

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 Sam Knight, President Carolyn Adams, Clerk Mary Burns John Chavez Ray Teagarden
SUPERINTENDENT Benita B. Roberts

MONDAY, SEPTEMBER 20, 1999
INA ARBUCKLE ELEMENTARY SCHOOL MULTI-PURPOSE
3600 Packard Street, Riverside, CA 6:00 p.m.

OPEN PUBLIC SESSION 6:00 P.M.

Call to Order in Public Session

(President Knight)

Roll Call: President Knight, Mrs. Adams, Mrs. Burns, Mr. Chavez, Mr. Teagarden

HEARING SESSION 6:00 P.M.

PUBLIC VERBAL COMMENTS

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

CLOSED SESSION 6:00 P.M.

The Board will adjourn to Closed Session in the Teachers' Lounge (Room 12) 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; public employee discipline/dismissal/reassignment/release/resignation/retirement/complaints, and Personnel Report #5.

PUBLIC SESSION 7:00 P.M.

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

Roll Call: President Knight, Mrs. Adams, Mrs. Burns, Mr. Chavez, Mr. Teagarden

Flag Salute

(Ina Arbuckle Girl Scout Troop #605)

Invocation

(President Knight)

COMMUNICATIONS SESSION

1. Report of Student Representatives

- a. Hear Reports from 1999-00 Student Representatives (Mrs. Roberts)
The Board welcomes Joshua Johnson, Jurupa Valley High School Student Representative, and Crystal Hadden, Rubidoux High School Student Representative. Student representatives may wish to address the Board regarding student achievements, interests, or other matters.
- b. Welcome to Ina Arbuckle Elementary School (Mrs. Roberts)
Ina Arbuckle Elementary School Principal, Ms. Luz Mendez, will welcome the Board. Ms. Maritza Moore and Ms. Gloria Cabrera, teacher coordinators, will provide a brief report on the school's "Parent Academy - Parent Workshops" held during Ina Arbuckle's K-1 Extended Summer Learning Opportunity. In addition, Mrs. Moore's first and second grade class will present a song/poem from the Houghton Mifflin Language Arts Series.

2. Recognition

- * a. Recognize Receipt of Allocation of Funds for Comprehensive High Schools (Dr. Mason)
The District was recently notified that Jurupa Valley and Rubidoux High Schools have been approved to receive Agricultural Vocational Education Incentive funds for the 1999/2000 school year. Jurupa Valley High School will receive \$26,043 and Rubidoux High School will receive \$19,484. A copy of the notification letter is included in the supporting documents. Information only.
- * b. Recognize Receipt of Grant for Jurupa Valley High School (Dr. Mason)
The District and Jurupa Valley High School were recently notified that the request for continued funding for the Partnership Academy Jag-Ag has been approved in the amount of \$81,000 from July 1, 1999 through June 30, 2001. The Academy will offer many student opportunities and will include a school-within-a-school; at-risk students program; academic and technical classes in grades 10, 11, and 12; a program based on school-business partnerships with a steering committee representing all education and industry partners and employer input into the curriculum; a mentor program for 11th grade students; work experience, and a link to local community and four-year colleges. Congratulations to the staff of Jurupa Valley High School for their successful application. A copy of the notification letter is included in the supporting documents. Information only.
- c. Recognize Receipt of Promoting Achievement through Creative Use of Technology (PACT) Grant for Jurupa Valley High (Mrs. Roberts)
The National Association of Secondary School Principals (NASSP) plans to make a grant presentation to Jurupa Valley High School on Wednesday, September 22, 1999 at 2:00 p.m. in the school's Theater. NASSP has indicated that Jurupa Valley High School will receive funds through the Promoting Achievement through Creative Use of Technology (PACT) grant, a pilot program underwritten by GTE and administered by the National Association of Secondary School Principals. This two-year grant program will provide \$25,000 to Jurupa Valley High during the first year of implementation and an additional \$25,000 upon successful completion of the first year's activities. Jurupa Valley High School is one of six middle and high schools selected in the nation to receive this grant. The goal is to provide a sustainable technology literacy program that results in improved student academic achievement. Congratulations to Jurupa Valley High School on their successful PACT grant application. Information only.

2. Recognition (Continued)

- d. Accept Donations (Mr. Edmunds)
All donations are given to Jurupa Unified School District with the request that the money or item be used at the designated school.

The Sunnyslope Elementary School PTA wishes to donate \$1,654.51, with the request it be used to cover the cost of student lunch benches and student incentives.

The Department of Water Resources wishes to donate a three-in-one video, with the request it be used by students throughout the District. Value is undetermined.

Washington Mutual Bank of Seattle Washington wishes to donate 220 used computers, monitors, and related equipment, for use as follows. Value is undetermined.

12 computers	Camino Real Elementary	65 computers	Mission Middle
20 computers	Jurupa Middle	80 computers	Rubidoux High
43 computers	Mira Loma Middle		

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

3. Administrative Reports and Written Communications

- * a. Consider Nominations for 1999 Election of Members to the Riverside County Committee on School District Organization (Mrs. Roberts)
Included in the supporting documents is information on the 1999 Election of Members to the Riverside County Committee on School District Organization (SDO). Members represent five supervisorial districts in the County. The Jurupa Unified School District is in the Second Supervisorial District and its SDO Committee members are Mr. Carlos A. Sepulveda and Mr. David Kason. Those whose terms expire in 1999 for this election are in the Second (Carlos Sepulveda) and Fifth (Cynthia Clark) Supervisorial Districts. Governing boards are invited to recommend candidates for any of these offices. Candidates must reside within the supervisorial district for which they are nominated. Written nominations must reach the Riverside County Office of Education by October 4, 1999. Board member John Chavez is the representative delegate authorized to vote on behalf of the Jurupa District for County Committee vacancies at the regular meeting of the Riverside County School Boards' Association on October 25, 1999, at the San Bernardino Hilton, 285 Hospitality Lane, San Bernardino, from 5:30 to 6:00 p.m.

The Board may wish to recommend a candidate(s) for any of the vacancies on the SDO committee.

