification or salary range. For purposes of interpreting this Article, a "day" will be considered any day during which the District Office is open for business.

### Section 2 - Voluntary Transfer.

- A. A unit member may request in writing a transfer at any time whether or not there is an existing vacancy. Such request will be filed with the Personnel Office and shall remain active for a one (1) year period. At the end of one (1) year, the request shall become invalid.
- B. The definition of a transfer includes equal consideration of a voluntary transfer request from a current or former unit member who promoted out of the bargaining unit and for whom the transfer would result in a voluntary demotion. No such voluntary demotion shall cause the displacement of any bargaining unit member.
- C. When three (3) or more fully qualified unit members have applied for a transfer to a position at a different work site in the same classification which the District has declared vacant, the District shall select one (1) of these unit members to be transferred to the new location. Such a transfer shall not alter the seniority rights of any unit member. A successor vacancy created by such transfer shall not be subject to this provision except in the case of appropriate applications already on file when the successor vacancy occurs.

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- D. If a unit member has a request to transfer to a vacant site on file in the Personnel Office when a vacancy at that site occurs, the District shall grant the unit member an interview for the position.

Section 3 - Involuntary Transfer. A unit member may be transferred from one (1) position to another in the same classification at the discretion of the District provided that such action shall be taken neither for punitive nor preferential reasons nor be otherwise inconsistent with applicable law.

If requested in writing prior to an involuntary transfer, a unit member shall be given written reasons for the impending transfer. Transfers shall not be used as a device to alter the sequence of impending layoff. Transfers shall not change the unit member's anniversary date, accumulated vacation credit, or in any other manner reflect adversely upon his/her rights.

Section 4 - Vacancy Announcements.

- A. When the District determines that it is going to fill a vacant position and/or create an eligibility list for a vacant classification, a vacancy notice will be posted for at least seven (7) days at each school or work site before the application deadline.
1. Prior to posting and filling a vacant Activity Supervisor position, the supervising site administrator shall offer the position to regular Activity Supervisors who work fewer hours at the site in order of seniority. A seniority tie shall be broken by lot. Only after the position has been offered to each current Activity Supervisor at the site shall the resulting vacant position be opened to application from other candidates.
- B. A copy of each vacancy notice shall be provided to the Association President and his/her designee. Such courtesy notice shall not be

interpreted as placing the burden of notice to unit members on the Association.

~~All appropriate transfer requests received in the Personnel Office prior to the closing date of a posted vacancy shall be considered prior to the position being permanently filled.~~

Section 5 - Reasonable Notice. Unit member shall receive a minimum of three (3) days reasonable notice prior to the effective date of their involuntary transfer unless there is mutual consent between the District and Association for an immediate transfer. Upon written request of the unit member, a conference will be held with the unit member, his/her chosen representative, and the appropriate supervisor to discuss the transfer.

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B. Files 3-28-96



## ARTICLE XI

### ABSENCES AND LEAVES

Section 1 - General Leave Provisions. The benefits which are expressly provided by this Article are the sole benefits which are part of this Agreement, and other statutory or regulatory leave benefits are not incorporated, either directly or implicitly, into this Agreement nor are such other benefits subject to the grievance procedure. Leave may not be used for purposes of strikes, walkouts, work stoppages or slowdowns or other such activities related to employment dissatisfaction.

- A. Length of Leave. Leaves of absence granted by the District shall not exceed one (1) year in length unless the Board determines that there are extenuating circumstances which justify an extension.
- B. Salary Credit and Computation. Time spent on unpaid leave of absence shall not be credited when computing the unit member's placement on the salary schedule except as required by law.
- C. Unauthorized Absence From Duty. A unit member absent from his/her assignment for any reason other than those specifically authorized by law, the California Education Code, Board Policy, or this Agreement, will be considered absent without permission or authorized leave, and as a result will lose his/her full salary for the period of unauthorized absence.

Improper use of any leave may be cause for disciplinary action or dismissal and will result in recovery of any overpayment.

An extended absence from duty which does not qualify under any authorized leave policy may be considered abandonment of employment.

More than five (5) consecutive work days of unauthorized absence from duty shall be considered an extended absence.

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- D. Reinstatement After Leave. A unit member who receives a leave of absence of five (5) calendar months or more in length does so with the understanding that when he/she returns to active assignment at the completion of the leave, he/she is not guaranteed placement at the same location or in the identical assignment previously held, but may be placed in a comparable assignment according to the needs of the District without loss of wages or health and welfare benefits.
- E. Authorized Leave Verification. Prior to approval of any leave, the District may require a unit member to furnish a doctor's certificate, affidavit or other document, on forms prescribed by the District, as verification of illness or other reason for authorized leave. Verification may be required for leaves when the District has good and sufficient reason to question the validity of any request for approved leave. All such verification requests will be made by the Personnel Office staff. Reimbursement for any reasonable and necessary expense incurred by the unit member for the purpose of such verification shall be made by the District.
- F. Required Examinations. If the District requires a unit member to take an examination and requires it to be taken during that unit member's regular work hours, there will be no deduction from salary or sick leave. Also, if the District requires an examination and the examiner requires it to be conducted during a unit member's work hours, there will be no deduction from salary or sick leave. Examples of examinations that the District may require are: medical, physical, tuberculosis, certificate/license renewal and promotional exams.

## Section 2 - Sick Leave.

- A. Accumulation of Sick Leave.

1. Unit members shall be entitled to eight (8) hours of sick leave for illness or injury for every one hundred and seventy-four (174) hours of paid employment with the maximum allocation being ninety-six (96) hours per fiscal year for twelve (12) month employees.
  2. ~~Regular classified employees~~ Unit members who work less than a full day, less than a five-day week or less than a twelve (12) month year shall accumulate sick leave in the ratio that their service bears to full-time service. The pro rata accrual of sick leave referenced herein shall be in conformance with the provisions of Education Code Section 45136.
  3. The accumulation of sick leave shall be exclusive of all days that the unit member is not required to render service to the District.
  4. Sick leave is cumulative from year to year and shall be unlimited in accumulation. Yearly sick leave entitlement shall be added to the unit member's sick leave balance each July 1st.
  5. Sick leave is transferable from one (1) California school district to another if the unit member so requests within one (1) year.
  6. Current records of accumulated sick leave for all unit members shall be maintained in the Business Office. Unit members will be notified annually of their accumulated sick leave balance.
- B. Extended Leave Provisions. After the yearly allocation of sick leave as set forth above is exhausted, additional non-accumulative leave shall be available for a period not to exceed five (5) months. The amounts deducted for leave purposes from the unit member's salary shall be the amount actually paid a substitute employee to fill the position. The five (5) month period shall begin on the day after the expiration of the unit

member's yearly accrued sick leave. Nothing in this Section shall be construed to deny to unit members the use of all accumulated sick leave.

- C. At the conclusion of the five (5) month period the District shall place the unit member on a thirty-nine (39) month reemployment list as required by law. At the time the District notifies a unit member that he/she has been placed on thirty-nine (39) month reemployment status, the District shall also notify the unit member of potential eligibility for disability retirement benefits through PERS and advise him/her to contact the Association leadership for additional information. A copy of this notification shall also be provided to the Association.

CD. Use of Sick Leave.

1. Unit members may use sick leave for illness, injury, or to visit a doctor, dentist, chiropractor, recognized religious practitioner, optometrist or State Licensed Marriage, Family and Child Counselor. Appointments should be made, when possible, at the close of the work day or before or after regular working hours. The unit member shall notify his/her supervisor at least twenty-four (24) hours in advance of any appointment made at the end of the work day.
2. Sick leave may be used as provided in District Personal Necessity and Maternity Leave policies.
3. Use of sick leave for unit members will be charged in fifteen (15) minute increments.
4. The amount of sick leave a unit member may use at any one (1) time is the total amount credited to his/her account, whether or not is has already been earned subject to Item 5 below. Sick leave is

annually credited to the unit member's account in advance each July 1st.

5. When a unit member terminates his/her employment with the District, he/she must reimburse the District for any overuse of sick leave. A deduction will be made from the unit member's last pay warrant. If such deduction does not cover the amount due to the District, then the unit member will be required to pay any owed amount.

**DE.** Confirmation of Illness or Injury. The District reserves the right to adopt reasonable health standards as conditions of employment or the continuation thereof, which in the District's judgment, may be necessary to insure the health, safety, instruction and welfare of pupils.

The Superintendent or his/her authorized representative may, when in his/her opinion an employee's absenteeism rate is such as to affect the learning and welfare of the pupils concerned, and/or job performance of the unit member, require such unit member to provide a written statement from a medical doctor, dentist, optometrist, chiropractor, recognized religious practitioner or State Licensed Marriage, Family and Child Counselor verifying the nature and degree of the illness. The cost, if any, of this written statement will be paid by the District. The District may require that the unit member submit to a physical examination by a qualified medical doctor that is selected by the District. The cost, if any, of such examination will be paid by the District.

**EE.** Notification and Verification.

1. The unit member is responsible for notification to the Personnel Office or supervisor preceding absence whenever possible.

2. When a unit member becomes aware that an absence will extend beyond five (5) consecutive workdays, the unit member must notify his/her supervisor or the Personnel Office.
3. Prior to returning from an illness absence, the unit member must notify the immediate supervisor or the Personnel Office if the immediate supervisor cannot be personally contacted. Such notice must be received on the preceding day by 1:00 p.m. for Food Service workers and 3:00 p.m. for all other unit members except night personnel who must provide notice by 10:00 a.m. on the day they plan to return to work. Advanced written notice shall also satisfy this requirement provided that it is supplemented with verbal confirmation of intent to return at least forty-eight (48) hours in advance of actual return. Failure of the employee to provide such notification may result in retention of a substitute and the charge of an additional day of absence without pay or paid leave.
4. At the conclusion of an extended absence exceeding five (5) consecutive workdays, and before resuming work, the unit member must submit to the Personnel Office a written statement from a medical doctor, dentist, chiropractor, recognized religious practitioner, optometrist, or State Licensed Marriage, Family and Child Counselor which indicates that the unit member is able to assume full responsibilities and duties of his/her assigned position.

Section 3 - Bereavement Leave. A leave of absence without loss of pay, to commence within five (5) days, is authorized for three (3) days following the death in the immediate family of a unit member. Members of the unit member's

family are defined as mother, mother-in-law, step-mother, father, father-in-law, step-father, husband, wife, son, step-son, son-in-law, daughter, step-daughter, daughter-in-law, brother, sister, brother-in-law, sister-in-law, grandmother, grandfather, or grandchild of the unit member, or any relative living in the immediate household of the unit member. If the deceased is a parent, spouse or child of the unit member or if out of state travel or travel of two hundred fifty (250) one-way miles from Riverside is required, an additional two (2) days leave will be granted. However, no more than a total of five (5) days under this Section will be allowed for any bereavement. The miscarriage of one's child shall also qualify a unit member for this leave. After Bereavement Leave has been used, days of Personal Necessity Leave may also be used for purposes of Bereavement.

#### Section 4 - Personal Necessity Leave.

- A. A unit member shall be entitled to use ~~seven (7)~~ nine (9) days of accrued sick leave during each school year in cases of personal necessity. Under no circumstances shall such leave be available primarily for purposes of personal convenience, the extension of a holiday or a vacation period, matters which reasonably can be taken care of outside work hours, or recreational activities. Use of Personal Necessity Leave is subject to the procedures listed below:
1. A unit member shall not be required to secure advanced permission, but will be responsible for advising his/her immediate supervisor or the Personnel Office at the earliest possible time for absences caused by any of the following:
    - a. The death of a member of the unit member's immediate family when the number of days of absence exceeds the limit provided under Bereavement Leave.

- b. An illness of a member of the unit member's immediate family, including pregnancy of unit member's spouse, serious in nature, which under the circumstances the unit member cannot disregard, and which requires the attention of the unit member during his/her assigned work hours.
  - c. An accident involving the unit member's property or the person or property of a member of the unit member's immediate family. Such accident must be serious in nature and require the attention of the unit member during his/her assigned work hours.
- 2. Advanced permission before being absent from duty shall be required in all other cases of personal necessity. Examples of absences which could, on prior approval, be charged against personal necessity include:
  - a. Attendance at funeral services of a close friend.
  - b. Absence required in completing final oral and written examinations for advanced degrees when such examinations are not offered out of the work day or on Saturdays.
  - c. Absence in order to seek alternative employment after receiving a layoff notice. (Note: In the event the notice is rescinded, the unit member shall have the day(s) fully restored.)
  - d. A condition or circumstance that would result in a serious financial loss without the immediate attention of the employee.



- e. Other compelling personal reasons of the unit member. The nature of such reasons must be clearly stated and include circumstances which the employee cannot disregard, and which require the attention of the unit member during assigned work hours.
  - f. Other personal necessity allowed at the discretion of the Superintendent or his/her designee.
  - g. Examples (a) through (e) are not intended to be all-inclusive. A request for such leave must be submitted to the personnel officer or his/her designee two (2) workdays in advance of the requested leave date.
3. Notwithstanding the provisions of Section 4, A, 2 above, two (2) days of non-accumulating Personal Necessity Leave may be used each school year for personal business that can be transacted only during times the unit member is required to perform services for the District. No specific description of the personal business shall be required on the Personal Necessity Leave Request Form unless the District has reason to believe this Section has been abused. Except for an emergency situation, a request for such leave must, when possible, be submitted three (3) work days in advance of the requested leave date. Such leave shall not be used for recreational activities, the extension of a holiday or recess period, to seek other employment or for matters which can reasonably be taken care of outside work hours. School based unit members or those directly affected by the student calendar shall not be permitted to use the above referenced leave during the first and last five (5) teaching days of each semester. Except when only one (1) unit member

makes such a request, no more than five percent (5%) of the unit members at a worksite may use Personal Necessity Leave in this manner on the same day.

**B. Limitations and Conditions.** The following limitations and conditions are placed on the use of Personal Necessity Leave:

1. The total number of days allowed in one (1) school year for such leave or leaves shall not exceed ~~seven (7)~~ nine (9) days.
2. The days allowed shall be deducted from and may not exceed the number of full-paid days of sick leave to which the unit member is entitled.
3. A Personal Necessity Leave shall not be granted during a scheduled vacation or other leave of absence.
4. The unit member shall be required to sign a District form indicating that the absence was the result of personal necessity and also indicating the nature of such necessity. Such form shall be filed with the Personnel Office. Payment for such absence shall be made upon certification by the personnel officer within a reasonable time that the absence was due to a situation designated as a personal necessity within the meaning of this Article. A unit member may appeal an adverse decision at Grievance Level II.
5. The intent of this Article does not authorize or recognize that sick leave days may be used as personal necessity for purposes of strikes, walkouts, work stoppages, or slowdowns, or other such activities related to employment dissatisfaction or for any other reasons not within the strict intent of the Education Code.

Section 5 - Parental Leave. Two (2) days of absence with pay will be granted to a unit member upon the occasion of the birth or adoption of that unit member's child.

Section 6 - Industrial Accident and Illness Leave. A unit member is entitled to leave for industrial accident or illness (Education Code 45192) subject to the following provisions.

A. Eligibility

1. In order to qualify for the benefits of Industrial Accident and Illness Leave, the unit member must have served with the District for a period of eighteen (18) months. For the purposes of this Section, eighteen (18) months of service means that the unit member must have been a regular permanent or probationary unit member of the District on or before five hundred forty-eight (548) calendar days prior to the first day of absence, except that all prior service in a regular permanent or probationary capacity shall be credited in the case of a unit member with one (1) or more periods of broken service.
2. The unit member shall make every effort to return his/her supervisor a completed "Employee's Report of Industrial Accident" form and "Employee's Claim for Workers' Compensation Benefits" form within twenty-four (24) hours of the injury. Forms are to be provided by the immediate supervisor.
3. While it is understood that the vast majority of work-related injury and illness claims are legitimate, the District may in rare cases have a serious concern regarding the apparent validity of such a claim. If such concerns exist, and if a unit member does not return to work for five (5) consecutive days after the accident or injury, continued

use of this leave may then be suspended for a maximum of thirty (30) days pending approval of the claim by the Workers' Compensation Claims Administrator, provided that the following conditions are met:

- a. The unit member has exhausted his/her available balance of sick leave hours; and,
- b. The District has good and sufficient reason(s) to believe that the unit member may not qualify for this leave; and,
- c. The District has notified the Association and the unit member of its concern and has reviewed the situation with an Association representative.

In an instance where eligibility for this leave has been suspended pending approval, the District shall make every effort to promote and encourage an expedited ruling by the Workers' Compensation Claims Administrator.

If the claim is ultimately determined to be valid by the Claims Administrator, the unit member shall be awarded retroactive use of this leave. If the Workers' Compensation Claims Administrator determines that a claim of industrial accident or illness is not valid, the unit member shall not be covered by the provisions of this leave; in this case, the unit member's sick leave balance shall be charged as prescribed in Section 2 (Sick Leave) of this Article.

#### B. Application

1. Leave shall be for sixty (60) working days in any one (1) fiscal year for the same accident.

2. When an industrial accident or illness occurs at a time when the full sixty (60) days will overlap into the next fiscal year, the unit member shall be entitled to only that amount of leave at the end of the fiscal year in which the injury or illness occurred, for the same illness or injury.
3. Leave shall not be accumulative from year to year.
4. Leave will commence on the first day of absence.
5. Payment for wages lost on any day shall not, when added to an award granted the unit member under applicable Workers' Compensation laws, exceed the normal wage for the day.
6. Leave will be reduced by one (1) day for each day of authorized absence regardless of a compensation award made under Workers' Compensation. The Industrial Accident and Illness Leave is to be used in lieu of entitlement under the Sick Leave provisions of the Agreement. When entitlement to Industrial Accident and Illness Leave has been exhausted, Sick Leave will then be used; but if a unit member is receiving Workers' Compensation, he/she shall be entitled to use only so much of his/her accumulated Sick Leave, compensatory time, vacation or other available leave which, when added to the Workers' Compensation award, provide for a full day's wage or salary. Additional leave of absence for industrial accident or illness may be provided for under the Special Leave provisions of this Article. Periods of leave of absence for industrial accident or illness, paid or unpaid, shall not be considered to be a break in service of the unit member.

During all paid leaves of absence for industrial accident or illness, the unit member shall endorse to the District wage loss benefit

checks received under the Workers' Compensation laws of California. The District, in turn, shall issue the unit member appropriate warrants for payment of wages or salary and shall deduct normal retirement and other authorized contributions. Reduction of entitlement to leave shall be made only in accordance with this Section.

### C. Reemployment

When all available leaves of absence, paid or unpaid, have been exhausted and if the unit member is not medically able to assume his/her duties, he/she shall, if not placed in another position, be placed on a reemployment list for a period of thirty-nine (39) months. When available, during the thirty-nine (39) month period, he/she shall be employed in a vacant position in his/her previous job classification over all other available candidates, except for a reemployment list established because of lack of work or lack of funds, in which case he/she shall be listed in accordance with appropriate seniority regulations.

A unit member who has been placed on a reemployment list, as provided herein, who has been medically released for return to duty and who fails to accept an appropriate assignment shall be dismissed.

Any unit member receiving benefits as a result of this Section shall, during periods of such injury or illness, remain within the State of California unless the District authorizes travel outside the State.

### Section 7 - Jury Duty Leave.

- A. Notification to the District. Upon receipt of notification of a jury duty obligation on days of assigned service, it is the obligation of the unit member to inform his/her supervisor ~~and~~ or the Personnel Office within three (3) days.

- B. Disposition of the Jury Duty Fee. The unit member shall transmit to the District Business Office any juror's fees received, exclusive of mileage and/or other expenses.
- C. Payment of Unit Member's Regular Salary. The District will continue to pay the unit member's regular salary as provided by law. A unit member who is receiving compensation from the District must report to work during assigned days when not required to report for jury duty. Days the unit member reported for jury duty shall be substantiated by a dated Certificate of Jury Service signed by the Jury Commissioner.

Section 8 - Special Leave. Limited leave for business or personal reasons may be granted with pay, with pay with deduction of sick leave, or without pay at the discretion of the Superintendent or his/her authorized representative. Requests for special leave shall, if possible, be submitted to the Personnel Office at least three (3) days prior to the first day of leave requested.

Section 9 - Association Leave. A maximum of thirty (30) days leave will be allowed the Association for its officers or representatives during the fiscal year for attendance at conferences or for the discharge of other organization duties. Notification to the Personnel Office of released time shall be submitted, in writing, at least one (1) week in advance by the Association President. The notice shall include the date and name(s) of the person(s) to be absent. The Personnel Office will make arrangements for substitutes in the customary way and pay them. Additional released time for the President of the Association shall be determined by mutual agreement between the Superintendent or his/her designee and the Association President.

Section 10 - Maternity Leave.

- A. Employee Options. Disabilities resulting from pregnancy, childbirth, miscarriage, abortion, and recovery therefrom are considered temporary

disabilities and in general will be treated as conditions of illness. Illness Leave (Sick Leave) may be used for such disabilities. However, a pregnant unit member may prefer a long-term unpaid Special Leave. Prior to use of either type of leave, the pregnant unit member shall choose the type of leave preferred and notify the personnel officer in writing. Once made, this choice may be reversed only with the approval of the personnel officer.

- B. Use of Illness Leave for Maternity. When such disabilities indicate need for an extended Maternity Leave, the unit member requesting such leave must furnish in advance a written statement from her physician recommending such leave and indicating the approximate period of confinement, the date the unit member is to begin leave, and the estimated date she is to return to duty. The unit member may continue with her assignment until such time as she and her physician determine when her leave should begin. After the sixth month of pregnancy, a statement from the physician must be filed in the Personnel Office. This statement should include the expected date of confinement and the physician's statement that continuing service will not be detrimental to the health of the individual. In the absence of such a statement, the District reserves the right to determine the effective date of the leave.