- b. Announce Groundbreaking Ceremony for New Education Center (Mrs. Roberts)
The grading process began for the new Education Center site at the corner of Jurupa and Pedley roads on Monday, September 13, 1999. The contractor projects that this portion of the work will be completed in approximately seven days. Therefore, a Groundbreaking Ceremony for the new Education Center has been scheduled on Wednesday, September 29, 1999 at 3:30 p.m. Formal invitations have been mailed to various local officials and district employees are invited as well. Information only.

- c. Other Communications and Administrative Reports (Mrs. Roberts)

4. Public Verbal Comments

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

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

5. Board Member Reports and Comments

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

ACTION SESSION

A. Approve Routine Action Items by Consent

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

- * 1. Approve Minutes of September 7, 1999 Regular Meeting
- * 2. Purchase Orders (Mrs. Lauzon)
- * 3. Disbursement Orders (Mrs. Lauzon)
- * 4. Payroll Report (Mrs. Lauzon)
- * 5. Agreements (Mr. Edmunds)
- * 6. Adopt Resolution #00/06, Appropriations Limit to Article XIII B of the California State Constitution (Mrs. Lauzon)

In November of 1979, California voters adopted Proposition 4, commonly called the Gann amendment. This amendment was incorporated into the State Constitution as Article XIII B. It requires all public agencies, including school districts, to compute an appropriations limit each year, based on a formula provided by the State. The District limit changes each year, depending on increases in pupil attendance and the Consumer Price Index.

On September 21, 1998, the Board approved the calculation of the 1998-99 appropriations limit based on estimated revenue and pupil attendance. At this time, the District is required to submit to the State for recalculation for 1998-99, based on actual figures, and a calculation for 1999-2000, based on budget projections.

These appropriation limits, also known as the "Gann Limit," have to do with how much tax money the State may appropriate. They do not affect the amount of money the District may spend. The 1998-99 appropriations for Jurupa Unified School District was recalculated and increased from \$66,417,656 to \$68,130,301; the 1999-2000 appropriations limit for Jurupa Unified School District is \$72,833,221. Calculations are shown in the supporting documents.

Administration recommends the Board Adopt Resolution No. 00/06, Appropriations Limits for 1998-99 and 1999-2000.

A. Approve Routine Action Items by Consent (Continued)

- * 7. Approve Discipline Committee (Dr. Needham)
Under the authority of Education Code 48918(d), the Board annually appoints a pool of active and retired certificated personnel to serve on administrative hearing panels to conduct expulsion, admission and readmission hearings and recommend disciplinary actions to the Board. In the supporting documents is a list of certificated personnel for the Board's approval to serve on administrative hearing panels during the 1999-2001 school years. Administration recommends approval of the attached list of certificated personnel to serve on administrative hearing panels.
- ** 8. Adopt Revised "Student Discipline Handbook" (Dr. Needham)
Included with the supporting documents for Board members is a copy of the August 1999 revision of the "Student Discipline Handbook." This handbook serves as the district's official Board Policy for matters of student discipline. Each time the handbook is revised, it is necessary to have the Board adopt the new revision. This revised edition is current with new legislation that pertains to student discipline matters. A copy of this handbook is provided to all certificated staff members per their contract. Additionally, a copy of this handbook is provided to parents whenever a student is recommended for expulsion by a school principal. Administration recommends adoption of the 1999-2000 "Student Discipline Handbook."
- * 9. Affirm Non-Routine Field Trip Request for Jurupa Valley High School (Dr. Mason)
Ms. Melva Morrison, teacher at Jurupa Valley High School, requested permission to travel to Highland Springs Resort on Friday, September 17 through Saturday, September 18, 1999 with twenty-six students in the Chamber Singers, an advanced choir group. The purpose of this trip was to participate in a retreat to rehearse in preparation for the new school year. Costs for this trip were funded through the choir auxiliary and fundraisers, supervision was provided by staff and volunteers, and transportation was by district and private vehicles. Due to the timing of the reservation confirmation, it was not possible for this request to meet the timeline for submitting Board agenda requests. Administration has indicated that no student was denied the opportunity to participate in this activity due to the lack of funds. A copy of the Non-Routine Field Trip Request is included in the supporting documents. Administration requests that the Board affirm approval for Ms. Melva Morrison to travel to Highland Springs Resort on Friday, September 17 through Saturday, September 18, 1999 with twenty-six students in the Chamber Singers to participate in a retreat to rehearse in preparation for the 1999/2000 school year.
- *10. Adopt Resolution #00/07, Disposal of Obsolete Instructional Materials (Dr. Mason)
There are quantities of obsolete instructional materials, as defined in Policy 6204, taking up valuable space at the school sites. The policy requires that "to ensure that students' instructional needs are met with appropriate materials, administration shall arrange the disposal of obsolete instructional materials." According to Policy 6304, the Board must adopt a resolution stating its intent to dispose of obsolete instructional materials before the process begins.

It is recommended that in order to make space for new materials and ensure that obsolete instructional materials are not being used for basic instructions, the Board adopt Resolution #00/07 directing disposal of obsolete instructional materials.

* **B. Approve at First Reading New and Revised Board Policies and Regulations:**

1. **Regulation 6002 - Daily School Schedules 1999-2000.** This regulation is revised annually to update the bell schedules at all JUSD schools.
2. **Policy 1230 - Parent Organizations, and Policy 1231 Volunteers in Schools.** These two policies have been revised to provide direction for assigning volunteers to work with students in light of the recent criminal records check legislation.
3. **Policies 4103, 4203, 4303, 4403, 4503, 4603, and 4703 - Clearance and appointments.** These policies, covering all classes of District employees, have been revised to incorporate recent legislation concerning criminal records checks for school employees.
4. **Policy 4112 - Maintenance of Criminal Records Checks.** This new policy, adapted from CSBA, provides policy in line with recent legislation for processing criminal records check information.

Administration recommends approval at first reading of the above listed new and revised Board Policies and Regulations.

* **C. Adopt at Second Reading New, Revised, Renumbered, and Deleted Board Policies and Regulations, 6000 Series, Instruction** (Mrs. Roberts)

The following are new, revised, renumbered, and deleted curriculum policies and were adapted from CSBA model policies:

1. **Policy 6000 Instruction Concepts and Roles** - This new policy serves to introduce and organize the 6000 series.
2. **Policy 6001 Instruction Goals (former 6000)** - This revised policy has been updated and renumbered from former policy 6000.
3. **Policy 6003 Non-Discrimination in Education Programs (former policy 6001)** - This revised policy has been updated according to law and renumbered from former policy 6001.
4. **Policy 6011 Academic Standards (new)**
5. **Policy 6020 Parent Involvement (new)**
6. **Policy & Reg. 6100 Courses of Study** - This revised policy has been updated to match current practice and a new supporting regulation has been adapted from CSBA.
7. **Policy & Reg. 6101 Controversial Issues** - This revised policy has been updated to match current practice and a new supporting regulation has been adapted from CSBA.
8. **Policy 6102 Curriculum Development and Evaluation (new)**
9. **Policy 6104 Secondary Course Approval** - This revised policy has been updated to reflect current practice.

* **C. Adopt at Second Reading New, Revised, Renumbered, and Deleted Board Policies and Regulations, 6000 Series, Instruction** (Continued) (Mrs. Roberts)

10. **Policy6110 Environment Education (old 6142.5)** - This revised curriculum policy has been updated and renumbered from former policy 6142.5.
11. **Policy6112 Health Education (new)**
12. **Policy6113 Mathematics Instruction (new)**
13. **Policy & Reg. 6114 Physical Education (new)**
14. **Policy6115 Reading/Language Arts Instruction (new)**
15. **Policy & Reg. 6116 Science Instruction (regulation former Policy 6102)** - the supporting regulation has been updated from former policy 6102.
16. **Policy6117 Foreign Language Instruction (new)**
17. **Policy6118 Visual and Performing Arts Education (new)**
18. **Policy6119 Vocational Education (new)**
19. **Policy6120 Learning Through Community Service (new)**
20. **Policy6121 Family Life/Sex Education (new)**
21. **Policy6122 Social Science Instruction (new)**
22. **Policy6123 Work Experience Education (new)**
23. **Policy & Reg. 6124 HIV/AIDS Prevention Instruction (former 6412)** - This revised policy and regulation has been updated to reflect current law and renumbered from former policy and regulation 6412.
24. **Policy6130 Assemblies and Special Events (new)**
25. **Policy & Reg. 6131 Challenging Courses by Examination** - This new policy codifies good practice and unifies practice among District schools.
26. **Policy & Reg. 6132 Homework/Make-up Work (former 6105)** - This revised policy and regulation has been updated to reflect practice and re-numbered from former policy and regulation 6105.
27. **Policy & Reg. 6134 Religious Beliefs and Customs (new)**
28. **Policy6160 Requirements for Graduation from Day Secondary Schools** - This revised policy has been updated to reflect changes in graduation requirements.

- * **C. Adopt at Second Reading New, Revised, Renumbered, and Deleted Board Policies and Regulations, 6000 Series, Instruction** (Continued) (Mrs. Roberts)
29. **Policy6161 Graduation Requirements for Comprehensive High Schools** - This revised policy has been updated to reflect changes in graduation requirements and renumbered from former policy 6160.1.
 30. **Policy6162 Graduation Requirements for Continuation High Schools** - This revised policy has been updated to reflect changes in graduation requirements and renumbered from former policy 6160.2.
 31. **Policy6166 Graduation Ceremony Participation (former policy 6160.6)** - This revised policy has been updated and renumbered from former policy 6160.6.
 32. **Policy6181 Continuation School** - This needed new policy and regulation has been adapted from CSBA.
 33. **Policy & Reg. 6203.1 Videocassette and Computer Software Duplication** - This policy is no longer necessary as the concepts are incorporated in recently adopted policy 6205.
 34. **Policy & Reg. 6300 Ceremonies and Observances (new)**
 35. **Policy6301 Recognition of Religious Events** - This revised policy has been updated to reflect current practice.
 36. **Policy6302 Extracurricular and Cocurricular Activities** - This revised policy has been updated to reflect current practice.
 37. **Policy 6302.3 Performances and Exhibits (in new 6302)** - This policy is no longer necessary; concepts have been incorporated in policy 6302.
 38. **Policy & Reg. 6304 Minimum Academic Standards for Participation in Secondary School Activities (former 6302.5)** - This revised policy and regulation has been updated to reflect current practice and renumbered from former policy and regulation 6302.5.
 39. **Policy & Reg. 6404 Student Assessment** - This revised policy and regulation has been updated to reflect current practice.
 40. **Policy & Reg. 6407 Summer School** - This revised policy has been updated and a new supporting regulation has been adapted from CSBA.
 41. **Policy & Reg. 6420 Identification of Individuals for Special Education (new)**
 42. **Policy & Reg. 6501 School Improvement Program** - This revised policy and regulation has been updated to reflect current practice.
 43. **Policy & Reg. 6506 Gifted and Talented Student Program (former reg. 6501.3)** - This revised policy and regulation has been updated and renumbered from former policy and regulation 6501.3.

- * **C. Adopt at Second Reading New, Revised, Renumbered, and Deleted Board Policies and Regulations, 6000 Series, Instruction** (Continued) (Mrs. Roberts)

44. **Regulation**

6501.4 Identifying Special Education Students (in new P/R 6420) - This regulation is redundant and is now included in new policy and regulation 6420 and should be deleted.

The full text of all new, revised, and former policies and regulations are included in the supporting documents. Administration recommends adoption at second reading of additions, revisions, renumberings, and deletions to Board Policies and Regulations, 6000 Series, Instruction

- * **D. Hear Report on the District's Criterion-Reference Testing Program** (Mr. Mendez)

During the 1997-98 school year, Curriculum Standards were developed in Language Arts and Mathematics. At a staff development day during the spring of 1998, all teachers (K-6 and 7-12 English and Mathematics) in the district were involved in writing test items generating approximately 5,000 items. With the direct involvement of approximately 120 teachers to review these items and generate additional items, tests were written to align the assessment to the district's curriculum standards. Criterion-referenced tests (CRTs) developed from the District's item bank in these two curricular areas were administered to all students in the district, grades K-11, in May of 1999.