A maximum of forty-two (42) calendar days shall be allowed for recovery after childbirth, miscarriage, or abortion. After this time, it is expected the unit member will return to her duties on a regular basis. Continued absence beyond this period will require a subsequent statement or statements from the unit member's physician indicating that the unit member's health condition is such that she may not return to full duty. In any event, the District shall be notified in writing, at least ten (10) calendar



days prior to return to duty, of the expected date of return. Such notice shall include a statement from the physician indicating that the unit member's health condition warrants a return to full duty on the date specified.

In the event of miscarriage, a unit member on Maternity Leave will be allowed to return earlier than the expected return date if a suitable vacancy exists. A written request for early return should be submitted to the Personnel Office with the medical clearance as noted above.

Compensation and other benefits and privileges will be extended during Maternity Leave in the same manner as during Illness Leave.

- C. Use of Special Leave for Maternity. Under this option any pregnant unit member may request a non-paid leave for maternity purposes for a maximum period of one (1) year. Prior to such leave, the unit member shall submit in writing to the Personnel Office a statement indicating the beginning and ending date of the requested leave, and shall also submit a physician's statement verifying pregnancy and indicating the unit member's health would not be jeopardized by continuing full employment activity until the date the leave would begin.

An extension of the Special Leave for Maternity purposes will require approval of the Board of Education.

In the event of miscarriage or premature birth, the unit member may request earlier return to work subject to a vacancy existing. Before actual return to work, a written physician's statement indicating the unit member is able to perform required duties shall be filed in the Personnel Office.

Section 11 - Military Leave. A unit member shall be entitled to any Military Leave provided by law and shall retain all rights and privileges granted by law arising out of the exercise of Military Leave.

Section 12 - Unpaid Disability Leave.

- A. Unit members receiving a disability allowance from the Public Employees' Retirement System shall be placed on an unpaid leave status for a period not to exceed thirty-nine (39) months. At the end of the thirty-nine (39) month period, the unit member's employment rights will end.
- B. If during the thirty-nine (39) month period the PERS determines that the disability no longer exists, the unit member will be returned to regular status upon request as soon as a vacancy for which he/she is qualified exists but no later than the beginning of the next school year.

Section 13 - Court Appearance Leave (Other Than Jury Duty).

A. General Provisions.

Whenever a unit member appears in court as a litigant or as a witness under a subpoena, the unit member may have such day(s) absent deducted from his/her sick leave entitlement. The unit member is responsible for notification to the Personnel Office or his/her supervisor in case of a court appearance absence in accordance with established current procedures for arranging substitutes.

B. Limitations and Conditions.

The following limitations and conditions are placed on the use of court-appearance leave:

- 1. Under this policy no more than a total of three (3) days shall be used in any one (1) school year.
- 2. The days allowed shall be deducted from and may not exceed the number of full paid days of sick leave to which the unit member is entitled.
- 3. Such leave shall not be granted during a scheduled vacation or other leave of absence.

4. Payment of such absence shall be made only upon certification by the unit member's administrator or supervisor that the absence was attributable to a situation designated as a court appearance within the meaning of this policy. The unit member shall be required to sign, on a form provided, a statement that such absence was indeed a court appearance as provided in this Section. Such form shall be filled out and filed with the Personnel Office. The administrator or supervisor may satisfy himself/herself that a court appearance within the limits of this rule did exist.

Section 14 - Catastrophic Leave Program. The District shall develop procedures for implementing AB 2007 (Education Code Section 44043.5), Catastrophic Leave Program. (This benefit shall become effective on January 1, 1993.) Catastrophic Leave shall be available to unit members as described in Administrative Procedure #407.

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## ARTICLE XII

### SAFETY

Section 1 - Safety Equipment. The District will furnish safety equipment reasonably necessary to permit unit members to perform assigned duties safely.

Section 2 - Safety Committee. The District shall have a Safety Committee to which the Association shall have the authority to appoint two (2) members. The committee shall review health and safety of working conditions on a continuing basis. The committee will make recommendations to the District for correction of unsatisfactory health and safety conditions. Committee members will be allowed reasonable released time for committee duties.

Section 3 - Reporting Unsafe Conditions. Unit members must notify their immediate supervisor in writing concerning an alleged unsafe condition in the District directly affecting their health and safety. Their immediate supervisor shall investigate said reported unsafe condition and advise the unit member of his/her findings within ten (10) work days, when administratively practical. If the unit member continues to have a concern, or if he/she feels that there is a clear and immediate danger to health and safety, he/she may refer the matter in writing to the District Safety Committee with a copy to the immediate supervisor.

Section 4 - No Discrimination. No unit member will be in any way discriminated against for reporting alleged unsafe conditions.

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## ARTICLE XIII

### APPLICATION OF CLASSIFIED SALARY SCHEDULE

Section 1 - Initial Placement. A new unit member shall be assigned the job classification title for which he/she has qualified and be placed on the first increment step of the designated range for that classification. A new unit member having experience directly related to his/her job classification may be assigned to a higher increment step of the salary schedule with specific Board District approval.

Section 2 - Salary Placement on Promotion. A unit member who is promoted to another bargaining unit classification shall receive a minimum salary increase of five percent (5%), except that he/she may be placed on the last step of the new salary range if that is the maximum salary range if that is the maximum salary for the classification.

#### Section 3 - Work Temporarily Assigned Out of Classification.

- A. Intent. It is the intent of this Section to permit the District to temporarily assign duties to unit members which are not prescribed for their job classifications, but in so doing to require that some reasonable additional compensation be provided when that assignment is of significant duration.
- B. Application. Where the duties assigned and performed are not fixed and prescribed for the unit member's job classification or reasonably related thereto, whether or not such duties are fixed and prescribed for a higher paid classification, the unit member shall be entitled to an upward adjustment of salary consistent with Section 2 above, paid retroactively from the first day provided the assignment was for a period of more than five (5) working days during any fifteen (15) calendar day period. (Note: District latitudes in the assignment of out-of-class work are quite extensive and unit members are advised to review them with the Association.)

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- C. Unit Member Responsibility. If a unit member feels that he/she has been assigned duties which are not prescribed for his/her classification or reasonably related to such duties, it shall be the unit member's responsibility to provide clear and immediate written notice to his/her supervisor, with a copy to the Director of Classified Personnel, that such has occurred. Failure to provide such notice may weaken any future claim for out-of-class compensation. The immediate supervisor shall acknowledge, in writing, receipt of such notice within five (5) days.

Section 4 - Position Reclassification.

- A. Intent. It is the intent of this Section to provide for the upgrading of a position(2) to a higher job classification where there has been significant change, required by the District, in the duties assigned to and performed by the incumbent(s) in such position(s), where such changes are not temporary in nature, and where the changes require a level of skill and responsibility higher than that required for the existing classification. Position reclassification is neither a reward to a unit member for excellent performance or high seniority within a job classification nor is it intended to circumvent regular promotion practices or the procedures specified in the above Section.
- B. Application. Where a gradual increase over an extended period of time in the level of required skills and responsibilities assigned to a position results in a significant change of duties being performed by a unit member, and where it is the intent of the District to extend such duties on a continuing and permanent basis, the position shall be upgraded to a higher classification.
- C. Unit Member Responsibility. If a unit member feels that he/she has been assigned duties which are not prescribed for his/her classification or

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reasonably related to such duties, it shall be the unit member's responsibility to provide clear and immediate written notice to his/her supervisor that such has occurred. Failure to provide such notice may weaken any future claim that the position should be reclassified.

**D. Position Reclassification Claims.** Instead of using the grievance procedure, the following steps shall be used for processing formal claims for position reclassification:

1. Unit member claims for position reclassification must be submitted to the appropriate supervisor on a District-developed form(s) obtained from the District Personnel Office or the Association. Such claim must be certified on the form as reviewed, approved and supported by the Association. Within the five (5) days after the claim is filed, a conference must be scheduled if requested by either party.
2. The District will have twenty-two (22) work days from the date the claim is submitted or from the date of the conference, whichever is later, to respond to the claim. Timelines may be extended by mutual agreement.
3. If the District's response is deemed unsatisfactory by the Association, and the District and the Association are unable to achieve a resolution, the Association, with written approval of the unit member(s) involved, may choose to submit the claim for study to a mutually selected independent outside agency specializing in reclassification studies and related matters. The agency's recommendation(s) regarding the position(s) being studied will be treated by the District in the same manner that an arbitrator's decision would be treated. Any upward salary adjustments

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resulting from a reclassification study or involving reclassification between already existing classifications, shall not be less than the first step on the salary range for the higher classification. The agency may recommend (1) that the position(s) be reclassified, (2) that out-of-classification compensation be awarded, or (3) that the claim be rejected and no change occur. All such changes shall be effective on the date of the reclassification. All costs associated with such a reclassification study shall be shared equally by the parties.

- E. Filling of Reclassified Position(s). When all the positions in a classification are reclassified, the incumbents in the position shall be entitled to serve in the new classification. When a portion of the positions within a class are reclassified to a higher job classification, an incumbent who has a continuous employment record of one (1) or more years in the position being reclassified shall be reclassified with his/her position. If the incumbent does not have one (1) or more years of such continuous employment, the reclassified position first will be offered in order of seniority to unit members in the same class who do meet the continuous employment requirement.
- F. Salary Placement. A unit member whose salary range placement changes as a result of a position reclassification shall be initially placed on the same step of the new range as his/her step placement in the position in the previous classification.

Section 5 - Anniversary Date. The work year for classified unit members shall be the July 1 to June 30 fiscal year irrespective of the beginning date of service; thus, the anniversary date for all classified unit members shall be July 1. The first anniversary date for a new unit member who began service between July 1 and

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January 15 shall be the following July 1. The first anniversary date for a new unit member who began service after January 15 and on or before June 30 shall be the second July 1 of his/her employment.

**Section 6 - Increment Advancement.** Annual experience increment advancement recognizes service in the District and not necessarily in the current position. Such increment will be awarded in addition to any upward change in classification and irrespective of time served in the position. Increment advancement for experience shall be made across the designated classification salary range each year on the unit member's anniversary date. No unit member shall advance more than one (1) anniversary increment step per year.

**Section 7 - Longevity Increment.** A unit member who has completed twenty (20) years of employment in the District shall receive a one thousand two hundred fifty dollars (\$1,250) salary allowance each subsequent year in addition to his/her placement on the salary schedule. This amount shall increase to one thousand seven hundred fifty dollars (\$1,750) for unit members who have completed twenty-five (25) years. This amount shall increase to two thousand two hundred fifty dollars (\$2,250) for unit members who have completed thirty (30) years. The longevity increment shall be paid at the completion of the year in which is earned by a warrant separate from the unit member's regular payroll warrant.

**Section 8 - Payroll Errors.** Proper salary class and step placement is a joint responsibility of the unit member and the District. All unit members are to review their salary placement data as supplied by the District each October. Should they believe that they are improperly placed on the salary schedule, they are to immediately bring this information to the attention of the District. Any District error resulting in insufficient payment to a unit member shall be corrected, and a special payroll revolving fund check issued not later than five (5) working days after the Payroll Department has received both a written request from the unit

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member and verification of the error. Otherwise the supplemental amount will be included in the next regular paycheck following verification of the error. Should the incorrect salary placement result in an overpayment, the unit member shall, upon realizing the fact or upon notification from the District, repay the full amount of such overpayment. Repayment shall be from the unit member's next regular check or upon unit member request, pursuant to the terms of a repayment extension schedule approved by the Superintendent/designee and unit member. The unit member shall be notified of any necessary recovery of an overpayment prior to any District initiated recovery and in sufficient time to schedule a meeting regarding a repayment schedule as referenced above.

- A. Limitation. Errors such as mentioned above shall only be corrected during the fiscal year in which they are discovered, and such corrections shall not be retroactive beyond a twelve (12) month period from the date of discovery of said error.

Section 9 - Substitute Coverage. If the District is engaged in a procedure to hire a permanent employee to fill a vacant bargaining unit position, the District may fill the vacancy through the employment, for not more than sixty (60) calendar days, of one (1) or more substitute employees. ~~"Substitute employee" as used in this Section, means any person employed to replace a unit member who is temporarily absent from duty.~~

Section 10 - Modifications to Job Descriptions. If the District decides to modify an existing bargaining unit job description in a manner which will substantially change the nature of duties the incumbent(s) shall perform, the District shall appropriately provide the Association with notice of said change and the opportunity to bargain the impact of the change.

Section 11 - PERS Pay Conversation.

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- A. District Contribution. Effective July 1, 1987, and each month thereafter during the term of this Agreement, the District shall pay each participating unit member's contribution to the Public Employees' Retirement System (commonly referenced as 7%).
- B. Increases. The District contribution toward any increase in the current statutory PERS contribution rate (gross salary - \$133.33 x .07) shall not be automatically adjusted upward unless mutually agreed to by the parties.
- C. Salary Comparability/Cost Studies. Since the District's PERS contribution is made in lieu of a salary increase, both parties agree that future calculations of the cost of a one percent (1%) increase of the Classified Salary Schedule shall include District PERS contribution costs. It is also agreed that the District PERS contribution costs should be included in any salary comparability study of benchmark districts.
- D. Hold Harmless Clause. The Association shall defend and hold the District harmless against any claims by a unit member or on behalf of a unit member arising out of implementation of this Section.

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## ARTICLE XIV

## CLASSIFIED SALARY SCHEDULES AND RANGES

Range	Job Classification	Work Year
<u>Maintenance</u>		
41	Electric/Electronic Technician	A
41	Electrician	A
41	Heating and Air Conditioning Mechanic	A
37	Carpenter	A
37	Plumber	A
35	Locksmith	A
35	Painter	A
35	General Maintenance Journeyman	A
35	Office Machines/Audio Visual Repair Specialist	A
35	Fire Service Technician/Maintenance Worker	A
29	Maintenance Worker	A
<u>Building Operations</u>		
<del>27</del> * 26	Head Custodian - Multiple Site	A
<del>26</del> 25	Head Custodian - Elementary and NVHS	A
25	Lead Night Custodian	A
23	Custodian (Floor Crew)	A
22	Custodian	A
<u>Grounds Operations</u>		
30	Grounds Equipment Specialist	A
26	Grounds Equipment Operator	A
25	Sprinkler Technician	A
23	Grounds Worker	A
<u>Transportation</u>		
<del>38</del> <del>37</del>	<del>Lead Mechanic Heavy Duty Mechanic/Brake Inspector</del>	A
35	Dispatcher/Bus Driver Trainer	A
33	<del>Mechanic Light Duty Mechanic/Brake Inspector</del>	A
32	Automotive Service Coordinator	A
<del>28</del>	<del>Bus Driver/Bus Driver Trainer</del>	F
27	Automotive Servicer	A
26	Bus Driver	F
26	Bus Driver - Special Students	F
<del>26</del> <del>23</del>	Transportation Clerk/Dispatcher	A
<u>Food Services</u>		
<del>35</del>	<del>Central Kitchen Manager</del>	A
35	Food Services Coordinator	B
26	Cafeteria Manager - High School	E1
23	Cafeteria Manager - Middle School	E1
23	Cafeteria Manager - Elementary (Multiple Site)	E1
23	Cafeteria Assist. Manager - Secondary (Multiple)	E1
21	Cafeteria Assist. Manager - Elementary (Multiple)	E1
20	Cafeteria Manager - Elementary (Single Site)	E1
19	Food Service Clerk	E1
17	Cafeteria Assistant III	E1
<del>14</del> <del>13</del>	Cafeteria Assistant II	F
<del>11</del> <del>10</del>	Cafeteria Assistant I	F

\*for internal comparability

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Range	Job Classification	Work Year
<u>Student Supervision</u>		
26	Pool Manager	E1
22	Campus Supervisor	E1
21	On Campus Detention Supervisor	E1
14	Night Attendance Caller	E1
8	Activity Supervisor	F1
<u>Instructional</u>		
45	Preschool Teacher with B.A.	E2 or G
43	Preschool Teacher	E2 or G
23	Library Technician	A or D
23	Instructional Media Assistant	B
23	Athletic Fields and Facilities Attendant	A
20	Instructional Aide - Head Start/Preschool	E1, E2, or G
18	Bilingual Language Tutor	E1
<del>22</del> 18	Elementary Media Center Clerk	E1
17	Instructional Aide	E1, E2, or G
17	Independent Study Aide	F
<u>Clerical-Secretarial</u>		
31	Secretary - High School Principal	A
30	Administrative Secretary	A or B
28	Instructional Materials Technician	A
27	Secretary - Middle School Principal	B
27	Secretary - Elementary and NVHS Principal	C
27	Secretary/Account Clerk	A, B or D
26	Secretary - High School Assistant Principal	A or B
<del>25</del> 24	Secretary	B or D
<del>20</del> *49	Clerk-Typist	E1
<u>Clerical-Fiscal</u>		
34	Accounting Technician	A
30	Stores Technician	A
30	Buyer	A
<del>29</del> 28	Benefits Technician	A
28	Payroll Specialist	A
25	Account Clerk	A
<del>25</del> *22	Records Clerk	C
<del>25</del> 22	Purchasing Clerk	A
<del>22</del> 24	Senior Fiscal Clerk	A, D or E1
<del>19</del>	Fiscal Clerk	A, D or E1
<u>Warehouse</u>		
25	Stock Clerk/Delivery Driver	A
<u>Publications</u>		
37	Senior Print Technician	A
28	Print Technician	A
19	Print Clerk	A

\*for internal comparability

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## CLASSIFIED SALARY SCHEDULE (Effective July 1, 1985)

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Range/ Step	A		B		C		D		E	
	Month	Hrly.	Month	Hrly.	Month	Hrly.	Month	Hrly.	Month	Hrly.
1	872	\$5.606	1,019	\$5.876	1,068	\$6.164	1,123	\$6.481	1,179	\$6.804
2	894	\$5.735	1,045	\$6.029	1,097	\$6.329	1,152	\$6.646	1,210	\$6.981
3	1,019	\$5.876	1,068	\$6.164	1,123	\$6.481	1,179	\$6.804	1,240	\$7.151
4	1,045	\$6.029	1,097	\$6.329	1,152	\$6.646	1,210	\$6.981	1,269	\$7.322
5	1,068	\$6.164	1,123	\$6.481	1,179	\$6.804	1,240	\$7.151	1,300	\$7.498
6	1,097	\$6.329	1,152	\$6.646	1,210	\$6.981	1,269	\$7.322	1,333	\$7.692
7	1,123	\$6.481	1,179	\$6.804	1,240	\$7.151	1,300	\$7.498	1,364	\$7.868
8	1,152	\$6.646	1,210	\$6.981	1,269	\$7.322	1,333	\$7.692	1,399	\$8.074
9	1,179	\$6.804	1,240	\$7.151	1,300	\$7.498	1,364	\$7.868	1,433	\$8.268
10	1,210	\$6.981	1,269	\$7.322	1,333	\$7.692	1,399	\$8.074	1,470	\$8.479
11	1,240	\$7.151	1,300	\$7.498	1,364	\$7.868	1,433	\$8.268	1,505	\$8.685
12	1,269	\$7.322	1,333	\$7.692	1,399	\$8.074	1,470	\$8.479	1,543	\$8.902
13	1,300	\$7.498	1,364	\$7.868	1,433	\$8.268	1,505	\$8.685	1,582	\$9.126
14	1,333	\$7.692	1,399	\$8.074	1,470	\$8.479	1,543	\$8.902	1,620	\$9.349
15	1,364	\$7.868	1,433	\$8.268	1,505	\$8.685	1,582	\$9.126	1,659	\$9.572
16	1,399	\$8.074	1,470	\$8.479	1,543	\$8.902	1,620	\$9.349	1,700	\$9.807
17	1,433	\$8.268	1,505	\$8.685	1,582	\$9.126	1,659	\$9.572	1,743	\$10.054
18	1,470	\$8.479	1,543	\$8.902	1,620	\$9.349	1,700	\$9.807	1,785	\$10.301
19	1,505	\$8.685	1,582	\$9.126	1,659	\$9.572	1,743	\$10.054	1,829	\$10.553
20	1,543	\$8.902	1,620	\$9.349	1,700	\$9.807	1,785	\$10.301	1,875	\$10.818
21	1,582	\$9.126	1,659	\$9.572	1,743	\$10.054	1,829	\$10.553	1,921	\$11.082
22	1,620	\$9.349	1,700	\$9.807	1,785	\$10.301	1,875	\$10.818	1,970	\$11.364
23	1,659	\$9.572	1,743	\$10.054	1,829	\$10.553	1,921	\$11.082	2,017	\$11.635
24	1,700	\$9.807	1,785	\$10.301	1,875	\$10.818	1,970	\$11.364	2,068	\$11.928
25	1,743	\$10.054	1,829	\$10.553	1,921	\$11.082	2,017	\$11.635	2,118	\$12.222
26	1,785	\$10.301	1,875	\$10.818	1,970	\$11.364	2,068	\$11.928	2,171	\$12.528
27	1,829	\$10.553	1,921	\$11.082	2,017	\$11.635	2,118	\$12.222	2,223	\$12.827
28	1,875	\$10.818	1,970	\$11.364	2,068	\$11.928	2,171	\$12.528	2,279	\$13.151
29	1,921	\$11.082	2,017	\$11.635	2,118	\$12.222	2,223	\$12.827	2,335	\$13.474
30	1,970	\$11.364	2,068	\$11.928	2,171	\$12.528	2,279	\$13.151	2,393	\$13.809
31	2,017	\$11.635	2,118	\$12.222	2,223	\$12.827	2,335	\$13.474	2,452	\$14.144
32	2,068	\$11.928	2,171	\$12.528	2,279	\$13.151	2,393	\$13.809	2,514	\$14.502
33	2,118	\$12.222	2,223	\$12.827	2,335	\$13.474	2,452	\$14.144	2,574	\$14.849
34	2,171	\$12.528	2,279	\$13.151	2,393	\$13.809	2,514	\$14.502	2,637	\$15.213
35	2,223	\$12.827	2,335	\$13.474	2,452	\$14.144	2,574	\$14.849	2,703	\$15.595
36	2,279	\$13.151	2,393	\$13.809	2,514	\$14.502	2,637	\$15.213	2,770	\$15.983
37	2,335	\$13.474	2,452	\$14.144	2,574	\$14.849	2,703	\$15.595	2,838	\$16.371
38	2,393	\$13.809	2,514	\$14.502	2,637	\$15.213	2,770	\$15.983	2,909	\$16.782
39	2,452	\$14.144	2,574	\$14.849	2,703	\$15.595	2,838	\$16.371	2,981	\$17.199
40	2,514	\$14.502	2,637	\$15.213	2,770	\$15.983	2,909	\$16.782	3,054	\$17.622
41	2,574	\$14.849	2,703	\$15.595	2,838	\$16.371	2,981	\$17.199	3,130	\$18.057
42	2,637	\$15.213	2,770	\$15.983	2,909	\$16.782	3,054	\$17.622	3,207	\$18.504
43	2,703	\$15.595	2,838	\$16.371	2,981	\$17.199	3,130	\$18.057	3,286	\$18.956
44	2,770	\$15.983	2,909	\$16.782	3,054	\$17.622	3,207	\$18.504	3,369	\$19.438
45	2,838	\$16.371	2,981	\$17.199	3,130	\$18.057	3,286	\$18.956	3,449	\$19.896
46	2,909	\$16.782	3,054	\$17.622	3,207	\$18.504	3,369	\$19.438	3,535	\$20.396
47	2,981	\$17.199	3,130	\$18.057	3,286	\$18.956	3,449	\$19.896	3,622	\$20.895
48	3,054	\$17.622	3,207	\$18.504	3,369	\$19.438	3,535	\$20.396	3,712	\$21.418
49	3,130	\$18.057	3,286	\$18.956	3,449	\$19.896	3,622	\$20.895	3,804	\$21.947
50	3,207	\$18.504	3,369	\$19.438	3,535	\$20.396	3,712	\$21.418	3,899	\$22.494
51	3,286	\$18.956	3,449	\$19.896	3,622	\$20.895	3,804	\$21.947	4,002	\$23.046
52	3,369	\$19.438	3,535	\$20.396	3,712	\$21.418	3,899	\$22.494		\$23.610