Criterion-referenced tests are designed to measure how well students master curriculum standards. They differ from standardized tests, such as the Stanford 9, in that they do not have national norms. However, they are important in that they provide valuable information to determine student progress by comparing pre- and post-test results. In addition, they provide information as to whether the curriculum and grade-level expectations are set at an appropriate level of difficulty. The results of the tests administered last May are as follows:

Grade	1998			1999		
	N	LA	Math	N	LA	Math
<u>Pre K</u>				362	91.9%	91.9%
K	722	75.6%	70%	1491	81.8%	79.1%
1				1466	77.0%	82.4%
2				1546	67.8%	79.4%
3				1602	66.1%	73.0%
4				1502	53.5%	56.9%
5				1501	56.9%	55.6%
6				1369	62.8%	53.4%
7				1179	55.3%	52.4%
8				1193	61.6%	58.5%
9				977	52.8%	NA
10				920	59.7%	NA
11				709	64.0%	NA

CRT – Criterion – referenced test of standards

N = Number

LA = Language Arts

Math = Mathematics

* **D. Hear Report on the District's Criterion-Reference Testing Program**

(Mr. Mendez)

(Continued)

Presently, kindergarten is the only grade with pre- and post-test CRT results. A comparison between the 1998 and 1999 scores indicates a growth of 6% in language arts and 8% in mathematics. The scores listed for grades 1-11 will serve as baseline data on which to judge future academic progress. Overall, the data show that the curriculum standards are set at the appropriate level of difficulty. Results at grades K, 1, and 2 indicate that students at these grade levels are having a high degree of success in mastering the curriculum. The results will be further analyzed to determine if curriculum standards at these grades need to be modified. When the tests are administered next spring, results will be analyzed and compared to the 1998-99 baseline data to determine how will our students are progressing toward meeting district standards. More detailed information is included in the supporting documents. Mr. Gregg Nelson will present an overview of the district's testing program and provide an analysis of the data. Information only.

* **E. Hear Report on STAR Testing Program** (Mr. Mendez)

Spring of 1999 was the second year in which all students in grades 2-11 were required to take the Stanford 9 Achievement Test as part of the State's Standardized Testing and Reporting (STAR) Program. The district level percentile results and state averages are as follows:

District-Level Results

	1997-98			1998-99		
	Reading	Math	Language	Reading	Math	Language
Grade 2	30	30	31	37	45	40
Grade 3	25	28	30	29	37	33
Grade 4	30	25	34	30	31	36
Grade 5	31	30	35	29	32	34
Grade 6	35	41	40	37	49	44
Grade 7	32	32	41	34	38	41
Grade 8	37	32	38	39	37	41
Grade 9	27	41	38	26	39	39
Grade 10	23	31	25	23	35	28
Grade 11	30	35	34	26	34	35

California State-Level Results

	1997-98			1998-99		
	Reading	Math	Language	Reading	Math	Language
Grade 2	39	43	40	43	50	45
Grade 3	36	42	39	40	49	44
Grade 4	40	39	44	42	44	46
Grade 5	40	41	44	41	45	46
Grade 6	43	48	47	45	52	49
Grade 7	41	45	49	43	47	51
Grade 8	44	45	47	46	48	49
Grade 9	34	50	47	34	51	48
Grade 10	32	43	36	32	45	38
Grade 11	37	46	43	36	48	45

* **E. Hear Report on STAR Testing Program**

(Mr. Mendez)

(Continued)

Jurupa's greatest gains were in mathematics. Average gains in mathematics grades 2-11 were 5.2 percentiles compared with the statewide average gain of 3.7 percentiles. Gains at grades 2-8 were particularly strong, as our average gain of 5.5 more than doubled the state average growth of 2.5. The gains in grades 6, 3, and 2 were particularly impressive where average gains were 8, 9, and 15 points, respectively.

In language arts, district-wide average gains grades 2-11 matched the state average of 2.5 percentiles growth. For Jurupa students, the greatest gains were at the second grade level with an average growth of 9 percentiles—almost double the statewide average of five percentiles for this grade.

In reading, district results were below the state average in terms of growth. Statewide gains averaged 1.8 compared with district-wide average gain of 1.0 percentiles. As the data indicate, grades 2, 3, 6, 7, and 8 posted gains in reading, with the greatest gain occurring at the second grade (7 point gain).

Mr. Gregg Nelson, Coordinator of Research and Evaluation, will present data and an analysis regarding the results of this assessment. The results and charts are included in the supporting documents. Information only.

** **F. Approve Issuance of 1998-99 School Accountability Report Cards**

(Dr. Mason)

Proposition 98, approved by the voters in November, 1988, has two major provisions. The first deals with the allocation of the State's fiscal resources to schools, and the second requires that local boards of education issue annual School Accountability Report Cards (SARC's) for every school in the district. This is the tenth year of implementation of the School Accountability Report Cards. The data in the current reports primarily reflect the 1998/99 school year.

Every report card must contain information about current school conditions in the following areas:

- | | |
|--|---|
| 1. Student Achievement | 9. School Facilities and Safety |
| 2. Student Attendance | 10. Teacher Evaluation |
| 3. Expenditures and Services | 11. Discipline and Climate for Learning |
| 4. Class Size | 12. Training and Curriculum Improvement |
| 5. Teacher Assignments | 13. Quality of Instruction and Leadership |
| 6. Textbooks and Instructional Materials | 14. Student Preparation to Enter Work Force (High Schools Only) |
| 7. Counseling and Student Support Services | 15. Instructional Minutes |
| 8. Availability of Substitute Teachers | 16. Minimum Days |

These reports are made available upon request to parents or citizens desiring information on a particular school.

Administration recommends that the Board authorize the issuance of the 1998/99 School Accountability Report Card as presented in the supporting documents for Board members.

**** G. Hear Report on Curriculum Standards Development Process and Adopt Science and Social Studies Curriculum Standards** (Mr. Mendez)

During the past two years a comprehensive process has been established for the development of curriculum standards. This process was first applied to the development of Language Arts and Mathematics standards during the 1997-98 school year. The process was refined and used to develop Science and Social Studies Standards during the 1998-99 school year. Currently, the process consists of nine steps to ensure development of standards of the highest quality and a high level of involvement by classroom teachers. Currently, standards are being developed in all remaining areas of the curriculum. Copies of the newly created Science and Social Studies Standards are included in board member packets for review and approval. A presentation will be made outlining the district's curriculum development process.

Administration recommends approval of the Science and Social Studies Curriculum Standards.

H. Review and Act on Timely School Facility Matters

1. Act on Other School Facility Matters (Mr. Edmunds)

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 Personnel Matters

*** 1. Approve Personnel Report #5** (Mr. Campbell)

Administration recommends approval of Personnel Report #5 as printed subject to corrections and changes resulting from review in Closed Session.

2. Approve Variable Term Waiver Request (Mr. Campbell)

Recent changes in state credentialing laws require that prior to hiring an individual to teach under the authorization of a Variable Term Waiver (Title V, Section 80122), specific individual approval must be granted by the governing board. Usually, this type of waiver is necessary for hard-to-fill positions in shortage areas (examples: Special Education, Bilingual Education, Mathematics or Science) or when an unexpected vacancy occurs in the middle of a school year. In this case, the recommendation is to fill a vacancy for a Special Day Class position at Pedley Elementary School.

The person being recommended is Ms. Colleen Reilly. Ms. Reilly earned her Bachelors degree from California State University, San Bernardino and will be enrolling in a Special Education Credential program at a local university. She has worked in the district as an Instructional Aide and as a substitute teacher. Ms. Reilly is received well by the students and teachers. Recruitment efforts have not identified a stronger candidate.

With these considerations in mind, it is recommended that Ms. Colleen Reilly be approved for temporary employment through the end of this school year as a Special Day Class Teacher under the authorization of a Variable Term Waiver.

J. Review Routine Information Reports

1. Review Report on 1998/99 Saturday School Program (Dr. Needham)

The Jurupa Unified School District operated the Saturday School Program during the 1998/99 school year at Rustic Lane and Van Buren Schools for elementary students and Jurupa Valley High School and the Learning Center for middle and high school students. Students were assigned Saturday School in lieu of suspension and were able to clear truancies and unexcused absences when they attended.

For the 1998/99 school year, Saturday School cleared 7,026 days for students who were assigned to Saturday School in lieu of suspension. The amount to be reimbursed to the District for 7,026 days x \$21.60 per ADA amounts to \$151,761.60. The ADA recovered by using Saturday School for truancies and unexcused absences was 1,527 days x \$21.60 ADA, which amounts to \$32,983.20. Information only.

2. Hear Report on Summer School Programs (Mr. Mendez)

For the first time in several years, a summer school program was offered district-wide for students in grades K-6. Funds from the State's "Retention/At Risk of Retention and Reading Intensive" programs were combined with funds from Title I and the Emergency Immigrant Education Program to maximize the number of students that could be served. As a result, 1,501 students participated at the K-6 level. This number combined with 477 students served at the middle school level (grades 7-8), 3,329 students at the high school level (JVHS---1,876; RHS---1,453), and 322 students from Nueva Vista and Independent Study (NV---165; IS---157) resulted in a record number of 5,629 students participating in this year's summer school programs. At the high school level, summer school attendance increased by 16% over last year and by approximately 75% at grades 7-8. Overall, 2,845 students who had either been retained or identified as "at risk of being retained" were enrolled in summer programs.

Test results showed significant gains. At grades 2-6, pre- and post -tests on minimum standards showed that students achieved an average gain of 11.96% in language arts and 12.87% in mathematics. At the 7-8 level, average gains were 6% in language arts and 9% in mathematics. Due to the short summer session (August 11-27) for K-1 students, only retained students were evaluated using spring pre-Criterion Referenced Tests (CRTs) and post-Criterion Referenced Tests at the end of the program. These students obtained an 8% gain in language arts and a 4% gain in math. Information only.

3. Hear Report on 1998/99 Scholastic Achievement Test (SAT Scores) (Mr. Mendez)

JUSD SAT test scores showed mixed results this past year. Students averaged 917-- 3 points lower than last year, but 6 points higher in comparison to the average scores of the previous 10 years. In general, after adjusting for the number of students who took these tests, scores from Jurupa Valley High and Rubidoux High showed no significant or substantial differences. A total of 336 students (30 more than last year and about 38% of the eligible seniors) took the SAT. These percentages of test takers are up in comparison to the average of test takers during previous years. JUSD students averaged approximately 449 on the SAT verbal component of the test, up 2 points from last year. Students averaged approximately 468 on the mathematics component, down 6 points from last year.

J. Review Routine Information Reports

3. Hear Report on 1998/99 Scholastic Achievement Test (SAT Scores) (Mr. Mendez)
(Continued)

JURUPA VALLEY HIGH				RUBIDOUX HIGH			
Year	Verbal	Math	# of Students	Year	Verbal	Math	# of Students
1992/93	354	421	106	1992/93	348	408	105
1993/94	370	421	125	1993/94	370	409	118
1994/95	358	411	106	1994/95	375	423	162
1995/96	455	472	138	1995/96	454	461	147
1996/97	450	455	127	1996/97	452	465	140
1997/98	454	473	161	1997/98	440	474	145
1998/99	446	463	178	1998/99	452	473	158

STATE AVERAGE			NATIONAL AVERAGE		
Year	Verbal	Math	Year	Verbal	Math
1996/97	496	514	1996/97	505	511
1997/98	497	516	1997/98	505	512
1998/99	497	514	1998/99	505	511

Information only.

4. Announce Schedule to Conduct Board Meetings for the 1999-00 School Year(Mrs. Roberts)
Sites have been selected for regular board meetings for the 1999-00 school year in various areas of the community. A presentation from each school will be scheduled at the beginning of each Board meeting with a relevant student performance, speaker, or other presentation.

October 4, 1999	Board Room
October 18, 1999	Sky Country Elementary
November 1, 1999	Board Room
November 15, 1999	Mission Bell Elementary
December 6, 1999	Sunnyslope Elementary
January 3, 2000	Board Room
January 18, 2000 (Tuesday)	Jurupa Valley High
February 7, 2000	Board Room
February 22, 2000 (Tuesday)	Glen Avon Elementary
March 6, 2000	Board Room
March 20, 2000	Mission Middle
April 3, 2000	Board Room
April 17, 2000	Camino Real Elementary
May 1, 2000	Board Room
May 15, 2000	Mira Loma Middle
June 5, 2000	Van Buren Elementary
June 19, 2000	Board Room

Information only.