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## CLASSIFIED SALARY SCHEDULE (Effective February 1, 1996)

(0.04)

Range/ Step	A		B		C		D		E	
	Month	Hrly.	Month	Hrly.	Month	Hrly.	Month	Hrly.	Month	Hrly.
1	1,011	\$5.830	1,059	\$6.111	1,111	\$6.411	1,168	\$6.741	1,227	\$7.077
2	1,034	\$5.964	1,087	\$6.270	1,141	\$6.582	1,198	\$6.912	1,258	\$7.260
3	1,059	\$6.111	1,111	\$6.411	1,168	\$6.741	1,227	\$7.077	1,289	\$7.437
4	1,087	\$6.270	1,141	\$6.582	1,198	\$6.912	1,258	\$7.260	1,320	\$7.614
5	1,111	\$6.411	1,168	\$6.741	1,227	\$7.077	1,289	\$7.437	1,352	\$7.798
6	1,141	\$6.582	1,198	\$6.912	1,258	\$7.260	1,320	\$7.614	1,387	\$7.999
7	1,168	\$6.741	1,227	\$7.077	1,289	\$7.437	1,352	\$7.798	1,418	\$8.183
8	1,198	\$6.912	1,258	\$7.260	1,320	\$7.614	1,387	\$7.999	1,455	\$8.397
9	1,227	\$7.077	1,289	\$7.437	1,352	\$7.798	1,418	\$8.183	1,490	\$8.598
10	1,258	\$7.260	1,320	\$7.614	1,387	\$7.999	1,455	\$8.397	1,528	\$8.818
11	1,289	\$7.437	1,352	\$7.798	1,418	\$8.183	1,490	\$8.598	1,566	\$9.032
12	1,320	\$7.614	1,387	\$7.999	1,455	\$8.397	1,528	\$8.818	1,605	\$9.258
13	1,352	\$7.798	1,418	\$8.183	1,490	\$8.598	1,566	\$9.032	1,645	\$9.491
14	1,387	\$7.999	1,455	\$8.397	1,528	\$8.818	1,605	\$9.258	1,685	\$9.723
15	1,418	\$8.183	1,490	\$8.598	1,566	\$9.032	1,645	\$9.491	1,726	\$9.955
16	1,455	\$8.397	1,528	\$8.818	1,605	\$9.258	1,685	\$9.723	1,768	\$10.199
17	1,490	\$8.598	1,566	\$9.032	1,645	\$9.491	1,726	\$9.955	1,812	\$10.456
18	1,528	\$8.818	1,605	\$9.258	1,685	\$9.723	1,768	\$10.199	1,857	\$10.713
19	1,566	\$9.032	1,645	\$9.491	1,726	\$9.955	1,812	\$10.456	1,902	\$10.976
20	1,605	\$9.258	1,685	\$9.723	1,768	\$10.199	1,857	\$10.713	1,950	\$11.251
21	1,645	\$9.491	1,726	\$9.955	1,812	\$10.456	1,902	\$10.976	1,998	\$11.526
22	1,685	\$9.723	1,768	\$10.199	1,857	\$10.713	1,950	\$11.251	2,049	\$11.819
23	1,726	\$9.955	1,812	\$10.456	1,902	\$10.976	1,998	\$11.526	2,097	\$12.100
24	1,768	\$10.199	1,857	\$10.713	1,950	\$11.251	2,049	\$11.819	2,150	\$12.406
25	1,812	\$10.456	1,902	\$10.976	1,998	\$11.526	2,097	\$12.100	2,203	\$12.711
26	1,857	\$10.713	1,950	\$11.251	2,049	\$11.819	2,150	\$12.406	2,258	\$13.029
27	1,902	\$10.976	1,998	\$11.526	2,097	\$12.100	2,203	\$12.711	2,312	\$13.341
28	1,950	\$11.251	2,049	\$11.819	2,150	\$12.406	2,258	\$13.029	2,371	\$13.677
29	1,998	\$11.526	2,097	\$12.100	2,203	\$12.711	2,312	\$13.341	2,429	\$14.013
30	2,049	\$11.819	2,150	\$12.406	2,258	\$13.029	2,371	\$13.677	2,489	\$14.361
31	2,097	\$12.100	2,203	\$12.711	2,312	\$13.341	2,429	\$14.013	2,550	\$14.709
32	2,150	\$12.406	2,258	\$13.029	2,371	\$13.677	2,489	\$14.361	2,614	\$15.082
33	2,203	\$12.711	2,312	\$13.341	2,429	\$14.013	2,550	\$14.709	2,677	\$15.443
34	2,258	\$13.029	2,371	\$13.677	2,489	\$14.361	2,614	\$15.082	2,742	\$15.822
35	2,312	\$13.341	2,429	\$14.013	2,550	\$14.709	2,677	\$15.443	2,811	\$16.219
36	2,371	\$13.677	2,489	\$14.361	2,614	\$15.082	2,742	\$15.822	2,881	\$16.622
37	2,429	\$14.013	2,550	\$14.709	2,677	\$15.443	2,811	\$16.219	2,951	\$17.026
38	2,489	\$14.361	2,614	\$15.082	2,742	\$15.822	2,881	\$16.622	3,025	\$17.453
39	2,550	\$14.709	2,677	\$15.443	2,811	\$16.219	2,951	\$17.026	3,100	\$17.887
40	2,614	\$15.082	2,742	\$15.822	2,881	\$16.622	3,025	\$17.453	3,177	\$18.327
41	2,677	\$15.443	2,811	\$16.219	2,951	\$17.026	3,100	\$17.887	3,255	\$18.779
42	2,742	\$15.822	2,881	\$16.622	3,025	\$17.453	3,177	\$18.327	3,336	\$19.244
43	2,811	\$16.219	2,951	\$17.026	3,100	\$17.887	3,255	\$18.779	3,417	\$19.714
44	2,881	\$16.622	3,025	\$17.453	3,177	\$18.327	3,336	\$19.244	3,504	\$20.216
45	2,951	\$17.026	3,100	\$17.887	3,255	\$18.779	3,417	\$19.714	3,587	\$20.692
46	3,025	\$17.453	3,177	\$18.327	3,336	\$19.244	3,504	\$20.216	3,677	\$21.212
47	3,100	\$17.887	3,255	\$18.779	3,417	\$19.714	3,587	\$20.692	3,767	\$21.731
48	3,177	\$18.327	3,336	\$19.244	3,504	\$20.216	3,677	\$21.212	3,861	\$22.275
49	3,255	\$18.779	3,417	\$19.714	3,587	\$20.692	3,767	\$21.731	3,956	\$22.825
50	3,336	\$19.244	3,504	\$20.216	3,677	\$21.212	3,861	\$22.275	4,055	\$23.393
51	3,417	\$19.714	3,587	\$20.692	3,767	\$21.731	3,956	\$22.825	4,154	\$23.968
52	3,504	\$20.216	3,677	\$21.212	3,861	\$22.275	4,055	\$23.393	4,256	\$24.554

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1 ARTICLE XV

2 CLASSIFIED WORK YEARS

3 MINIMUM NUMBER OF WORK DAYS

4

5 WORK YEAR A - 245 days

6 WORK YEAR B - 215 days

7 WORK YEAR C - 206 days

8 WORK YEAR D - 196 days

9 WORK YEAR E1 - 185 days

10 WORK YEAR E2 - 180 days

11 WORK YEAR F - 177 days

12 WORK YEAR F1 - 176 days

13 WORK YEAR G - 170 days

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## CSEA COUNTER PROPOSAL #2

### ARTICLE XVI - HOLIDAYS

#### Section 1 - Paid Holidays

- A. Designated Holidays. All unit members shall be entitled to the following paid holidays: January 1; Martin Luther King, Jr. Day as designated by the District; February 12 known as "Lincoln Day"; the third Monday in February known as "Washington Day"; the last Monday in May known as "Memorial Day"; July 4; the first Monday in September known as "Labor Day"; Admission Day; November 11 known as "Veteran's Day"; that Thursday in November proclaimed by the President as "Thanksgiving Day"; the Friday immediately following Thanksgiving; December 25; two (2) local holidays during the Christmas recess period as designed by the District.
- B. Additional Paid Holidays. To the extent required by law, every day appointed by the President, or Governor of this State, as provided for in subdivisions (b) and (c) of Education Code Section 37220 <sup>(a)</sup> for public fast, thanksgiving or holiday; or any day mandated as a holiday under Education Code Section ~~37220~~ 37222 for classified or certificated employees. *shall be a holiday for classified employees.*
- C. All unit members shall be entitled to <sup>the above referenced</sup> paid holidays provided they are in a paid status during any portion of the working day immediately preceding or succeeding the holiday.
- D. School recesses during the Christmas, Spring and Mid-February periods shall not be considered holidays for unit members who are normally required to work during that period.

Section 2 - Christmas Recess Holiday Pay [Maintain Current Contract Language]

Section 3 - Weekend Holidays [Maintain Current Contract Language]

Section 4 - Holiday Work [Maintain Current Contract Language]

Section 5 - Separate Schedules. [Maintain Current Contract Language]

Section 6 - Schooldays Without Pupils [Maintain Current Contract Language]

Section 7 - In-Lieu Holidays [Maintain Current Contract Language]

Section 8 - Admission Day [Maintain Current Contract Language]

/sdp  
Revised 11/9/95

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June 4, 1996

COMPREHENSIVE PROPOSAL ON ALL REMAINING ITEMS

1. Article VII - Grievance Procedure

\*As per attachment

2. Article XIII - Application of Classified Salary Schedule

\*As per attachment

3. Article XIV - Classified Salary Schedule and Ranges

\*Range adjustments as per attachment (effective July 1, 1995).

\*Increase the basic salary schedule by 1.85%, effective July 1, 1995.

\*Increase the basic salary schedule by 4.0%, effective February 1, 1996.

4. Article XVII - Health and Welfare Benefits

\*As per current Agreement (\$4,275 maximum)

5. Article XXIV - Duration

\*July 1, 1995 through June 30, 1998 (see attachment)

*U. Cygan*  
*6-4-96*  
*Becky Davis*  
*June 4, 1996*  
*J-2*  
*PS67*

1 ARTICLE XVII

2 HEALTH AND WELFARE BENEFITS

3 Section 1 - Maximum Allowance. The District will pay annually a maximum of  
4 four thousand two hundred seventy-five dollars (\$4,275) per qualified unit  
5 member for specified health and welfare benefits. All costs for benefits  
6 exceeding the maximum shall be paid by the unit member. A "qualified" unit  
7 member is a member of the bargaining unit whose employment was regularly  
8 four (4) or more hours per day on or before July 1, 1977 or, if approved by  
9 the District for employment after that date, whose employment is regularly  
10 eight (8) hours per day.

11 Unit members whose employment was regularly less than four (4) hours  
12 per day on or before July 1, 1977 and unit members approved for employment  
13 after that date whose employment is less than eight (8) hours per day will  
14 receive annually a maximum allowance in the same proportion of the current  
15 maximum District dollar contribution amount that their regular daily hours  
16 of employment bear to eight (8) hours.

17 Section 2 - Specified Health and Welfare Benefits. Subject to the  
18 provisions and requirements of the jointly approved insurance carriers, the  
19 following benefit options are available to unit members under a "Section  
20 125 Premium Only Plan" effective October 1, 1992. Payroll deductions will  
21 be made for costs of coverage beyond the District allowance for approved  
22 plans.

23 A. Mandatory Coverages

24 1. All unit members who are eligible for health and welfare benefits  
25 shall have mandatory American United life insurance coverage of  
26 five thousand dollars (\$5,000).

27 2. All unit members who are eligible for health and welfare benefits  
28 shall have mandatory group disability (income protection)  
coverage beginning on October 1, 1986.

1 B. Optional Coverages

- 2 1. Unit members, at their option, may select health coverage with  
3 either Health Net, Kaiser, or Inter Valley Health Plan for  
4 themselves or for themselves and their dependents.  
5  
6 2. Unit members, at their option, may select membership in MIDA  
7 Dental Plan or California Dental Health Plan for themselves or  
8 for themselves and their dependents.  
9  
10 3. Unit members, at their option, may select American United Life or  
11 Insurance Company of North America/CSEA life insurance for  
12 themselves or for themselves and their dependents.  
13  
14 4. Unit members, at their option, may select a supplemental American  
15 Fidelity income protection plan.  
16  
17 5. Unit members, at their option, may select membership in Safeguard  
18 Vision Plan for themselves or for themselves and their  
19 dependents.  
20

21 Section 3 - Deductions and Payments. Any necessary deductions authorized  
22 by unit members shall be deducted from September through June payrolls.

23 Section 4 - Insurance Period. District health and welfare benefit  
24 insurance policies are in effect from October 1 through the following  
25 September 30.

26 Section 5 - Special Conditions. Subject to the provisions and requirements  
27 of the insurance carriers, the following special conditions are available  
28 to unit members:

- 29 A. The optional coverages of the prior year are automatically continued  
30 for each qualified unit member. Adjustment of any necessary payroll  
31 deductions will automatically be made to reflect rate changes and/or a  
32 change in the amount of District contribution.

- 1 B. A unit member who was qualified the prior year but elected no optional  
2 insurance coverage may initiate such coverage which is effective  
3 October 1 annually during or before the designated sign-up period each  
4 September or by mutual agreement if negotiations have not been  
5 completed by October 1.
- 6 C. A new unit member may select optional health and welfare benefits  
7 within the first thirty (30) days of employment.
- 8 D. A unit member may discontinue optional health and welfare benefits and  
9 any related payroll deductions at any time.
- 10 E. Newly authorized or discontinued deductions will be processed on the  
11 next payroll occurring fifteen (15) or more days after written notice  
12 by the unit member. Insurance coverage becomes effective on the first  
13 of the month following the first payroll deduction.
- 14 F. In the event a unit member is granted a long-term unpaid leave of  
15 absence to perform paid duties for the District in a non-bargaining  
16 unit position, the unit member's health and welfare benefits shall  
17 continue for the duration of the leave unless duplicated in the non-  
18 unit position.

19 Section 6 - Unit Member Responsibility. Each qualified unit member is  
20 responsible for initiating, revising, or discontinuing optional fringe  
21 benefits and authorizing any necessary related payroll deductions by  
22 personally completing written forms in the District Business Office during  
23 regular working hours. Arrangements will be made to accommodate unit  
24 members whose work day is the same as that of the Business Office  
25 personnel.

26 Section 7 - Cash Option. Health and welfare benefit money not expended on  
27 the unit member's other health and welfare coverage shall be available for  
28 cash payment at the unit member's option. Such cash payments shall be

1 reduced by 4.27% to offset District costs associated with providing this  
2 benefit.

3 Section 8 - Carriers and Coverages. Specific carriers and coverages of all  
4 unit members' insurance plans paid by payroll deductions or specified  
5 health and welfare benefits shall be mutually agreed to by the Association  
6 and District. Requests by either party to change existing insurance plans  
7 must be made on or before July 15 annually for October 1 implementation.

8 Section 9 - Medical Coverage After Age 65. Unit members retiring after  
9 June 30, 1991 shall be eligible to continue to purchase coverage in a  
10 District group medical insurance plan after reaching the age of 65,  
11 provided that these conditions exist:

- 12 a. The retiree has been employed in the District for no less than  
13 ten (10) years.  
14 b. The plan carrier allows such participation.  
15 c. The retiree is otherwise eligible for enrollment in the plan.  
16 d. The entire cost of such coverage shall be paid by the retiree.

17 Section 10 - District Responsibility. The District's full and complete  
18 obligations under this Article are limited to payment of the premiums  
19 through payroll deduction as indicated above and assisting unit members in  
20 resolving problems with carriers.

21 However, it is expressly understood that all terms and conditions of  
22 the various programs available pursuant to this Article are the insurance  
23 carriers' responsibility. Therefore, all disputes with respect to the  
24 carriers' administrations of such programs are not the responsibility of  
25 the District, and are not subject to the grievance procedure(s) in this  
26 Agreement.

27 //

28 //

## TENTATIVE AGREEMENT

The parties agree that each of the following Articles shall remain as they are in the 1991-94 Agreement:

- \* Article IV - Organizational Security and Deductions
- \* Article V - District Rights
- \* Article VI - Concerted Activities
- \* Article XVIII - Extended Health and Dental Benefit
- \* Article XXIII - Completion of Meet and Negotiation
- \* Article XXV - Support of Agreement
- \* Article XXVI - Severability

Went Capen  
For The District

10-11-95  
Date

Berky Siles  
For The Association

10-11-95  
Date

1 ARTICLE XVIII

2 EXTENDED HEALTH AND DENTAL BENEFIT

3 Section 1 - Eligibility and Conditions. This benefit applies only to unit  
4 members who elect to retire under the Public Employees' Retirement System  
5 program prior to age 65.

6 The unit member must have completed at least ten (10) years of regular  
7 service in the District as determined by anniversary date immediately  
8 preceding retirement and have reached the minimum age for retirement under  
9 State law before he/she is eligible for this benefit which includes the  
10 following:

- 11 A. District health and dental benefits for the retiree and dependents  
12 carried at District expense at the same rate as though employment had  
13 continued until retiree reaches age 65 or until such time as Federal  
14 or State insurance covers retiree. For purposes of this Article,  
15 "health and dental benefit" consists of any one (1) or more of the  
16 following: hospital, medical, surgical, dental, vision, or life  
17 insurance benefits. Tax sheltered or group annuities are specifically  
18 excluded from this benefit as is the option to receive cash in lieu of  
19 benefits. Participation in any benefit plan(s) is subject to  
20 eligibility requirements of jointly approved insurance carrier(s).
- 21 B. The beneficiary is required to notify the District when he/she is no  
22 longer eligible for this benefit.
- 23 C. The retiree may not return to full-time employment in the District  
24 except by mutual consent of both the retiree and District.

25 Section 2 - Unpaid Disability Leave. A unit member on Unpaid Disability  
26 Leave is eligible for this benefit in the same manner as a unit member who  
27 has retired.

28 Section 3 - Surviving Spouse and Dependent Children. The surviving spouse



1 and dependent children of a unit member who was receiving this benefit  
2 shall continue to receive this benefit, subject to the above conditions,  
3 until the deceased unit member's coverage would otherwise have ended.  
4 (This Section shall become effective on July 1, 1992, during the second  
5 year of this Agreement.)

6 //

7 //

## ARTICLE XIX

### HOURS, OVERTIME, EXTRA WORK AND ALLOWANCES

#### Section 1 - HOURS

- A. Work Schedule. The District workweek begins at 6:00 a.m. on Monday and ends at 6:00 a.m. the following Monday. An employee's normal work schedule shall not exceed five (5) consecutive days, eight (8) hours per day or forty (40) hours per week. This does not preclude the extension of the workweek or the workday on an overtime basis.
1. Prior to making a permanent and involuntary work schedule change of more than two hours for any position(s) within a classification, the District shall determine if any unit member(s) in positions assigned to that schedule at the affected worksite or department wants to voluntarily accept the change. If there is no appropriate volunteer(s), the least senior unit member(s) in the aforementioned group shall be the one(s) whose work schedule is changed. Except in cases of emergency, reasonable notice of not less than three (3) work days shall be provided prior to implementing the change.
  2. A unit member shall be paid appropriately for work at times during which he/she is required to be on duty, for work at times when he/she is "suffered or permitted" to render service in the same classification(s) as he/she is employed and in regular status, and/or for work assigned to be performed away from the job site.
- B. Seniority Computation. Unit member seniority in each classification shall be determined by hire date/promotion date as follows:
1. For a unit member hired before July 1, 1993 a "permanent and calculated seniority date of hire" shall be used for all decisions based on seniority. This date shall have been determined by the

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Association and provided to the District prior to changing the unit member's seniority ranking from the previous one based on hours in paid status.