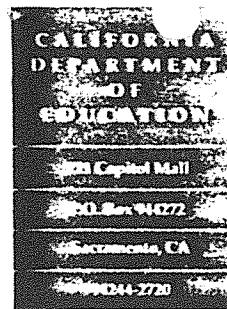
ADJOURNMENT



DELAINE EASTIN
State Superintendent of Public Instruction

August 30, 1999

RECEIVED
SEP 07 1999



Jurupa Unified School District
Education Services
Superintendent
Jurupa Unified School District
3924 Riverview Drive
Riverside, CA 92509

	<u>Total</u>	<u>First Payment</u>
<u>High School</u>		
Jurupa Valley HS	\$26,043	\$19,532
Rubidoux HS	\$19,484	\$14,613

CDE GRANT NO.			
F.Y.	PCA NO.	VENDOR NO.	SUFFIX
1999	03068	6709	00
COUNTY	Non-SACS Income Acct.	SACS CODES Resource	Rev Obj
33	8590	7010	8590
AWARD INFORMATION			
	Grant Amount	Award Dates	
Original Grant/ Amendments	\$45,527	Starting:	07/01/99
Amendment No. _____		Ending:	06/30/00
TOTAL	\$45,527		
STATE INDEX 655	PROJECT W/P N/A	FEDERAL CATALOG NO. N/A	

Dear Superintendent:

The 1999-2000 Agricultural Vocational Education Incentive Grant applications have been received and reviewed. This year, the State Budget has provided \$3,691,192 for allocations to qualified schools.

If the school(s) complies with the established outcome identified in the grant, the state agrees to pay the contractor (school district) the allocated amount(s) shown in the above table. The allocation(s) is based on the amount requested on the applications from the eligible sites in your district which were approved by the Regional Supervisor of Agricultural Education and any adjustments based on availability of funds.

The first apportionment (75% of the allocation) is being processed and will be sent to your county schools office. The districts will be notified by the county offices when they receive the funds. This release of the first apportionment will be done in anticipation of receiving the 1998-99 Final Incentive Grant Report of Expenditures. This report is due in the Regional Supervisor's Office by October 15th. The report instructions and forms were sent to you with the original application for funding.

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pg1

There are several factors which will result in the loss of all or a portion of the allocation by the district.

- * All quality criteria in Part I must be met unless a variance has been approved by the Regional Supervisor. A score of less than 50% on any criteria in Part I on the checklist/score sheet is failure to achieve that criteria. This will result in a loss of the total grant award.
- * All quality criteria in Part II marked "yes" must be achieved. Failure to achieve any criteria marked "yes" in Part II will result in the district forfeiting all funds apportioned for that criteria. A score of less than 50% on the checklist/score sheet is regarded as failing to achieve that criteria.

The final apportionment (25%) and any cost of living adjustments will be processed in the spring of 2000. The apportionment of these funds will be contingent upon:

- * Receipt of the school's updated Comprehensive Agricultural Vocational Education Plan at the time of the agriculture department review conducted by the Regional Supervisor or the Vocational Agriculture Advisory Committee.
- * Earning a total score of 75% or better on the checklist/score sheet. The on-site review will be conducted by either the Regional Supervisor in Agricultural Education or the local Agricultural Advisory Committee. If the school scores less than a total of 75%, the final apportionment will be withheld.
- * Receipt of the school's "self review" and "program improvement plan" if the district is participating in the Program Certification process.
- * Completion and submittal of the local Agricultural Advisory Committee Review materials. These materials must include: 1) completed program self-review, 2) commendations and/or recommendations, 3) program improvement plan, and 4) Program Plan updates. All materials must be received by the Regional Supervisor by February 1, 2000. (Required for schools not scheduled for an on-site review by the Regional Supervisor in 1999-2000.)
- * Completion and submittal of the Program Enrollment Data (R2) Report to the Regional Supervisor prior to October 15, 1999.

The documentation "Blueprint for Excellence" and the "Agricultural Vocational Education Incentive Grant Policy Manual" are the standard references for information pertaining to agricultural vocational education program standards and policies. A copy has been issued to each school conducting an agricultural vocational education program.

If you have any questions, contact your Regional Supervisor of Agricultural Education for program information. That person for your area is Lloyd McCabe, (909) 869-4496.

Sincerely,



Sonia Hernandez, Deputy Superintendent
Curriculum and Instructional Leadership Branch

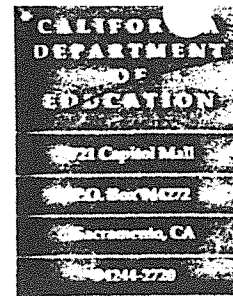


Bob Heuvel, Program Manager
Agricultural Education Unit
(916) 657-5358

c: Principal; Vocational Education Director; Agriculture Instructor



DELAINE EASTIN
State Superintendent of Public Instruction



NOTIFICATION OF GRANT AWARD

Project Title: 1999-2000 California Partnership Academy Grant	
Grantee: Jurupa Unified School District	
High School: Jurupa Valley High School	
Academy: Jag-Ag	
Grant ID Number: 99-3181-6709-00	Index/PCA: 0655-3181
Vendor Number: 6709-00	Fiscal Year: 1999-2000
County: 33 Riverside	Resource Code: 7220
Grant Amount: \$81,000.00	Revenue Obj. Code: 8590
Grant Period: July 1, 1999 through June 30, 2001	NonSacs/Income Code: 8490

August 23, 1999

Benita Roberts, District Superintendent
Jurupa Unified School District
3924 Riverview Drive
Riverside, CA 92509

RECEIVED
SEP 07 1999

Jurupa Unified School District
Education Services

Dear Superintendent Roberts:

I am pleased to inform you that your request for continued funding for the California Partnership Academy identified in the above box has been approved. All grant funds are to be used only for the development, operation and support of partnership academies. The High School Networks Office encourages the Academy Team to attend the Annual California Partnership Academies Conference held in March of each year.