2. For a unit member hired on or after July 1, 1993 seniority decisions shall be based on actual hire date/promotion date. For purposes of this provision, the hire/promotion date shall be the first day of paid service as a regular member of the classification.

- a. Exception: The Director of Classified Personnel shall automatically deduct one calendar year of seniority from a unit member's date of hire or promotion within the current classification if the unit member is on unpaid leave of absence for 175 consecutive work days within one fiscal (July 1 through June 30) year. Such adjustment shall occur on July 1 following the qualifying unpaid leave of absence. Leave without pay which is approved for the following reasons shall be excluded from the 175-day count:

1. Military Leave as defined in Section 395 of the Military and Veterans' Code;
2. Family Leave as provided in 29 U.S.C. Section 2611 et seq. of the Federal Code or Section 12945.2 of the California Government Code;
3. Any other leave for which a reduction in seniority credit would be a violation of law;
4. Unit members who are granted unpaid leave during 1993-94 and 1994-95 school years to work for the District in a non-bargaining unit position will receive seniority credit for that year.

- C. Lunch Periods and Rest Periods. Unit members who are employed five (5) or more hours daily shall be entitled to an uninterrupted lunch period without pay and two (2) paid rest periods of fifteen (15) minutes each. The lunch period shall be for a minimum of one-half (1/2) hour, but no longer than one (1) hour, except for bus drivers, and shall be scheduled near the midpoint of the work day. The rest periods shall be scheduled insofar as practicable at or about the midpoint of each work period.

Unit members scheduled to work for less than five (5) hours daily shall not be required to take an unpaid lunch break, but shall be entitled to one (1) paid rest period of fifteen (15) minutes. The rest period shall be scheduled near the midpoint of the work period. Unit members scheduled to work less than three (3) hours daily shall not be entitled to a paid rest period.

Notwithstanding the above, Instructional Aides scheduled to work at least three (3) hours but less than five (5) hours daily may be scheduled for an unpaid lunch period of thirty (30) minutes and shall be entitled to one (1) paid rest period of fifteen (15) minutes. The lunch period may be scheduled in conjunction with the paid rest period.

- D. Reduction in Hours. In the event the District decides to implement a layoff due to lack of work and/or lack of funds, or a reduction in hours or work year or a voluntary demotion in lieu of layoff, affecting unit members, such action shall be taken in accordance with the requirements of the Education Code including the issuance of appropriate notice. The effects of an actual layoff and/or reduction of hours of unit members, including any impact on remaining unit members, shall be subject to negotiations with the Association. Unit members who have received notification of layoff

may use Personal Necessity or other approved leave to seek other employment.

Section 2 - OVERTIME.

- A. Definition. Except as otherwise provided herein, all overtime hours as defined in this Section shall be compensated at a rate of pay equal to time and one-half the regular rate of pay of the unit member for all work authorized. Overtime is defined to include any time worked in excess of eight (8) hours in any one (1) day or on any one (1) shift or in excess of forty (40) hours in any calendar week, whether such hours are worked prior to the commencement of a regularly assigned starting time or subsequent to the assigned quitting time. All hours worked on any day other than the five (5) regularly scheduled work days in any work week shall be compensated at the overtime rate. For purposes of determining what constitutes the sixth and/or seventh days of the work week, any day in paid status is deemed a work day. Unit members who are assigned to work overtime and who are also receiving a shift differential pursuant to this Article, shall receive overtime compensation based on their differential salary rate.

All hours worked on holidays designated by this Agreement shall be compensated at one and one-half (1 1/2) times the regular rate of pay in addition to the regular rate of pay for the holiday. As a net result, a unit member will receive two and one-half (2 1/2) times his/her regular rate of pay for time worked on a holiday.

- B. Assigned Overtime. Overtime opportunities shall be distributed and rotated among available qualified unit members in each department or job site.

Exceptions:

1. Campus Supervisors: Overtime opportunities for Campus Supervisors shall be distributed and rotated by seniority as follows:  
~~offered on a rotating basis using two (2) seniority lists which shall be maintained separately at each site, and shall be available for representatives from the Association or the District to monitor. One list shall include Campus Supervisors assigned to Ina Arbuckle Elementary, Mission Middle, Rubidoux High and Nueva Vista Continuation Schools. The other list shall include Campus Supervisors assigned to Jurupa Middle, Mira Loma Middle, and Jurupa Valley High Schools. The seniority list shall be continuous from year to year and assignments for overtime shall be offered to the next available Campus Supervisor following the last assignment of work at each site. Each site shall make note of any refusals of overtime work and the reason(s) for the refusal.~~

A. Opportunities generated by Education Center-based Administration shall be first offered to Middle School, Elementary School, and Nueva Vista High School Campus Supervisors in order of District-wide seniority. The District shall designate one (1) person to coordinate the District-wide seniority list(s).

B. All school site overtime shall be offered first to the Campus Supervisor(s) assigned to that site. If insufficient numbers of Campus Supervisors are available at that site, other Campus Supervisors shall then be contacted, in seniority order, from the appropriate group list shown below which includes that site:

Group 1

Rubidoux H.S.

Nueva Vista H.S.

Mission M.S.

Ina Arbuckle Elementary

Group 2

Jurupa Valley H.S.

Mira Loma M.S.

Jurupa M.S.

C. Seniority lists which are used for the purpose of rotating Campus Supervisor overtime opportunities shall not be terminated and/or restarted at any time. Rotation shall occur continuously without regard to commencement or conclusion of fiscal or calendar years.

2. Bus Drivers: Overtime opportunities will be offered to Bus Drivers in order of seniority as shown on the current seniority list. Weekend assignments shall be rotated separately from other overtime assignments. The Director of Transportation or his/her designee shall make note of any refusals of overtime work, and the reason(s) for the refusal. Bus Drivers and/or their representatives may examine these records by prearrangement with the Director.

C. Refusals. If the District offers an overtime assignment to a unit member who refuses such offer, the unit member shall not be offered overtime work again until the entire rotation of the appropriate list is exhausted. If overtime assigned to a unit member is canceled, he/she shall be notified at least two (2) hours prior to the scheduled overtime or shall be compensated for two (2) hours at the overtime rate. If a unit member who has accepted an offer of overtime fails to appear for the agreed-upon work or declines agreed-upon work less than two (2) hours prior to the scheduled overtime, the work may be offered on an emergency basis to

available qualified personnel. Each site shall make note of any refusals of overtime work and the reason(s) for the refusal.

### Section 3 - EXTRA WORK.

- A. Definition. Extra days or hours periodically assigned in addition to a unit member's regular work schedule constitute extra work and shall be distributed and rotated among available qualified unit members within the classification in each department and/or job site. Extra work is paid at the normal hourly rate of pay for the classification, and changes to the overtime rate only when the total time worked exceeds eight (8) hours per day or forty (40) hours per week, or when any such work is performed on the sixth or seventh day of the unit member's work week.
- B. Exceptions.
1. Extra work of five (5) consecutive days or less shall be distributed and rotated among available qualified unit members in each department or job site.
  2. Instructional Aide opportunities exceeding five (5) consecutive days shall be distributed on the basis of District-wide seniority in the classification.
  3. Campus Supervisors: Seniority lists which are used for the purpose of rotating extra work opportunities exceeding five (5) consecutive days shall not be terminated and/or restarted at any time. Rotation shall occur continuously without regard to commencement or conclusion of fiscal or calendar years. All Campus Supervisor opportunities shall be offered on a rotating basis using two (2) seniority lists which shall be maintained separately at each site and shall be available for representatives from the Association or the District to monitor. One list shall include Campus Supervisors



bus driving classification by seniority. All other work opportunities shall then be offered to remaining bus drivers.

Seniority lists which are used for the purpose of rotating bus driver extra work opportunities exceeding five (5) consecutive days shall be terminated at the conclusion of each fiscal year, and restarted with the most senior member of the classification at the commencement of the new fiscal year. the next available Bus Driver(s) following the extra work rotation list used during the regular school year.

6. Extra work opportunities resulting in the use of a substitute employee shall be distributed and rotated to qualified unit members by department or job site. The District shall designate one (1) person to coordinate the District-wide seniority lists for Extra Work which exceeds five (5) consecutive work days.

C. Upward Adjustment. A unit member who is assigned to work thirty (30) minutes or more per day in excess of his/her regular part-time assignment for a period of twenty (20) consecutive working days or more shall have his/her regular assignment adjusted upward to reflect the longer hours. If a part-time employee's average paid time, excluding overtime, exceeds his average assigned time by 50 minutes or more per working day in any quarter, the hours paid per day for compensable leaves of absence and holidays in the succeeding quarter shall be equivalent to the average hours paid per working day in the preceding quarter, excluding overtime.

D. Refusal. If the District offers an extra work assignment to a unit member who refuses such offer, the unit member shall not be offered extra work

~~assigned to Ina Arbuckle Elementary, Mission Middle, Rubidoux High and Nueva Vista Continuation Schools. The other list shall include Campus Supervisors assigned to Jurupa Middle, Mira Loma Middle, and Jurupa Valley High Schools. The seniority list shall be continuous from year to year and assignments for extra work shall be offered to the next available Campus Supervisor following the last assignment of work at each site. If summer school is held at just one (1) school site, extra work opportunities shall be offered according to District wide seniority. Each site shall make note of any refusals of overtime work and the reason(s) for the refusal.~~

4. Extra work opportunities for clerical staff shall be distributed and rotated to qualified unit members by department or job site.
5. Extra work opportunities for Bus Drivers and Bus Drivers-Special Students shall be rotated by seniority as follows:
  - a. Opportunities which occur during designated workdays for Work Year F shall be offered first to the members of the classification who normally and customarily perform the service. If such unit members are insufficient in number, the work shall then be offered to qualified members of the other bus driving classification by seniority.
  - b. Opportunities which occur during designated recess periods for Work Year F shall be offered as follows: Work normally and customarily performed by Bus Drivers-Special Students shall be offered first to members of the classification by seniority. If such members are insufficient in number, the work shall then be offered to qualified members of the other

again until the entire rotation of the appropriate list is exhausted. No unit member shall be required to accept extra work assignments.

E. Compensation and Benefits.

A unit member who accepts Extra Work for twenty (20) consecutive days or more shall receive the same compensation and benefits applicable to that classification, excluding Health and Welfare benefits, as during the regular work year.

**Section 4 - Use of Unit Members As Substitute Employees. If the District determines that a unit member will substitute for another unit member within the same classification, the unit member who performs the substitute work shall be paid at his/her current regular rate of pay. If the District determines that such substitute work will be provided by unit members, such work shall be distributed and rotated equitably to unit members within the same classification within the department or worksite. Such work shall not be subject to the limits described in Section 3.C.**

**Section 4 5 - ALLOWANCES.**

- A. Shift Differential. When one-half (1/2) or more of a unit member's regularly assigned work hours fall after 5:00 p.m., the unit member shall receive a shift differential bonus of five percent (5%) of his/her base rate of pay for the entire shift.
- B. Minimum Call-In Time. Any unit member called in to work on a day when the unit member is not scheduled to work shall receive a minimum of three (3) hours of pay at the appropriate hourly rate of pay under this Agreement.
- C. Call-Back Time. Any unit member who has gone home after completing his/her regular assignment and was not previously scheduled to work additional hours that day and is called back to work, shall be compensated

for a minimum of two (2) hours of work at the appropriate rate of pay under this Agreement.

- D. Stand-By Time. On any day that a unit member is scheduled to be available for stand-by, he/she shall receive forty dollars (\$40.00) as compensation for holding himself/herself available. If actually called in, hours worked will be paid at the appropriate rate or the stand-by allowance, whichever is greater.
- E. Uniform Allowance. The District shall ~~pay~~ provide each unit member whose assignment requires wearing a uniform as per Board Policy/Regulation #4218, ~~at the rate an allowance~~ of twenty dollars (\$20.00) per month for assigned work months. Such ~~payment will be made~~ allowance shall be disbursed semi-annually.
- F. Mileage Reimbursement. Unit members will be reimbursed at the highest rate paid on a mileage basis by the District for use of their own personal vehicle on District business when authorized by their supervisor. However, a unit member may choose instead to receive the current Internal Revenue Service mileage allowance rate. Requests to receive the IRS rate must be made at the same time as the first claim for reimbursement after each new calendar year. All subsequent claims for that year will then be reimbursed at the IRS rate. It is understood and agreed that unit member travel between home and work site is exempt from this provision. This reimbursement shall be payment in full for all personal vehicle operating, maintenance, repair, insurance and other costs resulting from such use.

Unit members required by the District to use their personal vehicle to provide transportation to more than one (1) work site, resulting from employment in one (1) position, shall be reimbursed upon request at the

rate outlined above. It is understood and agreed that unit member travel to more than one (1) work site which is the result of employment in more than one (1) position sought by the unit member shall not be reimbursed. Unit members shall not be required to utilize their personal vehicles to transport students.

- G. Overnight Trips. Notwithstanding any other provisions of this Agreement, on an assignment that requires an overnight stay, the unit member shall not be on paid status between the time he/she is relieved of duty at the end of one (1) day and the time duty resumes the following day. Reasonable costs of food and lodging for the unit member will be reimbursed by the District.
- H. Vehicle Unavailability. Whenever a unit member is unable to discharge regularly scheduled duties because of unavailability of an appropriate District vehicle, he/she shall suffer no loss of wages for the day. However, the unit member may be assigned to other duties during his/her regularly scheduled hours.
- I. Training. When the District requires a unit member to take additional training to maintain or improve job skills or when training is required by an outside agency to maintain necessary licenses or certificates, the unit member shall be on paid status for the hours involved, excluding out of class study hours, and shall be reimbursed for necessary expenses. Prior authorization by the immediate supervisor is required to qualify under this Section. Voluntary training is excluded from this Section.
- J. Physical Exams.
  - 1. In the event the District requires a physical examination (including TB tests) as a condition of employment or the continuation of employment, the District shall assume the full cost of any such

examination. If impossible to schedule during non-work time, unit members shall be provided with reasonable released time for such a physical exam.

2. If as a condition of maintaining a required school bus driver's certificate, it is impossible for the unit member to schedule a physical examination during non-work time within a 6:00 a.m. to 6:00 p.m. work day, the unit member shall be compensated for the examination time. Such an examination must take place at least two (2) weeks before the validity of the school bus driver's certificate lapses. Advanced authorization for such an examination is required in order to receive compensation.

- K. Wash Time. Bus schedules shall be constructed so as to allow sufficient time for unit members in the bus driver classifications to wash and clean their buses.
- L. Field Trip Compensation. Unit members in the bus driver classifications, who are assigned field trips, shall be appropriately compensated for the full duration of their field trip assignment. The field trip assignment shall begin when the driver leaves the Transportation Department, and shall conclude when the driver returns to the Transportation Department. In the event that the field trip assignment requires the unit member to stay overnight, the unit member shall be considered off duty and on non-paid status from the time that the bus is secured in the evening until the time the unit member is required to board the bus and resume the field trip assignment on the following day.
- M. Bus Driver Hours Increase. Any assigned increase in hours for Bus Drivers or Bus Drivers-Special Students which shall extend beyond twenty (20) consecutive work days, shall be offered on the basis of hire date

seniority exclusive of any breaks in service or service in other classifications. "Hire date", for purposes of this Section, shall mean the first day of paid service as a regular District employee in the classification being increased.

**N. Instructional Aide Service to Students Requiring Toileting and Feeding. Where the duties assigned and performed by an Instructional Aide include personally helping a *handicapped* student(s) to use the toilet and/or feeding a *handicapped* student(s), such Instructional Aide shall receive a stipend equaling 5% of his/her daily base rate of pay for each day he/she is scheduled by the Principal or his/her designee as either a primary caregiver or back-up caregiver to perform such duties. Payment shall apply to the Instructional Aide's entire regular shift, unless the Instructional Aide is absent during all or part of the scheduled day.**

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1 ARTICLE XX

2 REIMBURSEMENT FOR LOSS, DAMAGE, OR DESTRUCTION OF PERSONAL  
3 PROPERTY

4 Section 1 - Coverage.

5 A. Personal Property. The District shall reimburse a unit member for  
6 loss, damage, or destruction to personal property of the unit member  
7 such as eyeglasses, hearing aides, dentures, watches, and articles of  
8 clothing necessarily worn or carried by the unit member when such  
9 damage or loss occurs in the line of duty without being the unit  
10 member's fault.

11 B. Other Personal Property. The District shall reimburse a unit member  
12 for loss, damage, or destruction to other personal property such as  
13 cassette recorders, recording tapes and books, or cameras used at  
14 the work site only if such use has been authorized in writing in  
15 advance by the Assistant Superintendent Business Services and such  
16 use is directly related to performing one's job.

17 C. Vehicles. Loss or damage to unit member vehicles parked at District  
18 facilities or at another assigned work site shall be reimbursed if  
19 loss occurs while the unit member is on duty and without being the  
20 unit member's fault.

21 Section 2 - Value. For reimbursement purposes, the value of property  
22 shall be its value as of the time of loss or damage. Loss or damage should  
23 be reported to the unit member's supervisor within one (1) workday of the  
24 occurrence except where loss or damage involves personal property  
25 authorized for use on the job when it shall be reported within two (2)  
26 days. For purposes of this Section, a "day" is defined as a day on which a  
27 unit member actually reports at his/her regular work site for duty.  
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1 Section 3 - Limitations. Reimbursement is limited to an amount equal to  
2 what a reasonable insurance policy deductible would be for the item  
3 involved as determined by the average deductible of three (3) major  
4 insurance companies selected by the District (currently \$250) whether or  
5 not the item involved is insured or the actual deductible amount under unit  
6 member's insurance policy, whichever is less. In lieu of a dollar  
7 reimbursement the District may choose to (1) repair damaged personal  
8 property or (2) replace lost or destroyed personal property with similar  
9 property of like value.

10 Section 4 - Procedures. Procedural requirements established by the  
11 District regarding claims for reimbursement must be fulfilled prior to  
12 receipt of reimbursement. Such requirements may include filling a  
13 sheriff's report, completing a Crime/Vandalism Report, obtaining  
14 estimates or quotations, etc. Reimbursement shall be made by the  
15 District within ten (10) work days of receipt by the District Business  
16 Office of all required information from the unit member and the  
17 completion of the procedural requirements mentioned above.

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## ARTICLE XXI

### VACATIONS

Section 1 - Allowance for Full-Time Unit Members. Vacation is accrued by unit members in accordance with the schedule set forth below. The schedule is premised on a twelve (12) month year and eight (8) hours per day.

Unit members in the first 5 years of employment shall earn thirteen (13) days vacation annually.

Unit members in their 6th through 8th year shall earn sixteen (16) days vacation annually.

Unit members in their 9th year shall earn seventeen (17) days vacation annually.

Unit members in their 10th year shall earn eighteen (18) days vacation annually.

Unit members in their 11th year shall earn nineteen (19) days vacation annually.

Unit members in their 12th year shall earn twenty (20) days vacation annually.

Unit members in their 13th year and thereafter shall earn twenty-one (21) days vacation annually.

Section 2 - Determining Year of Employment. For purposes of determining years of employment, the first year of employment shall be from initial employment until the first anniversary date as determined by salary step placement. All subsequent years shall be determined in accordance with salary step placement each anniversary date. However, a promotion which results in a reduced step placement on a higher range shall not impair years of service advancement for purposes of determining earned vacation.

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Section 3 - Proportional Vacation For Part-Time Employees. Unit members whose assignment is less than twelve (12) months and/or less than eight (8) hours per day shall earn paid vacation each fiscal year proportional to the full work year. A copy of the computation formula can be obtained in the Business Office and shall be distributed annually.

Section 4 - Computation For A Full Work Year. A full year is defined as two thousand eighty-eight (2,088) hours based on 21.75 working or holiday days per month which is one hundred seventy-four (174) hours per month. Therefore, total annual hours in regular paid status as related to two thousand eighty-eight (2,088) hours shall determine proportional vacation earnings for unit members assigned less than eight (8) hours daily for twelve (12) months.

Section 5 - Use or Payment. Unit members working less than twelve (12) months will be paid annually for their vacation days in excess of their normally assigned working days. Such payment will be made periodically during non-work recess periods with the balance paid no later than the 1W pay warrant. This restriction on use or payment shall not apply to a unit member who requests and otherwise qualifies to receive a donation of Catastrophic Leave, but must first exhaust all vacation hours.

Earned vacation for twelve (12) month unit members will be credited to the unit member's record at the end of each fiscal year. No unit member may accumulate more than a maximum number of days of vacation equal to two (2) years of earned vacation as of August 31. However, there shall be no loss of accrued vacation if the unit member is not permitted by the District to take earned vacation.

Twelve (12) month unit members will take their vacation as scheduled and approved by their immediate supervisor. Vacations will be scheduled at the convenience of the District and as nearly as possible at

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the convenience of the unit member. A twelve (12) month unit member who provides his/her supervisor with written summer vacation date preferences by April 15, shall receive by May 15 a confirmed summer vacation schedule.

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1 ARTICLE XXII

2 DISCIPLINARY PROCEDURES

3 Section 1 - Right to Discipline. The District may impose discipline on a  
4 permanent employee in accordance with the terms of this Article consistent  
5 with and subject to provisions of the Education Code. For purposes of the  
6 procedures set forth herein, discipline is deemed to be suspension without  
7 pay for more than three (3) days, involuntary demotion (except layoff), or  
8 termination.

9 Section 2 - Exclusion of Probationary Employees. The provisions of this  
10 Article apply only to permanent employees. Probationary employees are  
11 subject to disciplinary action up to and including termination without  
12 appeal at the sole discretion of the District.