The district agrees to operate this Academy in accordance with Education Code Section 54692, which defines the Academy model as including:

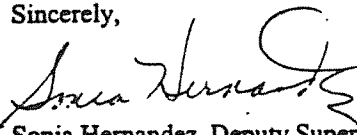
- A school-within-a-school, with classes restricted to Academy students;
- A student selection process that is nondiscriminatory and voluntary and focuses, at least partially, on at-risk students;
- A three-year program, grades ten through twelve;
- An Academy teacher selection process that is voluntary;
- Assurance that Academy teachers have a common planning period to exchange student and educational information;
- Three academic and one technical (career) class in grades ten and eleven; a technical class and at least one academic class in grade twelve;
- A program based on school-business partnerships with a steering committee representing all education and industry partners and employer input into the curriculum;
- A mentor program during the student's eleventh grade;
- Workplace learning experiences;
- Work experience during the summer following the eleventh grade;
- A link to local community and four-year colleges;
- Assistance with college and/or job placement plans for seniors.

The following special conditions apply:

1. The grantee shall comply with the enclosed General Assurances and Drug-Free Workplace Certification. The Certification of Acceptance of Grant Conditions and Drug-Free Workplace Certification must be signed by an authorized official and returned within 10 working days of receipt of this letter to: Machele Benbow, High School Networks Office (HSN), 721 Capitol Mall, 4th Floor, Sacramento, CA 95814. Fifty percent of the award will be advanced only after the HSN receives these two certifications.
2. All approved project funds must be expended within the grant period designated in the box on the first page. Encumbrances may be made at any time after the beginning date of the grant (July 1, 1999) and must be fully expended by the end of the grant period (June 30, 2001).
3. All grant funds must be fully matched directly or through in-kind support by both your district and your business and industry partners.
4. Final payment will be processed after receipt and approval of your fall Annual Report packet, which is due October 15, 2000. Maximum reimbursement is based on the number of qualified students as described in Education Code Section 54691.
5. The End-of-Project Financial Expenditure Report is due after all funds have been expended, but no later than July 31, 2001. **No extensions of this grant will be allowed.**
6. If indirect costs are charged, the grantee must limit its claim for administrative costs using the indirect cost rate approved by California Department of Education (CDE).
7. The grantee shall use these funds in accordance with its Partnership Academy proposal to operate the Partnership Academy at the high school noted in the box on the first page and shall administer this program in accordance with the provisions of Education Code Sections 54690 through 54697.
8. Expenditures shall comply with all applicable provisions of federal, state and local rules, regulations, and policies relating to the administration and accounting of public school funds, including but not limited to the Education Code of the State of California. **These funds may not be used for out-of-state purposes.**
9. If grantee terminates its participation in the project, the grantee shall submit a final expenditure report within 30 days and return the unexpended funds upon receipt of a billing from CDE.

I congratulate your district for its continued efforts to provide quality educational opportunities for at-risk youth. For further information concerning this grant award letter or the Academy Program, please contact Susan Tidyman, Consultant, Secondary Education Division, High School Networks Office at (925) 820-4364. For fiscal questions or concerns, please contact Machele Benbow, AGPA, High School Networks Office at (916) 657-3490. Also, visit our website at www.cde.ca.gov/secondary and our website at www.cde.ca.gov/partacad.

Sincerely,



Sonia Hernandez, Deputy Superintendent
Curriculum and Instructional Leadership Branch

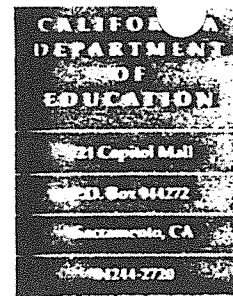
Cc: Project Director
Susan Tidyman, CDE, HSN

Enclosures

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P32



DELAINE EASTIN
State Superintendent of Public Instruction



CERTIFICATION OF ACCEPTANCE OF GRANT CONDITIONS

ACCEPTANCE: YOU ARE REQUIRED TO COMPLETE AND RETURN THIS FORM WITHIN
10 WORKING DAYS OF RECEIPT OF THE LETTER TO CONSUMMATE
THE GRANT.

I HEREBY CERTIFY THAT I HAVE READ THE CONDITIONS CONTAINED IN THIS GRANT
NOTIFICATION LETTER AND AGREE TO COMPLY WITH ALL REQUIREMENTS AS A
CONDITION OF GRANT FUNDING.

Signature of Authorized Official
(Superintendent or Designee)

Legal Name of Grantee
(District Name)

Printed Name

Address

Title

City

Date Signed

Telephone Number

PROJECT TITLE: California Partnership Academies

School Site Funded: Jurupa Valley High School
Academy Name: Jag-Ag
Project ID No: 99-3181-6709-00
PCA-Index: 3181-655
Amount: \$81,000
Grant Period: 7/1/1999 through 6/30/2001
Vendor No: 6709-00

Return Form To: Machele Benbow, AGPA
California Department of Education
High School Networks Office
721 Capitol Mall, 4th Floor
Sacramento, CA 95814
Phone: (916) 657-3490
FAX: (916) 657-4651

CERTIFICATION

I, the official named below, hereby swear that I am duly authorized legally to bind the contractor or grant recipient to the certification described below. I am fully aware that this certification, executed on the date below, is made under penalty of perjury under the laws of the State of California.

CONTRACTOR/BIDDER FIRM NAME	FEDERAL ID NUMBER
BY (Authorized Signature)	DATE EXECUTED
PRINTED NAME AND TITLE OF PERSON SIGNING	TELEPHONE NUMBER (include Area Code)
TITLE	()
CONTRACTOR/BIDDER FIRM'S MAILING ADDRESS	

The contractor or grant recipient named above hereby certifies compliance with Government Code Section 8355 in matters relating to providing a drug-free workplace. The above named contractor or grant recipient will:

1. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations, as required by Government Code Section 8355(a).
2. Establish a Drug-Free Awareness Program as required by Government Code Section 8355(b), to inform employees about all of the following:
 - (a) The dangers of drug abuse in the workplace,
 - (b) The person's or organization's policy of maintaining a drug-free workplace,
 - (c) Any available counseling, rehabilitation and employee assistance programs, and
 - (d) Penalties that may be imposed upon employees for drug abuse violations.
3. Provide as required by Government Code Section 8355(c), that every employee who works on the proposed contract or grant:
 - (a) Will receive a copy of the company's drug-free workplace policy statement, and
 - (b) Will agree to abide by the terms of the company's statement as a condition of employment on the contract or grant.
4. At the election of the contractor or grantee, from and after the "Date Executed" and until _____ (NOT TO EXCEED 36 MONTHS), the state will regard this certificate as valid for all contracts or grants entered into between the contractor or grantee and this state agency without requiring the contractor or grantee to provide a new and individual certificate for each contract or grant. If the contractor or grantee elects to fill in the blank date, then the terms and conditions of this certificate shall have the same force, meaning, effect and enforceability as if a certificate were separately, specifically, and individually provided for each contract or grant between the contractor or grantee and this state agency.