13 Section 3 - Remediation Effort. It is recognized that an effort at  
14 remediation should have been made by the District prior to terminating a  
15 permanent employee. Examples of such efforts include verbal and/or written  
16 warnings, suspension with or without pay, or any other appropriate effort  
17 to correct or remediate an employee's unsatisfactory fulfillment of his/her  
18 job responsibilities, unsatisfactory attendance or unsatisfactory personal  
19 conduct.

20 It is also recognized and agreed that certain acts and/or omissions by  
21 an employee may, by their very nature and/or degree, be serious enough to  
22 warrant immediate discipline <sup>consistent with Section 5 of this Article.</sup> In such situations the District may move to  
23 immediately discipline the employee without making any effort at  
24 remediation.

25 Section 4 - Informal Hearing. A permanent employee may request an informal  
26 hearing with his/her immediate supervisor prior to the imposition of  
27 discipline by the District. If requested, such a hearing will be held.

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1 Section 5 - Right to Suspend. The District retains the right to suspend an  
2 employee, with or without pay, without warning when the health and/or  
3 welfare of the employee, students, the public, or other employees is  
4 endangered by the continued presence of the employee, and/or where the  
5 employee's presence is a danger to the property of the District or others,  
6 and/or in cases of aggravated insubordination. Suspension without pay for  
7 causes other than those listed above shall be made only in accordance with  
8 the procedures set forth in this Article. Suspensions shall be made by the  
9 Superintendent or his/her designee(s).

10 Any employee charged with the commission of any sex offense as defined  
11 in Education Code Section 44010 or any narcotics offense as defined in  
12 Section 44011 of the Education Code by complaint, information or indictment  
13 filed in a court of competent jurisdiction may be suspended as provided for  
14 in Section 45304 of the Education Code.

15 This Article shall not be construed to diminish the District's  
16 authority to take disciplinary action in accordance with the law, including  
17 such actions as authorized by Education Code Sections 44010, 44011, and  
18 45304.

19 Section 6 - Causes. Any employee designated as a permanent employee shall  
20 be subject to disciplinary action for cause as prescribed by rule or  
21 regulation of the Board of Education. The Board's determination of the  
22 sufficiency of the cause for disciplinary action shall be conclusive.  
23 Current causes prescribed by the Board include, but are not limited to, the  
24 following:

25 A. Unsatisfactory attendance, such as:

- 26 1. Repeated absence, without notification.
- 27 2. Excessive absence.
- 28 3. Repeated unexcused absence or tardiness.

- 1 4. Abuse of sick leave privilege.
- 2 5. Incarceration which adversely affects job performance.
- 3 B. Unsatisfactory personal conduct, such as:
- 4 1. Conviction of a crime carrying felony punishment even though such
- 5 punishment may not be imposed.
- 6 2. Conviction of any crime involving moral turpitude.
- 7 3. Discourteous, offensive, or abusive conduct or language toward
- 8 another employee, a pupil or a member of the public.
- 9 4. Dishonesty.
- 10 5. Reporting to work while intoxicated, possession of an open
- 11 container of an alcoholic beverage on District property, or in a
- 12 District-owned vehicle, or working while under the influence of
- 13 alcohol.
- 14 6. Addiction to the use of narcotics or habit forming drugs or
- 15 reporting to work or working while under the influence of a drug
- 16 which interferes with job performance.
- 17 7. Conviction (or proof of commission) of any sex offense as defined
- 18 in Education Code 44010, or a conviction (or proof of commission)
- 19 under Penal Code 261.5.
- 20 8. Conviction (or proof of commission) of any narcotics offense as
- 21 defined in Education Code 44011, or a conviction (or proof of
- 22 commission) under Health and Safety Code 11361.
- 23 9. Falsifying any information supplied to the District including,
- 24 but not limited to, information supplied on application forms,
- 25 employment records, or any District records.
- 26 10. Altering or falsifying records of the District.
- 27 11. Repeated malingering during the course of a normal working day.
- 28 12. Engaging in political activities while on a work duty status.

- 1 13. Release of personal information concerning any employee or any
- 2 pupil who is not his/her own child or ward to any person other
- 3 than teacher or administrator in the school which the pupil
- 4 attends or is enrolling.
- 5 14. Excessive fraternizing with students.
- 6 15. Possession of a deadly or dangerous weapon on school grounds.
- 7 16. Offering anything of value or offering any service in exchange
- 8 for special treatment in connection with the employee's job or
- 9 employment, or accepting anything of value or any special service
- 10 in exchange for granting any special treatment to another
- 11 employee or to any member of the public.

12 The term "conviction" as used above shall mean conviction in  
13 trial court based upon a plea of guilty or nolo contendere or a  
14 finding of guilty after a court or jury trial.

15 C. Unsatisfactory fulfillment of job responsibilities, such as:

- 16 1. Incompetency or inefficiency in the performance of the duties of
- 17 the position.
- 18 2. Insubordination (including, but not limited to, refusal to do
- 19 assigned work).
- 20 3. Carelessness or negligence in the performance of duty, or in the
- 21 care and use of District property.
- 22 4. Misuse or misappropriation of District property.
- 23 5. Willful violation of the Education Code, Title V of the
- 24 California Administrative Code, any other code or administrative
- 25 code of California, or any rules of the Governing Board.
- 26 6. Denial, suspension, revocation or non-renewal of a license,
- 27 permit or any other document(s) required by the nature of the
- 28 position.

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3 7. Receipt by the District from the District's insurance carrier of  
4 a request in writing for an endorsement excluding the employee  
5 from coverage under the District's insurance policy while driving  
6 a motor vehicle because of increased risk due to the employee's  
7 poor driving record.

8 8. Violation of firearms guidelines for Security Guards.

9 9. Physical inability to perform duties of the assignment.

10 10. Refusal to take a physical examination (at District expense) when  
11 requested to do so in writing by direction of the Board of  
12 Education.

13 D. Other reasons, such as:

14 1. Advocacy of overthrow of federal, state or local government by  
15 force, violence or other unlawful means.

16 2. Membership in the Communist Party.

17 Section 7 - Notification. Employees shall receive written notification of  
18 the District's intent to discipline prior to such action becoming effective  
19 in all cases other than those situations set forth above involving the  
20 District's right to suspend. Employees charged solely with incompetency or  
21 inefficiency, and who request a formal hearing, will continue in paid  
22 status until a final decision is rendered. Notwithstanding the foregoing,  
23 if an employee requests and is given an extension beyond the hearing date  
24 set by the hearing officer, the employee may be placed in unpaid status  
25 effective the day after such hearing date.

26 With the notice of intent to discipline, the employees shall receive  
27 notice of the effective date of the intended action, a statement of the  
28 specific acts and/or omissions upon which the proposed disciplinary action  
is based, the date by which the employee may respond either orally or in

1 writing, and copies of documents and other materials which support the  
2 proposed action.

3 A. Following the employee's response, if any, a determination will be  
4 made by the District as to the appropriate disciplinary action, if  
5 any.

6 B. If the District determines action should be taken, the employee shall  
7 receive in person, or be sent by certified mail, notice of this  
8 determination accompanied by notice of the effective date of the  
9 action, a statement of the specific acts and/or omissions upon which  
10 the disciplinary action is based, copies of documents and other  
11 materials which support the action, and a statement advising the  
12 employee of the employee's right to a formal hearing wherein the  
13 employee shall have the right either to self-representation or to  
14 representation by an Association representative, or legal counsel.

15 C. The employee shall have five (5) workdays following the delivery or  
16 mailing of this notice to request a formal hearing. If the employee  
17 desires a hearing, the employee must sign and return a written request  
18 for such within the five (5) workdays following the delivery or  
19 mailing of the notice. Failure to comply with these time limits shall  
20 result in the employee's waiver of his/her right to a formal hearing.

21 Section 8 - Formal Hearing. All formal disciplinary hearings shall be held  
22 before a hearing officer mutually selected and agreed to by the parties to  
23 this Agreement. The hearing shall be closed unless at the time the hearing  
24 is requested by the employee a written request for an open hearing is  
25 submitted to the District. The hearing officer shall set the time and  
26 place of the hearing. The costs of the compensation to the hearing officer  
27 and the reimbursement of the hearing officer's travel and subsistence  
28 expenses, as well as the cost of a hearing room, shall be equally shared by

1 the parties to this Agreement. The following guidelines shall be used in  
2 conducting hearings:

3 A. Oral evidence shall be taken only on oath or affirmation.

4 B. Each party shall have the right to call and examine witnesses; to  
5 introduce exhibits; to cross-examine opposing witnesses; to recall any  
6 witness regardless of which party first called him/her to testify; and  
7 to rebut the evidence against him/her. If the accused employee does  
8 not testify in his/her own behalf, s/he may be called and examined as  
9 if under cross-examination.

10 C. The hearing need not be conducted according to technical rules  
11 relating to evidence and witnesses. Any relevant evidence shall be  
12 admitted if it is the sort of evidence on which responsible persons  
13 are accustomed to rely in the conduct of serious affairs, regardless  
14 of the existence of any common law or statutory rule which might make  
15 improper the admission of such evidence over objection in civil  
16 actions. Hearsay evidence may be used for the purpose of  
17 supplementing and examining other evidence but shall not be sufficient  
18 standing by itself to support a finding unless it would be admissible  
19 over objection in civil actions. The rules of privilege shall be  
20 effective to the extent that they are otherwise required by statute to  
21 be recognized at the hearing. Irrelevant and unduly repetitious  
22 evidence shall be excluded.

23 D. The hearing shall be conducted in the English language. The proponent  
24 of any testimony to be offered by a witness who does not speak English  
25 proficiently shall provide an interpreter and bear the cost of the  
26 interpreter. Upon completion of the hearing, the hearing officer  
27 shall prepare Findings of Fact and Conclusions of Law that constitute  
28 the results of the hearing, and form a basis for the decision of the

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1 Board of Education. The decision of the Board of Education shall be  
2 final.

3 Section 9 - Summary Discipline.

- 4 A. Summary discipline shall be defined as a suspension without pay for  
5 not more than three (3) days. When practical, such action shall be  
6 initiated by written notice from the Assistant Superintendent  
7 Personnel Services.
- 8 B. Within five (5) work days of receipt of a summary discipline notice,  
9 the unit member shall have the right to appeal said discipline in  
10 writing to the Superintendent or his/her designee. Within five (5)  
11 work days after the response to the appeal referenced above, the unit  
12 member shall have the right to appeal in writing to the Board of  
13 Education. The Board may hear the appeal, designate one (1) of its  
14 members to hear the appeal, or designate a hearing officer to hear the  
15 appeal on its behalf. The hearing officer shall not be an employee of  
16 the Jurupa Unified School District. The Board's determination shall  
17 be conclusive and final.
- 18 C. It is expressly understood that the application of this Section shall  
19 be exclusively for corrective or remedial purposes. Alleged  
20 discriminatory or arbitrary application of this Section shall be  
21 grievable if a grievance is filed prior to an appeal being sent to the  
22 Board of Education. The matter shall not be considered by the Board  
23 if a grievance is appropriately filed.
- 24 D. Failure of a unit member to appeal summary discipline shall not  
25 prejudice the unit member's right to defend allegations in subsequent  
26 hearings.

27 Section 10 - Non-Grievability. The procedures provided for herein  
28 regarding discipline are intended to provide due process and to be

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exclusive and, therefore, shall take the place of access to the grievance  
procedure(s) as set forth in this Agreement.

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K. [Signature]  
11-16-95  
B. [Signature]



## TENTATIVE AGREEMENT

The parties agree that each of the following Articles shall remain as they are in the 1991-94 Agreement:

- \* Article IV - Organizational Security and Deductions
- \* Article V - District Rights
- \* Article VI - Concerted Activities
- \* Article XVIII - Extended Health and Dental Benefit
- \* Article XXIII - Completion of Meet and Negotiation
- \* Article XXV - Support of Agreement
- \* Article XXVI - Severability

Went Capen  
For The District

10-11-95  
Date

Berky Rios  
For The Association

10-11-95  
Date

1 ARTICLE XXIII

2 COMPLETION OF MEET AND NEGOTIATION

3 During the term of this Agreement, the Association expressly waives  
4 and relinquishes the right to meet and negotiate and agrees that the  
5 District shall not be obligated to meet and negotiate with respect to any  
6 subject or matter whether referred to or covered in this Agreement or not,  
7 even though such subject or matters may not have been within the knowledge  
8 or contemplation of either or both the District or the Association at the  
9 time they met and negotiated on and executed this Agreement, and even  
10 though such subjects or matters were proposed and later withdrawn.  
11 Benefits provided to unit members by written District policies which were  
12 in effect on August 1, 1976 and which fall within the scope of negotiations  
13 will be continued during the term of this Agreement unless changed by this  
14 Agreement.

15 Nothing in this Article shall preclude the parties from meeting and  
16 negotiating for the purpose of arriving at a new or amended Agreement for  
17 the following year or years. Nothing contained herein shall preclude  
18 reopening of negotiations if the scope of negotiations is expanded by a  
19 final decision of PERB or a court having jurisdiction.

20 Addition to or amendment of this Agreement may be consummated only by  
21 mutual consent of the parties.

22 In the event that new legislation regarding scope of the collective  
23 bargaining law becomes effective during the term of this Agreement, both  
24 parties agree to meet and negotiate on matters specifically added to the  
25 scope.

26 The failure of the District to insist on strict compliance or  
27 performance of any of the terms and conditions in this Agreement shall not  
28 be deemed a waiver of any right or remedy the District may have for any

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1 subsequent breach or default of such terms and conditions.

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## ARTICLE XXIV

### DURATION

Section 1 - Duration. This Agreement shall remain in full force and effect up to and including June 30, 1998, and thereafter shall continue in effect until superseded by a subsequent Agreement. If either party wishes to modify, amend or add to this Agreement, that party must notify the other party of such intent by March 15, 1998.

Section 2 - Reopeners. The parties agree to reopen negotiations for the 1996-97 and 1997-98 school years on Article XIV - Classified Salary Schedule and Ranges and Article XVII - Health and Welfare Benefits.

Additionally, during the 1996-97 school year either party may select up to two (2) additional Articles to reopen; and, during the 1997-98 school year either party may select up to two (2) additional Articles to reopen.

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Unit Ag  
6-4-96  
Becky Blevins  
6-4-96

## TENTATIVE AGREEMENT

The parties agree that each of the following Articles shall remain as they are in the 1991-94 Agreement:

- \* Article IV - Organizational Security and Deductions
- \* Article V - District Rights
- \* Article VI - Concerted Activities
- \* Article XVIII - Extended Health and Dental Benefit
- \* Article XXIII - Completion of Meet and Negotiation
- \* Article XXV - Support of Agreement
- \* Article XXVI - Severability

Went Caper  
For The District

10-11-95  
Date

Becky Quinn  
For The Association

10-11-95  
Date

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ARTICLE XXV

SUPPORT OF AGREEMENT

The District and the Association agree that it is to their mutual benefit to encourage the resolution of differences through the meet and negotiation process. Therefore, it is agreed that both parties will support this Agreement for its term and will not appear before the District's Board to seek change or improvement in any matter subject to the meet and negotiation process except by mutual agreement of the District and the Association.

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## TENTATIVE AGREEMENT

The parties agree that each of the following Articles shall remain as they are in the 1991-94 Agreement:

- \* Article IV - Organizational Security and Deductions
- \* Article V - District Rights
- \* Article VI - Concerted Activities
- \* Article XVIII - Extended Health and Dental Benefit
- \* Article XXIII - Completion of Meet and Negotiation
- \* Article XXV - Support of Agreement
- \* Article XXVI - Severability

Went Capen  
For The District

10-11-95  
Date

Berky Linn  
For The Association

10-11-95  
Date

1 ARTICLE XXVI

2 SEVERABILITY

3 Section 1 - Savings Clause. If during the life of this Agreement, there  
4 exists or comes into existence any applicable law or any applicable rule,  
5 regulation, or order issued by governmental authority other than the  
6 District which shall render invalid or restrain compliance with or  
7 enforcement of any provision of this Agreement, such provisions shall be  
8 immediately suspended and be of no effect hereunder so long as such law,  
9 rule, regulation, or order shall remain in effect. Such invalidation of a  
10 part or portion of this Agreement shall not invalidate any remaining part,  
11 parts, or portions which shall remain in full force and effect.

12 Section 2 - Replacement of Severed Provision. In the event of suspension  
13 or invalidation of any part or portion of this Agreement, the parties agree  
14 to meet and negotiate within thirty (30) days after such determination for  
15 the purpose of arriving at a mutually satisfactory replacement for such  
16 part or portion.

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1 ARTICLE XXVII

2 NOTICE

3 Section 1 - Notice. Whenever provision is made in this Agreement for the  
4 giving, serving or delivering of any notice, statement, or other instrument,  
5 the same shall be deemed to have been duly given, served, or delivered,  
6 either upon personally delivering or by mailing the same by United States  
7 registered or certified mail (return receipt requested) to the party  
8 entitled thereto at the address as set forth below:

9 DISTRICT: ASSISTANT SUPERINTENDENT PERSONNEL SERVICES

10 Jurupa Unified School District

11 3924 Riverview Drive

12 Riverside, CA 92509

13 ASSOCIATION: PRESIDENT, CSEA CHAPTER #392

14 c/o California School Employees' Association

15 P.O. Box 746

16 Mira Loma, CA 91752

17 Either party may change the address to which notice shall be given by  
18 notice sent in accordance with the provisions of this Article.

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DL 10-25-95

**DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
In Accordance with AB 1200 (Statutes of 1991, Chapter 1213) and G.C. 3547.5

Jurupa Unified School District

California

Name of Bargaining Unit: School Employee's Association Certified        Classified X

The proposed agreement covers the period beginning July 1, 1995 and ending June 30, 1996 and will be acted upon by the Governing Board at its meeting on July 1, 1996.  
(Date)

**A. Proposed Change in Compensation**

Compensation	Cost Prior to Proposed Agreement	Fiscal Impact of Proposed Agreement		
		Current Year 19 <u>95</u> - <u>96</u>	Year 2 19 <u>96</u> - <u>97</u>	Year 3 19 <u>97</u> - <u>98</u>
1. Salary Schedule - Increase (Decrease)	\$ 7,014,100	\$ 272,638 3.89 %	\$ N/A %	\$ N/A %
2. Step and Column - Increase (Decrease) Due to movement plus any changes due to settlement		\$ 60,789 .87 %	\$ N/A %	\$ N/A %
3. Other Compensation - Increase (Decrease) (Stipends, Bonuses, etc.)		\$ N/A %	\$ N/A %	\$ N/A %
	Description			
4. Statutory Benefits - Increase (Decrease) in STRS, PERS, FICA, WC, UI, Medicare, etc.)	\$ 1,516,029	\$ 72,162 4.76 %	\$ N/A %	\$ N/A %
5. Health/Welfare Benefits - Increase (Decrease)	\$	\$ N/A %	\$ N/A %	\$ N/A %
6. Total Compensation - Increase (Decrease) (Total Lines 1-5)	\$ 8,513,900	\$ 405,590 4.76 %	\$ N/A %	\$ N/A %
7. Total Number of Represented Employees	437.6	437.6	N/A	N/A
8. Total Compensation Cost for Average Employee - Increase (Decrease)	\$ 19,455.90	\$ 926.86 4.76 %	\$ N/A %	\$ N/A %

Please include comments and explanations as necessary Negotiated agreement calls for a 1.85% increase retroactive to 7/1/95 with an additional 4% increase retroactive to 2/1/96.

B. **Proposed Negotiated Changes in Non-Compensation Items** (class size adjustments, staff development days, teacher prep time, etc.) N/A

C. **What are the specific impacts on instructional and support programs to accommodate the settlement? Include the impact of non-negotiated changes such as staff reductions and program reductions/eliminations.**

N/A

D. **What contingency language is included in the proposed agreement (reopeners, etc.)?**

Salary and Benefits are reopened in 1996/97 and 1997/98



**E. Source of Funding for Proposed Agreement**

1. **Current Year** 1995/96 cost funded from the General Fund Reserve. 1996/97 cost  
funded by COLA 3.21% and the 1995/96 Equalization/Deficit Reduction funding  
set up as accounts receivable in 1995/96.

2. **How will the ongoing cost of the proposed agreement be funded in future years?** \_\_\_\_\_  
Same as above.

3. **If multi-year agreement, what is the source of funding, including assumptions used, to fund these obligations in future years? (Remember to include compounding effects in meeting obligations)** \_\_\_\_\_  
N/A

**F. Impact of Proposed Agreement on Current Year Unrestricted Reserves****1. State Reserve Standard**

a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 72,291,436
b. State Standard Minimum Reserve Percentage for this District	3 %
c. State Standard Minimum Reserve Amount for this District (Line 1 times Line 2 OR \$50,000 for a district with less than 1,001 ADA)	\$ 2,168,743

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

a. General Fund Budgeted <u>Unrestricted</u> Designated for Economic Uncertainties	\$ 3,087,604
b. General Fund Budgeted <u>Unrestricted</u> Unappropriated Amount	\$
c. Special Reserve Fund (J-207)-Budgeted Designated for Economic Uncertainties	\$
d. Special Reserve Fund (J-207)-Budgeted Unappropriated Amount	\$
e. Article XIII-B Fund (J-241)-Budgeted Designated for Economic Uncertainties	\$
f. Article XIII-B Fund (J-241)-Budgeted Unappropriated Amount	\$
g. Total District Budgeted Unrestricted Reserves	\$ 3,087,604

3. Do unrestricted reserves meet the state standard minimum reserve amount?

Yes ☐No ☐**G. Certification**

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement in accordance with the requirements of AB 1200 and GC 3547.5.

\_\_\_\_\_  
District Superintendent  
(signature)

\_\_\_\_\_  
Date

# IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

In accordance with AB 3141 (Statutes of 1994, Chapter 650) (EC 42142)

Date of governing board approval of budget revisions in Col. 2 July 1, 1996

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

	(Col. 1) Latest Board- Approved Budget Before Settlement (As of 5/20/96)	(Col. 2) Adjustments as a Result of Settlement	(Col. 3) Other Revisions	(Col. 4) Total Impact on Budget (Cols. 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	53,523,284	0	1,594,644	55,117,928
Remaining Revenues (8100-8799)	18,288,688	0	<137,318>	18,151,370
<b>TOTAL REVENUES</b>	<b>71,811,972</b>	<b>0</b>	<b>1,457,326</b>	<b>73,269,298</b>
<b>EXPENDITURES</b>				
1000 Certificated Salaries	37,920,041	0	554,887	38,474,928
2000 Classified Salaries	10,165,290	333,427	< 36,507>	10,462,210
3000 Employees' Benefits	11,678,491	72,162	15,416	11,766,069
4000 Books and Supplies	3,589,994	0	<907,678>	2,682,316
5000 Services and Operating Expenses	7,062,141	0	<515,593>	6,546,548
6000 Capital Outlay	1,040,759	0	158,863	1,199,622
7000 Other	483,523	0	< 57,578>	425,945
<b>TOTAL EXPENDITURES</b>	<b>71,940,239</b>	<b>405,589</b>	<b>&lt;788,190&gt;</b>	<b>71,557,638</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>&lt;128,267&gt;</b>	<b>&lt;405,589&gt;</b>	<b>2,245,516</b>	<b>1,711,660</b>
<b>OTHER SOURCES AND TRANSFERS IN</b>	<b>259,648</b>	<b>0</b>	<b>0</b>	<b>259,648</b>
<b>OTHER USES AND TRANSFERS OUT</b>	<b>733,798</b>	<b>0</b>	<b>0</b>	<b>733,798</b>
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	<b>&lt;602,417&gt;</b>	<b>&lt;405,589&gt;</b>	<b>2,245,516</b>	<b>1,237,510</b>
<b>BEGINNING BALANCE</b>	<b>3,907,524</b>	<b>0</b>	<b>0</b>	<b>3,907,524</b>
<b>CURRENT-YEAR ENDING BALANCE</b>	<b>3,305,107</b>	<b>&lt;405,589&gt;</b>	<b>2,245,516</b>	<b>5,145,034</b>
<b>COMPONENTS OF ENDING BALANCE:</b>				
Reserved Amounts	378,571	0	846,830	1,225,401
Reserved for Economic Uncertainties	2,094,507	<405,589>	1,398,686	3,087,604
Board Designated Amounts	832,029	0	0	832,029
Unappropriated Amounts	0	0	0	0

\* If the total amount of the Adjustment in Col. 2 does not agree with the amount of the Total Compensation Increase in Section A, line 6 page 1 (i.e., increase was partially budgeted, there were revenue revisions as reflected in Col. 3., etc.), explain the variance below.

Please include comments and explanations as necessary Column 3 - Revisions for Certificated Salary Agreement to be approved at 6/17/96 Board Meeting; Revisions for Estimated Actuals (Revenue and Expenditures).

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P5116

RIVERSIDE REGIONAL EDUCATION DATA CENTER

REPORT: APS/APS550/01  
 RUN DATE: 06/18/96  
 PAGE: 1

COUNTY: 33 RIVERSIDE  
 DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES  
 05/01/96 - 05/14/96  
 PURCHASES OVER \$200

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
				PURCHASE ORDERS TO BE RATIFIED		
P90682	100	178	00	GENERAL SUPPORT OPERATIONS CU ROLLINS TRUCK RENTAL/LEASIN	MAINT-TRUCK RENTAL	250.00
P90688	100	178	00	GEN SUPPORT DIST ADMIN SUPERI MINNESOTA WESTERN	EC-OFFICE SUPPLIES	1,039.44
P90695	100	197	00	GENERAL EDUCATION - SECONDARY DATA COMM WAREHOUSE	JVHS-COMPUTER EQUIPMENT	589.02
P90709	100	197	00	STUDENT ACTIVITIES	JVHS-INSTRUCTIONAL MATERIALS	1,534.36
P90711	100	197	00	STUDENT ACTIVITIES	JVHS-INSTRUCTIONAL MATERIALS	3,070.88
P90714	100	178	00	PUPIL SERVICES PSYCHOLOGISTS COMPUTER CITY	EC-OPEN PO-OFFICE SUPPLIES	800.00
P90715	100	178	00	GENERAL SUPPORT GROUNDS	MAINT-IH-GROUNDS WORK	468.75
P90718	100	196	00	PHYSICAL EDUCATION	RHS-INSTRUCTIONAL MATERIALS	1,403.34
P90719	100	196	00	STUDENT ACTIVITIES	JVHS/RHS-POOL SUPPLIES	1,664.22
P90722	100	185	00	SCHOOL ADMINISTRATION	TS-OFFICE SUPPLIES	234.90
P90723	100	178	00	DISTRICT ADMIN PERSONNEL RECR ORANGE COUNTY REGISTER	EC-ADVERTISING	1,385.98
P90736	100	000	00	SELF-CONTAINED CLASSROOM	JVHS-COMPUTER EQUIPMENT	316.76
P90738	100	178	00	SECURITY/ATHLETICS	RHS-SECURITY SERVICES	350.00
P90746	100	000	00	SELF-CONTAINED CLASSROOM	SS-FIELD TRIP	1,500.00
P90780	100	178	00	DISTRICT ADMINISTRATION PURCH FUTURE TRAC ASSOCIATES	EC-OFFICE SUPPLIES	214.56
P90801	100	196	00	INSTRUCTIONAL MEDIA	RHS-PRINTER	950.36
P90802	100	178	00	DISTRICT ADMINISTRATION PURCH OAK TREE PRODUCTS (BOB FARE	EC-OFFICE EQUIPMENT	269.38
P90806	100	178	00	DISTRICT ADMINISTRATION PURCH FUTURE TRAC ASSOCIATES	EC-OFFICE SUPPLIES	393.69
P90811	100	193	00	MIDDLE SCHOOL SUMMER SCHOOL CM SCHOOL SUPPLY CO.	MLMS-OPEN PO-INSTRUCTIONAL MATERIALS	300.00
FUND TOTAL						16,735.64
TOTAL NUMBER OF PURCHASE ORDERS						19
P90609	101	191	00	S.I.P. (SCHOOL IMPROVEMENT PR APPLE COMPUTER-SUPPORT CENT	MMS-EQUIPMENT	9,153.36
P90705	101	178	00	E.C.I.A. TITLE 1 SCHOOL WIDE KAREN FAGAN ASSOCIATES	EC-OPEN PO-CONSULTANT SERVICES	15,000.00

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

REPORT: APS/APS50/01  
 RUN DATE: 06/18/96  
 PAGE: 2

COUNTY: 33 RIVERSIDE  
 DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES  
 06/01/96 - 06/14/96  
 PURCHASES OVER \$200

REF	FUND	LOC/SITE	PROGRAM	VENDOR	PURCHASE ORDERS TO BE RATIFIED	DESCRIPTION	
P90749	101	188 00	S.I.P. (SCHOOL IMPROVEMENT PR GENERAL BINDING SALES CORP	SC-INSTRUCTIONAL MATERIALS			608.79
P90750	101	196 00	VOCATIONAL EDUCATION ACT PL94 APPLE COMPUTER-SUPPORT CENT	RHS-COMPUTER EQUIPMENT			9,410.89
P90752	101	173 00	S.I.P. (SCHOOL IMPROVEMENT PR APPLE COMPUTER-SUPPORT CENT	GH-COMPUTER EQUIPMENT			7,612.54
P90754	101	178 00	DRUG FREE SCHOOLS	WESTERN TROPHY MFG	MLMS-INSTRUCTIONAL MATERIALS		600.00
P90755	101	178 00	DRUG FREE SCHOOLS	INLAND AGENCY	SA-INSTRUCTIONAL MATERIALS		1,500.00
P90771	101	173 00	S.I.P. (SCHOOL IMPROVEMENT PR TOP HAT TRAVEL	COMPUTER PLUS	CONF-GH		272.00
P90788	101	187 00	E.C.I.A. TITLE 1	COMPUTER PLUS	WR-COMPUTER NETWORKING		6,570.01
P90789	101	179 00	S.I.P. (SCHOOL IMPROVEMENT PR COMPUTER PLUS		GA-COMPUTER NETWORKING		6,031.85
P90803	101	196 00	VOCATIONAL EDUCATION ACT PL94 COMPUTER DISCOUNT WAREHOUSE		RHS-MONITORS		2,982.18
P90804	101	178 00	E.C.I.A. TITLE 1	COMPUTER SERVICE & SALES	WHSE-COMPTUER REPAIR		1,264.00
P90808	101	178 00	DRUG FREE SCHOOLS	BURTRONICS (MARTIN BUS. MAC	MLMS-INSTRUCTIONAL MATERIALS		279.13
P90810	101	173 00	S.I.P. (SCHOOL IMPROVEMENT PR CALIF. ALLIANCE FOR ELEM. E		GH-MEMBERSHIP		634.00
							-----
							FUND TOTAL
							61,918.75
							-----
							TOTAL NUMBER OF PURCHASE ORDERS
							14
P90629	103	178 00	GEN SUPPORT TRANS-HOME TO SCH VALLEY DETROIT DIESEL	TRANS-REPLACE PAN ASSY. - BUS #33			433.07
P90683	103	178 00	GEN SUPPORT TRANS-HOME TO SCH TRANS-WEST FORD TRUCK SALES	TRANS-REPAIR PARTS			5,000.99
P90685	103	178 00	GEN SUPPORT TRANS-HOME TO SCH FIRE-BANN CORP.	TRANS-BUS REPAIRS			566.78
P90691	103	178 00	GEN SUPPORT TRANS-HOME TO SCH AMERICAN PERFORMANCE DRIVEL	TRANS-REPAIR PARTS			450.78
P90697	103	178 00	GEN SUPPORT TRANS-HOME TO SCH APACHE DIESEL SERVICE	TRANS-REPAIRS TO VEHICLES			950.00
P90721	103	178 00	GEN SUPPORT TRANS-HOME TO SCH KOEHL AUTOMATIC TRANS.SVC.	TRANS-OVERHAUL AUTOMATIC TRANSMISSIO			650.00
P90740	103	178 00	GEN SUPPORT TRANS-HOME TO SCH OMAHA AUTO PARTS INC	TRANS-OPEN PO-VEHICLE/BUS PARTS			2,000.00
P90741	103	178 00	GEN SUPPORT TRANS-HOME TO SCH NAPA AUTO PARTS	TRANS-OPEN PO-VEHICLES/BUS PARTS			2,000.00
P90742	103	178 00	GEN SUPPORT TRANS-HOME TO SCH MARATHON BATTERY CO., INC.	TRANS-OPEN PO-BATTERIES			1,000.00


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RIVERSIDE REGIONAL EDUCATION DATA CENTER

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COUNTY: 33 RIVERSIDE  
 DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES  
 06/01/96 - 06/14/96  
 PURCHASES OVER \$200

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
				PURCHASE ORDERS TO BE RATIFIED		
P90743	103	178	00	GEN SUPPORT TRANS-HOME TO SCH PACIFIC EMPIRE VOLVO TRUCK	TRANS-OPEN PO-VEHICLES/BUS PARTS	500.00
P90751	103	178	00	INSTRUCTIONAL PROGRAM	WHSE-COMPUTER REPAIRS	273.57
				COMPUTER SERVICE & SALES		
					FUND TOTAL	13,825.19
					TOTAL NUMBER OF PURCHASE ORDERS	11
P90555	119	178	00	GENERAL SUPPORT, MAINTENANCE, CONSOLIDATED ELECTRICAL DIS	MAINT-RHS-SUPPLIES	593.48
P90622	119	178	00	GENERAL SUPPORT, MAINTENANCE, SOUTHERN CALIF. AIR COND. DIS	MAINT-SUPPLIES	224.12
P90679	119	178	00	GENERAL SUPPORT, MAINT, REPAIR INLAND EMPIRE GLASS	MAINT-JMS-REPLACE GLASS GYM DOORS	250.16
P90686	119	178	00	GENERAL SUPPORT, MAINTENANCE, HOWARD INDUSTRIES	MAINT-SUPPLIES	6,318.46
P90690	119	178	00	GENERAL SUPPORT, MAINTENANCE, BURTRONICS (MARTIN BUS. MAC	MAINT-SUPPLIES	528.51
P90693	119	178	00	GENERAL SUPPORT, MAINTENANCE, SPECTRUM CRANE	MAINT-CRANE SERVICE	220.00
P90694	119	178	00	GENERAL SUPPORT, MAINTENANCE, SINCLAIR PAINT	MAINT-SUPPLIES	309.46
					FUND TOTAL	8,444.19
					TOTAL NUMBER OF PURCHASE ORDERS	7
P90805	403	196	00	FACILITIES ACQUISITION - CAPI HERK EDWARDS, INC.	RHS-BLEACHER UPGRADE	5,550.00
					FUND TOTAL	5,550.00
					TOTAL NUMBER OF PURCHASE ORDERS	1
P90744	560	771	00	FACILITIES ACQUISITION - CAPI MICRO BIO-MEDICS, INC.	PER-FURNITURE AND EQUIPMENT	640.88
					FUND TOTAL	640.88
					TOTAL NUMBER OF PURCHASE ORDERS	1
RECOMMEND APPROVAL: 						
Director of Purchasing						
				53 PURCHASE ORDERS OVER	\$200.00 FOR A TOTAL AMOUNT OF	107,114.65
				26 PURCHASE ORDERS UNDER	\$200.00 FOR A TOTAL AMOUNT OF	2,697.22
				79 PURCHASE ORDERS	FOR A GRAND TOTAL OF	109,811.87

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

COUNTY: 33 RIVERSIDE  
DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES

06/01/96 - 06/14/96  
PURCHASES OVER \$1

DISBURSEMENT ORDERS

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REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
D57412	100	190	00 PUPIL SERVICES	HANSEN, DARREL	D24353 UNIFORM ALLOWANCE	120.00
D57414	100	190	00 PUPIL SERVICES	UMSCHEID, VICKI	D24352 UNIFORM ALLOWANCE	120.00
D57415	100	178	00 GENERAL SUPPORT WAREHOUSE	MULLINS, RON	D24348 UNIFORM ALLOWANCE	40.00
D57417	100	178	00 GENERAL SUPPORT WAREHOUSE	CHAIN, CHRIS	D24349 UNIFORM ALLOWANCE	120.00
D57418	100	178	00 GENERAL SUPPORT WAREHOUSE	FLORES, JOE	D24350 UNIFORM ALLOWANCE	120.00
D57421	100	178	00 GENERAL SUPPORT WAREHOUSE	LAUZON, RAY	D25095 UNIFORM ALLOWANCE	50.00
D57551	100	178	00 GENERAL SUPPORT GROUNDS	DICKINSON, STEVE	D25794 MILEAGE REIMBURSEMENT	147.90
D57553	100	178	00 RIDESHARE PROGRAM	FRY, LORI	D25796 MONTHLY RIDESHARE WINNER	40.00
D57555	100	178	00 GENERAL SUPPORT OPERATIONS CU KATES, JACK		D25799 MILEAGE REIMBURSEMENT	27.12
D57556	100	178	00 PLANT OPERATIONS	AIRTOUCH CELLULAR	D25800 PYMT FOR MAY PHONE CHARGES	639.76
D57617	100	178	00 GEN SUPP DIST ADMIN FISCAL SE POSTMASTER		D25096 REIMBUSRE FOR POSTAL FEES	2,500.00
D57623	100	185	00 GENERAL SUPPORT OPERATIONS UT SANTA ANA RIVER WATER		D25097 WATER BILL MARCH-MAY 1996	746.60
D57626	100	173	00 GENERAL SUPPORT OPERATIONS UT MUTUAL WATER CO		D25098 WATER BILL MAY 1996	159.85
D57628	100	178	00 PLANT OPERATIONS	WILSON, JOHN	D25099 MILEAGE REIMB APRIL & MAY 199	21.70
D57650	100	178	00 GRANT WRITING	VANFRANK, Nanci	D25767 CONF 5/12-17/96 1 EMP	278.05
D57689	100	000	00 SELF-CONTAINED CLASSROOM	BIDDLE CHRISTA	D25792 REIMBURSE FOR INST MATERIALS	20.81
D57691	100	197	00 GENERAL SUPPORT OPERATIONS UT CHEVRON, U S A		D25802 PYMT FOR GASOLINE CHARGES	120.48
D57704	100	181	00 SELF-CONTAINED CLASSROOM	BURRESCH CELESTINA	D25809 REIMBURSE FOR RTND LIB BOOK	11.00
D57735	100	178	00 GENERAL SUPPORT GROUNDS	ARIAS, MARTIN	D24588 UNIFORM ALLOWANCE	120.00
D57736	100	178	00 GENERAL SUPPORT GROUNDS	BILYEU, JEFF	D24589 UNIFORM ALLOWANCE	120.00
D57737	100	178	00 GENERAL SUPPORT GROUNDS	BROKAR, WILBUR	D24590 UNIFORM ALLOWANCE	120.00
D57738	100	178	00 GENERAL SUPPORT GROUNDS	CHAVEZ, HERMAN	D24591 UNIFORM ALLOWANCE	120.00
D57739	100	178	00 GENERAL SUPPORT GROUNDS	EAKS, GERALD	D24592 UNIFORM ALLOWANCE	120.00
D57740	100	178	00 GENERAL SUPPORT GROUNDS	ENGLAND, JOHN	D24593 UNIFORM ALLOWANCE	120.00

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COUNTY: 33 RIVERSIDE  
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REPORT OF PURCHASES

06/01/96 - 06/14/96  
 PURCHASES OVER \$1

DISBURSEMENT ORDERS

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
D57741	100	178	00	GENERAL SUPPORT GROUNDS	LOPEZ, JESSE	D24594 UNIFORM ALLOWANCE 120.00
D57742	100	178	00	GENERAL SUPPORT GROUNDS	MONTEZ, BILLY	D24595 UNIFORM ALLOWANCE 120.00
D57743	100	178	00	GENERAL SUPPORT GROUNDS	MCKELVEY, JOY	D24596 UNIFORM ALLOWANCE 120.00
D57744	100	178	00	GENERAL SUPPORT GROUNDS	ORTEGA, ED	D24597 UNIFORM ALLOWANCE 120.00
D57746	100	178	00	GENERAL SUPPORT GROUNDS	RUIZ, ROBERT	D24552 UNIFORM ALLOWANCE 100.00
D57747	100	178	00	GENERAL SUPPORT GROUNDS	SANDOVAL, ED	D24598 UNIFORM ALLOWANCE 120.00
D57748	100	178	00	GENERAL SUPPORT GROUNDS	SCHUTTERA, CHRIS	D24599 UNIFORM ALLOWANCE 120.00
D57749	100	178	00	GENERAL SUPPORT GROUNDS	SHINE, BRIAN	D24600 UNIFORM ALLOWANCE 120.00
D57750	100	178	00	GENERAL SUPPORT GROUNDS	ZIEMKE, RICHARD	D24602 UNIFORM ALLOWANCE 120.00
D57751	100	178	00	GENERAL SUPPORT OPERATIONS	CU ATENCIO, JACOB	D24603 UNIFORM ALLOWANCE 120.00
D57752	100	178	00	GENERAL SUPPORT OPERATIONS	CU ATKINSON, STEVE	D24604 UNIFORM ALLOWANCE 120.00
D57753	100	178	00	GENERAL SUPPORT OPERATIONS	CU AYALA, ART	D24605 UNIFORM ALLOWANCE 120.00
D57754	100	178	00	GENERAL SUPPORT OPERATIONS	CU AYALA, RAUL	D24606 UNIFORM ALLOWANCE 120.00
D57755	100	178	00	GENERAL SUPPORT OPERATIONS	CU AYALA, RHONA	D24607 UNIFORM ALLOWANCE 120.00
D57756	100	178	00	GENERAL SUPPORT OPERATIONS	CU BATEMAN, BRUCE	D24608 UNIFORM ALLOWANCE 120.00
D57757	100	178	00	GENERAL SUPPORT OPERATIONS	CU BLAKE, JAMES E.	D24609 UNIFORM ALLOWANCE 120.00
D57758	100	178	00	GENERAL SUPPORT OPERATIONS	CU BOISSEAU, RON	D24610 UNIFORM ALLOWANCE 100.00
D57759	100	178	00	GENERAL SUPPORT OPERATIONS	CU COX, CLARA	D24611 UNIFORM ALLOWANCE 100.00
D57760	100	178	00	GENERAL SUPPORT OPERATIONS	CU DODD, PAM	D24612 UNIFORM ALLOWANCE 120.00
D57761	100	178	00	GENERAL SUPPORT OPERATIONS	CU DOMINGUEZ, JOSE	D24613 UNIFORM ALLOWANCE 120.00
D57762	100	178	00	GENERAL SUPPORT OPERATIONS	CU DUNAWAY, LOLA D.	D24614 UNIFORM ALLOWANCE 120.00
D57763	100	178	00	GENERAL SUPPORT OPERATIONS	CU EHRENFELD, CATHERINE	D24601 UNIFORM ALLOWANCE 100.00
D57764	100	178	00	GENERAL SUPPORT OPERATIONS	CU FENDERSON, ANSON	D24615 UNIFORM ALLOWANCE 120.00
D57765	100	178	00	GENERAL SUPPORT OPERATIONS	CU FLOREZ, GEORGE	D24616 UNIFORM ALLOWANCE 120.00

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COUNTY: 33 RIVERSIDE  
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REPORT OF PURCHASES

06/01/96 - 06/14/96  
 PURCHASES OVER \$1

DISBURSEMENT ORDERS

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	AMOUNT
D57766	100	178 00	GENERAL SUPPORT OPERATIONS	CU HANCOCK, LAWRENCE	D24617 UNIFORM ALLOWANCE	120.00
D57767	100	178 00	GENERAL SUPPORT OPERATIONS	CU HITCHCOCK, ROGER	D24618 UNIFORM ALLOWANCE	120.00
D57768	100	178 00	GENERAL SUPPORT OPERATIONS	CU HOLGUIN, JOHNNY V.	D24619 UNIFORM ALLOWANCE	120.00
D57769	100	178 00	GENERAL SUPPORT OPERATIONS	CU HOULIHAN, JOHN	D24540 UNIFORM ALLOWANCE	100.00
D57770	100	178 00	GENERAL SUPPORT OPERATIONS	CU KATES, JACK	D24620 UNIFORM ALLOWANCE	120.00
D57771	100	178 00	GENERAL SUPPORT OPERATIONS	CU KELL, CAROL	D24621 UNIFORM ALLOWANCE	120.00
D57772	100	178 00	GENERAL SUPPORT OPERATIONS	CU KING, PAUL	D24622 UNIFORM ALLOWANCE	120.00
D57773	100	178 00	GENERAL SUPPORT OPERATIONS	CU KING, ROBERT	D24623 UNIFORM ALLOWANCE	120.00
D57774	100	178 00	GENERAL SUPPORT OPERATIONS	CU LESTER, LUTHER	D24624 UNIFORM ALLOWANCE	120.00
D57775	100	178 00	GENERAL SUPPORT OPERATIONS	CU MAREZ, RAUL	D24625 UNIFORM ALLOWANCE	120.00
D57776	100	178 00	GENERAL SUPPORT OPERATIONS	CU MARTIN, OZIE	D24626 UNIFORM ALLOWANCE	120.00
D57777	100	178 00	GENERAL SUPPORT OPERATIONS	CU MARTINEZ, TEMOC	D24627 UNIFORM ALLOWANCE	120.00
D57779	100	178 00	GENERAL SUPPORT OPERATIONS	CU MASON, SANDRA	D24628 UNIFORM ALLOWANCE	120.00
D57780	100	178 00	GENERAL SUPPORT OPERATIONS	CU MIRANDA, PAUL	D24629 UNIFORM ALLOWANCE	120.00
D57781	100	178 00	GENERAL SUPPORT OPERATIONS	CU PEASNALL, JERRY	D25786 UNIFORM ALLOWANCE	80.00
D57782	100	178 00	GENERAL SUPPORT OPERATIONS	CU PHILPOTT, KENNETH	D24630 UNIFORM ALLOWANCE	120.00
D57783	100	178 00	GENERAL SUPPORT OPERATIONS	CU PIERCE, RONALD	D24631 UNIFORM ALLOWANCE	120.00
D57784	100	178 00	GENERAL SUPPORT OPERATIONS	CU POPOVICH, CAROL	D24632 UNIFORM ALLOWANCE	120.00
D57785	100	178 00	GENERAL SUPPORT OPERATIONS	CU REED, CHARLES	D24634 UNIFORM ALLOWANCE	120.00
D57786	100	178 00	GENERAL SUPPORT OPERATIONS	CU REID, DAVID	D24633 UNIFORM ALLOWANCE	120.00
D57787	100	178 00	GENERAL SUPPORT OPERATIONS	CU RITCH, SHIRLEY	D24635 UNIFORM ALLOWANCE	120.00
D57788	100	178 00	GENERAL SUPPORT OPERATIONS	CU ROMERO, KATHY	D24636 UNIFORM ALLOWANCE	120.00
D57789	100	178 00	GENERAL SUPPORT OPERATIONS	CU SANDOVAL, THOMAS	D24637 UNIFORM ALLOWANCE	120.00
D57790	100	178 00	GENERAL SUPPORT OPERATIONS	CU SAPIEN, RICHARD	D24638 UNIFORM ALLOWANCE	120.00

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COUNTY: 33 RIVERSIDE  
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REPORT OF PURCHASES

06/01/96 - 06/14/96  
 PURCHASES OVER \$1

DISBURSEMENT ORDERS

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	AMOUNT
D57791	100	178 00	GENERAL SUPPORT OPERATIONS	CU SPANO, PATRICIA	D24640 UNIFORM ALLOWANCE	120.00
D57792	100	178 00	GENERAL SUPPORT OPERATIONS	CU STRATTON, DAVID	D24641 UNIFORM ALLOWANCE	120.00
D57793	100	178 00	GENERAL SUPPORT OPERATIONS	CU TERESIN, MARTIN JR	D24642 UNIFORM ALLOWANCE	120.00
D57794	100	178 00	GENERAL SUPPORT OPERATIONS	CU TERESIN, MARTIN SR	D24643 UNIFORM ALLOWANCE	120.00
D57795	100	178 00	GENERAL SUPPORT OPERATIONS	CU TILL, DONNA	D24646 UNIFORM ALLOWANCE	120.00
D57796	100	178 00	GENERAL SUPPORT OPERATIONS	CU TRAVILLION, KAREN	D24647 UNIFORM ALLOWANCE	120.00
D57797	100	178 00	GENERAL SUPPORT OPERATIONS	CU WALKER, RICHARD	D24648 UNIFORM ALLOWANCE	120.00
D57798	100	178 00	GENERAL SUPPORT OPERATIONS	CU WEITZEL, MELINDA	D24649 UNIFORM ALLOWANCE	120.00
D57799	100	178 00	GENERAL SUPPORT OPERATIONS	CU WILLIAMS, RONNIE	D57799 UNIFORM ALLOWANCE	120.00
D57800	100	178 00	GENERAL SUPPORT OPERATIONS	CU WILSON, JOHN	D24651 UNIFORM ALLOWANCE	120.00
D57801	100	178 00	GENERAL SUPPORT OPERATIONS	CU WOODEN, RONNIE	D24652 UNIFORM ALLOWANCE	120.00
D57802	100	180 00	SCHOOL ADMINISTRATION	HERNANDEZ, JUAN	D24351 UNIFORM ALLOWANCE	120.00
D57803	100	000 00	SELF-CONTAINED CLASSROOM	CAROL MATTER-ROLLINS	D-25112 REIMB FOR SUPPLIES	75.00
D57809	100	190 00	SATURDAY SCHOOL	LANCASTER, WALTER	D25118 REIMB FOR SUPPLIES	140.06
D57811	100	178 00	GEN SUPPORT DIST ADMIN	SUPERI MUND, COLLEEN	D25121 REIMB FOR SUPPLIES	11.31
D57813	100	173 00	SCHOOL ADMINISTRATION	VALLE, ANN	D25123 POSTAGE REIMB	15.00
D57814	100	000 00	SELF-CONTAINED CLASSROOM	VIAFORA, JOANNE	D25124 REIMB FOR SUPPLIES	3.57
D57815	100	197 00	GENERAL EDUCATION - SECONDARY	NEEDHAM, RON	D25125 REIMB FOR SUPPLIES	83.51
D57818	100	000 00	SELF-CONTAINED CLASSROOM	ZULOAGA, CAROLE	D25129 REIMB FOR SUPPLIES	52.57
D57820	100	197 00	AVID	PROSSER, PATRICIA	D25133 REIMB FOR SUPPLIES	43.08
D57823	100	181 00	SELF-CONTAINED CLASSROOM	KELLY MURRAY	D25131 Reimb for Library Book	10.00
D57824	100	181 00	SELF-CONTAINED CLASSROOM	ALISA ROBBINS	D25132 REIMB FOR LIBRARY BOOK	13.00
D57836	100	182 00	GENERAL SUPPORT OPERATIONS	UT SO CALIFORNIA GAS	D25811 PYMT FOR GAS CHARGES	2,381.73
D57870	100	172 00	PLANT OPERATIONS	PACIFIC TELEPHONE	D25139 5/96 PHONE BILL	3,019.53

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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	
D57913	100	178	00	GENERAL SUPPORT OPERATIONS	UT PACIFIC TELEPHONE	D25140 5/96 PHONE BILL 6,484.05
D57987	100	192	00	GENERAL SUPPORT OPERATIONS	UT JURUPA COMMUNITY SERVICES	D25813 PYMT FOR WATER MAY 1996 10,962.45
D57991	100	197	00	GENERAL SUPPORT OPERATIONS	UT SO CALIFORNIA GAS	D25812 PYMT FOR GAS MAY 1996 2,711.33
					FUND TOTAL	46,116.51
					TOTAL NUMBER OF DISBURSEMENTS	123
D57341	101	196	00	SB 1882-CA PROFESSIONAL DEVEL	ALMA ALVAREZ	D25755 CONF 4/25-5/30/96 1 EMP 40.00
D57352	101	178	00	NON-AGENCY ACYF HEADSTART	WIGG, JUDITH	D25760 CONF. 2/7-4/24/96 1 EMP 34.72
D57355	101	196	00	VOCATIONAL AGRICULTURE INCENT	CATA CONFERENCE DR. G. CASE	D25761 CONF 6/22-29/96 2 EMP 353.20
D57356	101	196	00	VOCATIONAL AGRICULTURE INCENT	QUALITY SUITES HOTEL	D25762 CONF 6/23-27/96 1 EMP 418.00
D57357	101	178	00	ECONOMIC IMPACT AID - L E P	RIVERSIDE CO. OFFICE OF EDU D	25758 CONF 6/7/96 2 EMP 80.00
D57367	101	179	00	S.I.P. (SCHOOL IMPROVEMENT	PR CLASSROOM CONNECT	D2555763 CONF 7/22-23/96 2 EMP 198.00
D57375	101	178	00	MENTOR TEACHER PROGRAM - SUPP	BEST WESTERN RIO GRANDE	D25764 CONF 6/20-22/96 1 EMP 165.84
D57376	101	178	00	MENTOR TEACHER PROGRAM - SUPP	NCTE-E027	D25765 CONF 6/20-22/96 1 EMP 130.00
D57517	101	178	00	E.C.I.A. TITLE 1	CAASFEP, TREASURER	D25785 1 EMP 6-96, SACRAMENTO 320.00
D57549	101	188	00	S.I.P. (SCHOOL IMPROVEMENT	PR BARREIRO, LAZ	D25791 REIMBURSE FOR INST MATERIAL 29.19
D57550	101	190	00	S.I.P. (SCHOOL IMPROVEMENT	PR DENNIS, BILL	D25793 RIMBURSE FOR INST MATERIALS 101.06
D57552	101	178	00	DRUG FREE SCHOOLS	FLORES BARBARA	D25795 REIMBURSE INST. MATERIALS 68.50
D57554	101	178	00	MENTOR TEACHER PROGRAM	GARCIAHUDSON, JANET	D25797 REIMBURSE FOR INST. MATERIALS 40.70
D57610	101	178	00	E.C.I.A. TITLE 1	HYATT REGENCY SACRAMENTO	D25766 CONF 6/23-26/96 1 EMP 332.64
D57633	101	178	00	MENTOR TEACHER PROGRAM - SUPP	KATHY NITTA	D25100 REIMBURSEMENT FOR SUPPLIES 13.32
D57636	101	178	00	MENTOR TEACHER PROGRAM	MARTINEZ, DORA	D25102 REIMB FOR MILE JAN-JUNE & SUP 109.80
D57638	101	196	00	SB 1882-CA PROFESSIONAL DEVEL	CSUSB EXTENDED EDUCATION	D25768 CONF 6/25-7/16/96 1 EMP 120.00
D57640	101	191	00	DEMONSTRATION MATH PROGRAM	STEVENS, TERRI	D25103 MILE REIMB FROM 09-95 TO 4-96 223.20

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

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REPORT OF PURCHASES

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DISBURSEMENT ORDERS

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REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	AMOUNT
D57641	101	191 00	S.I.P. (SCHOOL IMPROVEMENT PR MARGISON, ARDIS		D25104 REIMB FOR FILM PROCESSING	46.08
D57644	101	191 00	S.I.P. (SCHOOL IMPROVEMENT PR SAKAKI, KATHY		D25105 REIMB FOR SUPPLIES	96.96
D57647	101	178 00	E.C.I.A. CHAPTER 1	STRICKLAND, SUSAN	D25106 REIMB FOR MILEAGE 2/96 TO 5/9	52.68
D57651	101	178 00	E.I.A. (ECONOMIC IMPACT AID)	MORALES, GLORIA	D25107 REIMB FOR MILEAGE FOR MAY 96	22.22
D57652	101	178 00	ECONOMIC IMPACT AID - L E P	RUVALCABA, ESTHER	D25108 REIMB FOR MILEAGE FOR MAY 96	11.13
D57688	101	178 00	DRUG FREE SCHOOLS	HUFFMAN, CYNTHIA	D25798 REIMBURSE FOR INST MATERIALS	42.85
D57693	101	178 00	NON-AGENCY ACYF HEADSTART	KLAWITTER, ANGIE	D25803 REIMBURSE FOR SUPPLIES	70.79
D57701	101	178 00	MENTOR TEACHER PROGRAM	BURSON KRISTIE	D25810 REIMBURSE FOR INST MATERIALS	27.91
D57707	101	178 00	NON-AGENCY ACYF HEADSTART	MAE GINWRIGHT	D25808 REIMBURSE FOR INST MATERIALS	26.97
D57710	101	189 00	S.I.P. (SCHOOL IMPROVEMENT PR INLAND AREA WRITING PROJECT		D25807 PYMT FOR PROFESSIONAL SERVICE	500.00
D57805	101	178 00	ESEA T-VII BILINGUAL EDUC ACT LOPEZ, LUPE		D25110 REIMB FOR SUPPLIES	177.06
D57806	101	178 00	ECONOMIC IMPACT AID - L E P	SANCHEZ, ESTELA	D25109 MILEAGE REIMB 5/96	22.22
D57807	101	189 00	S.I.P. (SCHOOL IMPROVEMENT PR MAY, DEBI		D25115 REIMB FOR FILM PROCESSING	6.45
D57808	101	178 00	MENTOR TEACHER PROGRAM - SUPP ORWIG, RUSSELL		D25117 REIMB FOR SUPPLIES	41.09
D57810	101	178 00	MENTOR TEACHER PROGRAM - SUPP YOUNG, SANDRA		D25120 REIMB FOR SUPPLIES	89.02
D57812	101	180 00	S.I.P. (SCHOOL IMPROVEMENT PR ROSTEN, BEVERLY		D25122 REIMB FOR SUPPLIES	20.62
D57816	101	178 00	DRUG FREE SCHOOLS	MERCURIUS, NEIL	D25127 REIMB FOR SUPPLIES	158.00
D57817	101	190 00	S.I.P. (SCHOOL IMPROVEMENT PR LAWRENCE, FRED		D25128 REIMB FOR SUPPLIES	215.71
D57819	101	195 00	SB 1882-CA PROFESSIONAL DEVEL VETRHUS, MARIANN		D25130 MILEAGE REIMB FOR MAY 96	50.84
D57828	101	196 00	SB 1882-CA PROFESSIONAL DEVEL ELLEN VANTA		D25770 CONF. 6/8/96 1 EMP	78.00
D57829	101	173 00	S.I.P. (SCHOOL IMPROVEMENT PR MCCLINTIC & ASSOCIATES		D25769 CONF 7/96 1 EMP	195.00
D57830	101	176 00	S.I.P. (SCHOOL IMPROVEMENT PR BUREAU OF EDUCATION & RESEA		D25771 CONF. 6/27/96 1 EMP	99.00
D57832	101	173 00	S.I.P. (SCHOOL IMPROVEMENT PR HYATT REGENCY SAN FRANCISCO		D25777 CONF 8/8-10/96 2 EMPS	420.96
D57833	101	173 00	S.I.P. (SCHOOL IMPROVEMENT PR CALIF. ALLIANCE FOR ELEM. E		D25772 CONF 8/8-10/96 2 EMPS	100.00

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

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COUNTY: 33 RIVERSIDE  
 DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES  
 05/01/96 - 06/14/96  
 PURCHASES OVER \$1

DISBURSEMENT ORDERS

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
D57845	101	178	00	DRUG FREE SCHOOLS	BREWER, TERRY	650.00
D57994	101	178	00	E.I.A. (ECONOMIC IMPACT AID)	RIVERSIDE CO. OFFICE OF EDU	8,440.00
						-----
						FUND TOTAL
						14,439.73
						-----
						TOTAL NUMBER OF DISBURSEMENTS
						44
D57653	103	178	00	GEN SUPPORT TRANS-HOME TO SCH AGUIRRE, ANDREA	D24265 UNIFORM ALLOWANCE	120.00
D57654	103	178	00	GEN SUPPORT TRANS-HOME TO SCH BRADEN, LESLIE	D24266 UNIFORM ALLOWANCE	120.00
D57655	103	178	00	GEN SUPPORT TRANS-HOME TO SCH BROWN, KATIE L.	D24267 UNIFORM ALLOWANCE	120.00
D57656	103	178	00	GEN SUPPORT TRANS-HOME TO SCH BUTTS, MONA	D24268 UNIFORM ALLOWANCE	120.00
D57657	103	178	00	GEN SUPPORT TRANS-HOME TO SCH CALVERT, MARIA P.	D24269 UNIFORM ALLOWANCE	120.00
D57658	103	178	00	GEN SUPPORT TRANS-HOME TO SCH CANUP, ANDRIENNE S.	D24270 UNIFORM ALLOWANCE	120.00
D57659	103	178	00	GEN SUPPORT TRANS-HOME TO SCH CARRANZA, SHAREE	D24271 UNIFORM ALLOWANCE	120.00
D57660	103	178	00	GEN SUPPORT TRANS-HOME TO SCH COLBURN, STACY	D24567 UNIFORM ALLOWANCE	60.00
D57661	103	178	00	GEN SUPPORT TRANS-HOME TO SCH CONTE, SHEILA	D24272 UNIFORM ALLOWANCE	120.00
D57662	103	178	00	GEN SUPPORT TRANS-SPECIAL EDU CRUZ, FLORA M.	D24273 UNIFORM ALLOWANCE	120.00
D57663	103	178	00	GEN SUPPORT TRANS-HOME TO SCH DEKKER, SHERON L.	D24274 UNIFORM ALLOWANCE	120.00
D57666	103	178	00	GEN SUPPORT TRANS-HOME TO SCH ELLIS, BRENDA	D24275 UNIFORM ALLOWANCE	120.00
D57667	103	178	00	GEN SUPPORT TRANS-HOME TO SCH FINE, RITA	D24276 UNIFORM ALLOWANCE	120.00
D57670	103	178	00	GEN SUPPORT TRANS-HOME TO SCH GANDY, KARLA	D24277 UNIFORM ALLOWANCE	120.00
D57672	103	178	00	GEN SUPPORT TRANS-HOME TO SCH HERNANDEZ, ELMA	D24278 UNIFORM ALLOWANCE	120.00
D57674	103	178	00	GEN SUPPORT TRANS-HOME TO SCH JAMES, GLORIA J.	D24279 UNIFORM ALLOWANCE	120.00
D57675	103	178	00	GEN SUPPORT TRANS-SPECIAL EDU LARA, LORENE M.	D24280 UNIFORM ALLOWANCE	120.00
D57679	103	178	00	GEN SUPPORT TRANS-HOME TO SCH LARSEN, MELISSA	D24281 UNIFORM ALLOWANCE	120.00
D57681	103	178	00	GEN SUPPORT TRANS-SPECIAL EDU MCBRIDE, EVALENA	D24283 UNIFORM ALLOWANCE	120.00

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

REPORT: APS/APSS550/01  
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COUNTY: 33 RIVERSIDE  
 DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES

06/01/96 - 06/14/96  
 PURCHASES OVER \$1

DISBURSEMENT ORDERS

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
D57683	103	178	00	GEN SUPPORT TRANS-HOME TO SCH MCELYEA, SHARRON	D24284 UNIFORM ALLOWANCE	120.00
D57684	103	178	00	GEN SUPPORT TRANS-HOME TO SCH MARTINEZ, TONY	D24282 UNIFORM ALLOWANCE	120.00
D57686	103	178	00	GEN SUPPORT TRANS-HOME TO SCH MURPHY, GAIL	D24285 UNIFORM ALLOWANCE	120.00
D57690	103	178	00	GEN SUPPORT TRANS-SPECIAL EDU RADFORD, CAROL	D24286 UNIFORM ALLOWANCE	120.00
D57692	103	178	00	GEN SUPPORT TRANS-HOME TO SCH RUIZ, ANNA V.	D24287 UNIFORM ALLOWANCE	120.00
D57694	103	178	00	GEN SUPPORT TRANS-HOME TO SCH ST. LOUIS, JANET	D24288 UNIFORM ALLOWANCE	120.00
D57696	103	178	00	GEN SUPPORT TRANS-HOME TO SCH SIERRA, NICOLE	D24289 UNIFORM ALLOWANCE	120.00
D57697	103	178	00	GEN SUPPORT TRANS-HOME TO SCH SIERRA, PAMELA	D24290 UNIFORM ALLOWANCE	120.00
D57699	103	178	00	GEN SUPPORT TRANS-HOME TO SCH SOLIS, HIRAM	D24291 UNIFORM ALLOWANCE	120.00
D57700	103	178	00	GEN SUPPORT TRANS-SPECIAL EDU SOLLWS, KATHLEEN	D24292 UNIFORM ALLOWANCE	120.00
D57702	103	178	00	GEN SUPPORT TRANS-HOME TO SCH STEWART, DENISE J.	D24293 UNIFORM ALLOWANCE	120.00
D57703	103	178	00	GEN SUPPORT TRANS-SPECIAL EDU STONES, RENEE	D24294 UNIFORM ALLOWANCE	120.00
D57705	103	178	00	GEN SUPPORT TRANS-HOME TO SCH STONUM, DONNA	D24295 UNIFORM ALLOWANCE	120.00
D57706	103	178	00	GEN SUPPORT TRANS-SPECIAL EDU SULLIVAN, LUCILLE A.	D24296 UNIFORM ALLOWANCE	120.00
D57708	103	178	00	GEN SUPPORT TRANS-HOME TO SCH TYSON, DEBRA	D24297 UNIFORM ALLOWANCE	120.00
D57709	103	178	00	GEN SUPPORT TRANS-HOME TO SCH WALTERS, VIRGINIA J.	D24298 UNIFORM ALLOWANCE	120.00
D57711	103	178	00	GEN SUPPORT TRANS-HOME TO SCH WHALEN, VALERIE	D24299 UNIFORM ALLOWANCE	120.00
D57712	103	178	00	GEN SUPPORT TRANS-HOME TO SCH WIENCEK, SHANNON	D24300 UNIFORM ALLOWANCE	120.00
D57714	103	178	00	GEN SUPPORT TRANS-HOME TO SCH WIGLEY, DONNA	D24301 UNIFORM ALLOWANCE	120.00
D57715	103	178	00	GEN SUPPORT TRANS-HOME TO SCH BERNHARD, TIMOTHY D.	D24302 UNIFORM ALLOWANCE	120.00
D57717	103	178	00	GEN SUPPORT TRANS-HOME TO SCH GREEN, RON	D24303 UNIFORM ALLOWANCE	120.00
D57718	103	178	00	GEN SUPPORT TRANS-HOME TO SCH MARTINEZ, GEORGE R.	D24304 UNIFORM ALLOWANCE	120.00
D57719	103	178	00	GEN SUPPORT TRANS-HOME TO SCH OLIVIER, JAMES C.	D24305 UNIFORM ALLOWANCE	120.00
D57720	103	178	00	GEN SUPPORT TRANS-HOME TO SCH RITCH, BRIAN	D24306 UNIFORM ALLOWANCE	120.00

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

COUNTY: 33 RIVERSIDE  
DISTRICT: 45 JURUPA UNIFIED

REPORT OF PURCHASES  
06/01/96 - 06/14/96  
PURCHASES OVER \$1

REPORT: APS/APS550/01  
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DISBURSEMENT ORDERS

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
D57721	103	178 00	GEN SUPPORT TRANS-HOME TO SCH	SARTOR, HENRY	D24307 UNIFORM ALLOWANCE	120.00
D57804	103	178 00	INSTRUCTIONAL PROGRAM	TUNDIDOR, MADELIN	D-25111 MILEAGE REIMB-5/96	9.07
D57827	103	178 00	GEN SUPPORT TRANS-HOME TO SCH	SMITH, VELDA	D25137 MILEAGE REIMB	29.76
						-----
FUND TOTAL						5,258.83
TOTAL NUMBER OF DISBURSEMENTS						46
D57557	106	179 00	GENERAL SUPPORT OPERATIONS UT SO	CALIFORNIA GAS	D25790 PYMT FOR GAS CHARGES	822.74
D57698	106	178 00	FINE ARTS ELEMENTARY MUSIC	KEATING, CLIFF	D25801 MILEAGE REIMBURSEMENT	83.68
D57831	106	179 00	GENERAL SUPPORT OPERATIONS UT SO	CALIFORNIA EDISON	D25138 SCE PMT	95,442.55
						-----
FUND TOTAL						96,348.97
TOTAL NUMBER OF DISBURSEMENTS						3
D57722	119	178 00	GENERAL SUPPORT, MAINTENANCE	ALEXEN, CARL	D24575 UNIFORM ALLOWANCE	120.00
D57723	119	178 00	GENERAL SUPPORT, MAINTENANCE	BALDWIN, DAN	D24576 UNIFORM ALLOWANCE	120.00
D57724	119	178 00	GENERAL SUPPORT, MAINTENANCE	BANKS, JOHN	D24577 UNIFORM ALLOWANCE	120.00
D57725	119	178 00	GENERAL SUPPORT, MAINTENANCE	CASTILLO, HUMBERTO	D24578 UNIFORM ALLOWANCE	120.00
D57726	119	178 00	GENERAL SUPPORT, MAINTENANCE	DONNELLY, PETER	D24579 UNIFORM ALLOWANCE	120.00
D57727	119	178 00	GENERAL SUPPORT, MAINTENANCE	DOWLING, TOM	D24580 UNIFORM ALLOWANCE	120.00
D57728	119	178 00	GENERAL SUPPORT, MAINTENANCE	DURAN, AL	D24581 UNIFORM ALLOWANCE	120.00
D57729	119	178 00	GENERAL SUPPORT, MAINTENANCE	FERRELL, RON	D24582 UNIFORM ALLOWANCE	120.00
D57730	119	178 00	GENERAL SUPPORT, MAINTENANCE	FOSTER, JOEL	D24583 UNIFORM ALLOWANCE	120.00
D57731	119	178 00	GENERAL SUPPORT, MAINTENANCE	MAREZ, PAUL	D24584 UNIFORM ALLOWANCE	120.00
D57732	119	178 00	GENERAL SUPPORT, MAINTENANCE	MORROW, BOB	D24585 UNIFORM ALLOWANCE	120.00
D57733	119	178 00	GENERAL SUPPORT, MAINTENANCE	MUMMERT, TOM	D24586 UNIFORM ALLOWANCE	120.00

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

REPORT: APS/APS550/01  
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COUNTY: 33 RIVERSIDE  
 DISTRICT: 46 JURUPA UNIFIED

REPORT OF PURCHASES  
 06/01/96 - 06/14/96  
 PURCHASES OVER \$1

DISBURSEMENT ORDERS

REF	FUND LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
D57734	119 178 00	GENERAL SUPPORT, MAINTENANCE	RAMIREZ, ED	D24587 UNIFORM ALLOWANCE	120.00
FUND TOTAL					1,560.00
TOTAL NUMBER OF DISBURSEMENTS					13
D57713	800 178 00	SELF-CONTAINED CLASSROOM	GLENN NAMON	D25806 REFUND FOR ADULT ED TEXTBOOK	15.00
D57716	800 178 00	SELF-CONTAINED CLASSROOM	KOOPERMAN JENNIFER	D25805 REFUND FOR RTND ADULT ED BOOK	30.00
D57825	800 178 00	SELF-CONTAINED CLASSROOM	AURORA PEREZ	D25116 REIMB FOR DEPOSIT FOR TEXTB00	15.00
D57826	800 178 00	SELF-CONTAINED CLASSROOM	SANDRA MASIA	D25113 REFUND OF DEPOSIT FOR TEXTB00	30.00
D57835	800 178 00	SELF-CONTAINED CLASSROOM	MANON GLENN	D25806 REFUND FOR ADULT ED TEXTBOOK	15.00
FUND TOTAL					105.00
TOTAL NUMBER OF DISBURSEMENTS					5
D57695	900 178 00	GENERAL SUPPORT DISTRICT ADMI	MUNIZ, ALICE	D25804 REIMBURSE FOR PERSONAL LOSS	250.00
FUND TOTAL					250.00
TOTAL NUMBER OF DISBURSEMENTS					1
235 DISBURSEMENTS OVER					\$1.00 FOR A TOTAL AMOUNT OF ..... + 164,079.04
0 DISBURSEMENT ORDERS UNDER					\$1.00 FOR A TOTAL AMOUNT OF ..... + .00
235 DISBURSEMENT ORDERS					FOR A GRAND TOTAL OF 164,079.04
TOTAL PURCHASES					273,890.91

Recommended for Approval:

K-2  
 PS10

Director for Business Services



**Jurupa Unified School District**

**1995/1996 AGREEMENTS**

<b>AGREEMENT NUMBER</b>	<b>CONTRACTOR</b>	<b>AMOUNT</b>	<b>FUND/PROGRAM TO BE CHARGED</b>	<b>PURPOSE</b>
<b>96-1</b>	<i>Consultant or Personal Service Agreements</i>			
96-1-VVV	FUNDamental Concepts	\$1,050.00	District - Administration	Develop grant submission prototype and utilize research services to identify potential funding sources for the Primary Intervention Program (PIP).
<b>96-3</b>	<i>Riverside County Schools Agreements</i>			
96-3-G	Special Education Local Plan Area (SELPA)	Per formula	Special Education	7/1/96 - 6/30/97
<b>96-7</b>	<i>Architectural or Inspector Agreements</i>			
96-7-M	Gary Kennedy	\$5,000/month	Redevelopment	Perform necessary inspection services for painting and reroofing districtwide and Rubidoux High School landscaping.
96-7-N	Bob Williams	\$500/unit	Developer Fees	Perform necessary inspection services for the installation of 18 relocatable buildings districtwide.
96-7-D-M2	Purkiss-Rose-rsi	\$2,800.00	Redevelopment	Increase fee by \$2,800.00 to include preparation of construction documents.

K-3  
PI

96-8	<i>Other Agreements</i>	NA	NA	Reimbursement by Orange County Department of Education of substitute costs for Lorayne Corcoran to serve as a leader at the 1996 Trainer's Institute.
96-8-BB	Orange County Department of Education	NA	NA	Reimbursement by Orange County Department of Education of substitute costs for Lorayne Corcoran to serve as a leader at the 1996 Trainer's Institute.
96-8-CC	California Department of Education	NA	NA	Preschool contract for 1996/1997 school year.
96-8-DD	Digital Energy	\$138,531.00	State Revenue Bonds	Design and Engineering Services Contract for energy conservation projects identified in the districtwide feasibility study.

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

RE/dc  
7/1/96



RESOLUTION 97-02

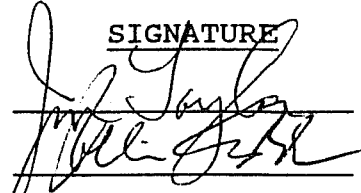
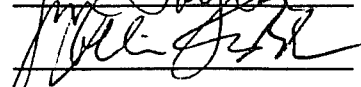
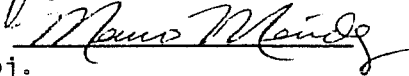
This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California State Department of Education for the purpose of providing child care and development services in Fiscal Year 1996/97.

RESOLUTION

BE IT RESOLVED that the Governing Board of Jurupa Unified School  
District

authorizes entering into local agreement number/s GPRE-6166

and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
<u>Jim Taylor</u>	<u>Assist. Superintendent</u> <u>Ed. Services</u>	
<u>Rollin Edmunds</u>	<u>Assist. Superintendent</u> <u>Bus. Services</u>	
<u>Memo Mendez</u>	<u>Director, Curriculum &amp;</u> <u>Categorical Proj.</u>	

PASSED AND ADOPTED THIS 1st day of July 1996/97, by the  
Governing Board of Jurupa Unified School District  
of Riverside County, California.

I, Sam Knight, Sr., Clerk of the Governing Board of \_\_\_\_\_  
Jurupa Unified School District, of Riverside, County,  
California, certify that the foregoing is a full, true and  
correct copy of a resolution adopted by the said Board at a  
July 1, 1996 meeting thereof held at a regular public  
place of meeting and the resolution is on file in the office of  
said Board.

\_\_\_\_\_  
(Clerk's signature)  
Sam Knight, Sr.

\_\_\_\_\_  
(Date)

(K-4)

JURUPA UNIFIED SCHOOL DISTRICT  
Instructional Services

DISTRICT ADVISORY COUNCIL FOR THE CONSOLIDATED APPLICATION

UNADOPTED MINUTES OF MEETING #4

May 29, 1996 - 9:00 a.m.  
Board Room

CALL TO ORDER

The fourth meeting of the District Advisory Council for the Consolidated Application was called to order by Mr. Bobby Hernandez, Chairperson at 9:15 a.m. at the Jurupa Unified School District Board Room.

ROLL CALL

Elected District Advisory Council members present were:

Ms. Mary Burns, District Board Member  
Mr. Robert Hernandez, Parent, Pacific Avenue Elementary  
Ms. Patti Krotje, Parent, Mission Bell Elementary  
Ms. Ardie Margison, Teacher, Mission Middle School  
Ms. Judy Oliver, Parent, Troth Street Elementary  
Ms. Lorraine Robles, Parent, Sunnyslope Elementary  
Ms. Timel Sebastian, Teacher, Rustic Lane  
Ms. Chris Wildrick, Parent, Granite Hill Elementary

Staff members present:

Ms. Tina Brennan, Curriculum Coordinator, Education Center  
Mr. Don Manzo, Principal, Mission Middle School  
Ms. Joanne McKee, Elementary Media Clerk, Rustic Lane Elementary  
Mr. Memo Méndez, Director of Curr. & Categorical Projects, Ed. Center  
Ms. Terri Moreno, Categorical Projects Manager, Education Center  
Mr. Gregg Nelsen, Research and Evaluation, Education Center  
Ms. Sonia Porter, Teacher on Special Assignment  
Mr. John Wheeler, Principal, Rustic Lane Elementary

INFORMATION SESSION

FLAG SALUTE

Memo Méndez led committee members and staff in the flag salute to the United States of America.

REVIEW OF  
SCHOOL PLAN  
SUMMARIES

Ms. Terri Moreno presented a slide show. The slides portrayed different "educational" activities at all of our school sites. Executive summaries are due from all school sites next week: After they are received, Ms. Moreno will forward a copy to each member.

UPDATE ON TITLE  
VII BILINGUAL  
PROGRAM

Ms. Sonia Porter gave an overview showing the progress of this particular program. Objectives for the three year period were as follows:

**FIRST YEAR**  
(Pre Service Year)

Staff development in the following areas: Sheltered English instruction, literacy development in the primary language, bilingual integrated curriculum project.

Curriculum development included: POWER lessons developed by a committee of teachers.

**SECOND YEAR**

Classroom purchases included: Computer, printer, and POWER BOXES (literature books, consumable and non-consumable materials for the POWER units).

Staff development included: Implementation of the POWER units, student performance assessment, piloted POWER units, developed student performance assessment and piloted assessment instruments.

**THIRD YEAR**

Curriculum development included: POWER units were revised and refined, critical thinking strategies were integrated into the units, and implementation of revised POWER units continued.

Staff Development included critical thinking strategies workshops, classroom demonstration lessons, peer coaching and student performance assessment.

Excerpts from the 1994-95 evaluation report were also presented.

UPDATE ON DRUG  
FREE SCHOOLS AND  
COMMUNITIES  
(DFSC)  
AND  
TOBACCO-USE  
PREVENTION  
EDUCATION  
(TUPE)

Ms. Tina Brennan shared information regarding the projected funding for 1996-97.

**DRUG FREE SCHOOLS AND COMMUNITY (DFSC)**

For 1996-97: \$2500  
(Note: There is no carryover .)

**TOBACCO-USE PREVENTION EDUCATION (TUPE)**

For 1996-97: \$1500  
(Targeted Group: Grades 4-8. This amount could  
increase due to pending litigation.)

TITLE VI SURVEY

Ms. Terri Moreno passed out survey forms for "elected" members to review and complete. The objective of the survey form was to find what area (such as library books and counseling services) members felt monies should be invested.

## ACTION SESSION

### APPROVAL OF APRIL 3, 1996 MINUTES

Approval of the April 3, 1996 minutes will be carried over to the September 1996 meeting.

### REVIEW AND RECOMMEND APPROVAL OF PART I OF THE CONSOLIDATED APPLICATION

Approval of the Consolidated Application, Part 1, will be carried over to the September 1996 meeting. All current members will be invited to attend the September meeting. Ms. Terri Moreno requested volunteers to assist with the Local Improvement planning process. Those volunteering were:

Mr. Bobby Hernandez  
Ms. Chris Wildrick  
Ms. Ardie Margison  
Ms. Lorraine Rubio (Alternate if needed.)  
Ms. Patti Krotje (Alternate if needed.)

### PRESENTATION OF CERTIFICATES

Ms. Terri Moreno and Mr. Memo Méndez presented members with certificates in appreciation for their participation during 1995-96. Mr. Bobby Hernandez gave an "extra special" thank you to all for their efforts and time.

### HEARING SESSION

No discussion.

### NEXT MEETING

September 1996 - day, time and location to be announced!

### ADJOURNMENT

Judy Oliver motioned that the meeting adjourn. Timel Sebastian seconded the motion. The motion carried and the meeting adjourned at 10:42 a.m.

5.30.96  
kj

JURUPA UNIFIED SCHOOL DISTRICT  
Instructional Services

**DISTRICT BILINGUAL ADVISORY COMMITTEE**  
**March 27, 1996**

**UNADOPTED MINUTES OF MEETING #3**

Professional Development Center  
5769 42nd Street  
Riverside, California 92509

**CALL TO ORDER**

The third meeting of the District Bilingual Advisory Committee was called to order at approximately 9:00 by Mr. Pedro Flores.

**ROLL CALL**

Elected members present:

Pedro Flores, Mission Bell  
Mercedes Gutierrez, Rustic Lane  
Connie Perez, Troth Street  
Consuelo Cervantes-Nagle, Granite Hill  
Jacqueline Romano, Indian Hills  
Kenya Zundel, Jurupa Valley High School  
Olga Arreguin, Indian Hills

Staff members present:

Sonia Porter, Teacher on Special Assignment  
Rosi Partida, Secretary

**FLAG SALUTE**

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

**ACTION SESSION**

**APPROVAL OF  
MINUTES FOR  
SESSION #2**

Motion was made for approval of the minutes of Session #2. The motion was seconded and carried unanimously.

**INFORMATION SESSION**

**DISTRICT MATH  
ADOPTION**

This year the district is in the process of adopting a math program. A committee has been formed for this purpose. The committee's task is to review the publisher programs approved by the State Board of Education and to recommend those programs that will be reviewed by all teachers and considered for the district adoption. The committee will use the process of consensus. To promote consistency in math instruction, the English and Spanish version of the textbook selected will be recommended by the committee as one program for adoption.

Mr. Jim Taylor, Assistant Superintendent of Education Services, has emphasized that the program selected for the district adoption must meet the needs of all students and the teaching needs of even the most novice math teacher. Both basic and application skills must be taught. The district adoption may consist of a combination of more than one publisher. However, only one program will be adopted per grade level district wide. The district has budgeted approximately \$550,000 of the district's textbook funds to purchase the math adoption. In addition, after the adoption is selected, each school will be given \$5.<sup>00</sup> per student from the general fund with which schools may purchase supplementary materials that the district will not be able to buy within the basic adoption such as manipulatives, blackline masters, etc. Schools may use this special allotment to purchase supplementary items from other publisher programs that have been approved by the State Board of Education.

At the conclusion of the information session, parents and staff visited bilingual classes at West Riverside Elementary. Committee members had the opportunity to view some of the Spanish materials being reviewed for math adoption. They visited Title VII classes, as well as other bilingual classes. It was an enjoyable and enlightening experience.

**R-30 LANGUAGE  
CENSUS/MARCH , 1996**

Each spring, districts throughout California are required to conduct an annual language census and report this information to the State Department of Education. This census must include an accounting of all students with a home language other than English and a count of all pupils redesignated since last census. Students are reported as either limited English proficient (LEP) or fluent English proficient (FEP). In order to be classified as either LEP or FEP, students are identified by their parents as having a home language other than English and must be given a test to determine their oral proficiency in English; Spanish speaking students are also given a test of oral Spanish proficiency. In addition, the language classification for students in grades 3-8 is determined by an analysis of their performance on standardized achievement tests in reading, language, and mathematics. The data in this report becomes the basis for determining the types of instructional services to be provided for limited English proficient (LEP) students.

The results of this year's R-30 Language Census were presented by Sonia Porter, Teacher on Special Assignment.



The 1996 language census indicates there are 3,513 students who are limited English proficient. This figure represents an 8.9% increase above last year's report when the staff identified 3,225 LEP students. At the time of the census, 126 LEP students were redesignated as FEP.

While the majority of the LEP population continues to be Spanish speakers, twenty-two other languages are reported.

#### **RESULTS OF PARENT SURVEY**

Parents at the five Title I schoolwide schools recently completed a survey and needs assessment. The responses to the survey were presented. Parents, for the most part, believe the schools are doing a good job.

#### **SB1969 TRAINING**

SB1969 was signed into law to establish a limited new system of teacher preparation and certification for the education of English learners. Twenty-seven elementary and secondary teachers participated in district training this fall to provide Specially Designed Academic Instruction in English (SDAIE). Seventeen of the participants have met all of the eligibility, instructional and assessment requirements of SB1969 and received a Certificate of Completion, authorizing them to provide SDAIE instruction in the subject areas of the basic credential.

The second cycle of training began on March 22 and include approximately 15 secondary teachers. Training for elementary teachers is scheduled to begin in the fall.

#### **NEXT MEETING**

The next meeting of the District Bilingual Advisory Committee is scheduled for May 16, 1996 at the Professional Development Center.

#### **ADJOURNMENT**

The meeting was adjourned at approximately 11:00 a.m.

SP:rvp  
4/1/96

Jurupa Unified School District  
Education Services

**ELEMENTARY RETENTIONS**  
**1995/96**

SCHOOL	K	1	2	3	4	5	6	TOTAL
Camino Real	0	1	2	0	0	0	0	3
Glen Avon	0	2	1	0	0	0	0	3
Granite Hill	0	0	0	0	0	0	0	0
Ina Arbuckle	0	0	0	1	0	0	0	1
Indian Hills	3	1	0	0	0	0	0	4
Mission Bell	1	2	0	0	0	0	0	3
Pacific Avenue	0	0	0	0	0	0	0	0
Pedley	1	4	2	0	0	0	0	7
Rustic Lane	0	0	0	0	0	0	0	0
Sky Country	0	0	0	0	0	0	0	0
Stone Avenue	3	1	0	0	0	0	0	4
Sunnyslope	0	0	0	0	0	0	0	0
Troth Street	0	0	0	0	0	0	0	0
Van Buren	1	0	0	0	0	0	0	1
West Riverside	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>9</b>	<b>11</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>26</b>