General Assurances (CDE 100A)

The signature of the authorized agent on the Acceptance Form acknowledges that the following General Assurances will be observed.

1. Programs and services shall be in compliance with Title VI and Title VII of the Civil Rights Act of 1964, the California Fair Employment Practices Act, and Chapter 4 (commencing with Section 30) of Division I of Title 5, California Administrative Code. A statement of compliance with Title VI of the Civil Rights Act of 1964 has been filed with the Superintendent of Public Instruction.
2. Program and services shall be in compliance with Title IX (nondiscrimination on the basis of sex) of the education amendments of 1972.
3. Programs and services shall be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services shall be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for handicapped persons shall be in compliance with the Education for All Handicapped Children Act of 1975, Section 613(a) and Section 504 of the Rehabilitation Act of 1973.
6. When federal funds are made available, they will be used so as to supplement, and to the extent practicable, increase the amount of state and local funds that would in the absence of such federal funds, be made available for the uses specified in the State Plan, and in no case supplant such state or local funds.
7. All state and federal statutes, regulations, program plans, and applications applicable to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program, and the undersigned is authorized to file these assurances for such applicant agency.
8. The local agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, state and federal funds paid to that agency under each program.
9. The public agency shall make reports to the state agency or board and to the Superintendent of Public Instruction as may reasonably be necessary to enable the state agency or board and the Superintendent to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Superintendent deem necessary. Such records shall include, but not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for five years after the completion of the activities for which the funds are used.
10. Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public.
11. Auditable records of each participating school program will be maintained on file at the district office. (TS 3944:CFR 220.56)
12. The district board of trustees has adopted written procedures to ensure prompt response to complaints from parents, members of advisory committees, and members of other groups within 30 days, and has disseminated these procedures to parent/community groups in the district. (TS 3951)

END-OF-PROJECT FINANCIAL EXPENDITURE REPORT

Project Title: CALIFORNIA PARTNERSHIP ACADEMIES
 School Funded: Jurupa Valley High School
 Academy Name: Jag-Ag
 Project ID No: 99-3181-6709-00
 Fiscal Year: 1999-2000
 Summary of expenditures as of end of grant period: June 30, 2001

DUE: JULY 31, 2001

A. ORIGINAL GRANT AMOUNT:

\$ 81,000

Expenditures:

1000	Certificated Salaries	_____
2000	Classified Salaries	_____
3000	Employee Benefits	_____
4000	Books, Supplies/Equipment Replacement	_____
5000	Contracted Services & Other Operations	_____
6000	Sites, Buildings, & Media Equipment	_____
Other	_____	_____
	_____	_____
	Indirect Costs (if applicable)	_____
	Total Spent:	_____

B. EXPENDITURE NARRATIVE: On a separate sheet, write a brief description for each of the line item expenditures, describing specifically "how the funds were spent."

C. ANNUAL REPORTING: The Annual Reporting Packet is posted on the Partnership Academies website (www.cde.ca.gov/partacad) in August and due to the HSN Office by October 15. Final payment cannot be made until all requirements of the grant are met, including the Annual Reporting requirements. If you have any questions about the evaluation process, please contact Machele Benbow at (916) 657-3490.

CERTIFICATION

I certify that the expenditures reported above have been made, that all obligations have been liquidated, and that this project has been conducted in accordance with applicable laws and regulations. The approved application for this project plus any approved amendments, and full records of receipts and expenditures have been maintained and are available for audit.

Signature of Authorized Official (Superintendent or Designee)

Legal Name of Grantee (District responsible)

Title

Street Address

Date Signed

Telephone Number

City

Zip

CDE USE ONLY

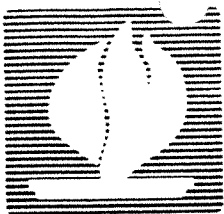
All grant requirements have been met.

 Approved: _____
 PCA 3181 / Index 655 / FY 99

Date: _____

INSTRUCTIONS: Submit an original of this form to the following address upon completion of the annual project requirements after all obligations have been liquidated in accordance with the requirements described in the grant award letter: Machele Benbow, High School Networks Office, California Department of Education, 721 Capitol Mall, 4th Floor, Sacramento, CA 95814, telephone (916) 657-3490, FAX (916) 657-4651.

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 pg 6



**RIVERSIDE COUNTY
OFFICE OF EDUCATION**

DR. DAVID LONG
Riverside County Superintendent of Schools

September 1, 1999

3939 Thirteenth Street
P.O. Box 868
Riverside, California
92502-0868

TO: School District Superintendents
Governing Board Members
SDO Representative Delegates from District Governing Boards
County Committee on School District Organization Members

47-336 Oasis Street
Indio, California
92201

FROM: Elliott Duchon, Assistant Superintendent
Division of Governmental Relations and Support Services
(909) 369-6478 / Fax (909) 369-6363

***1999 ELECTION OF MEMBERS TO THE
RIVERSIDE COUNTY COMMITTEE ON
SCHOOL DISTRICT ORGANIZATION***

**Riverside County
Board of Education**

Charles H. Brugh
President

Betty Gibbel
Vice President

Marilyn Baumert

Gerald P. Coladanto

Donald Grassman

Mike P. Johnson

William R. Kline

Pursuant to Education Code Section 4005, the annual election of the Riverside County Committee on School District Organization (SDO) is being called. The election will be held during a regular meeting of the Riverside County School Boards Association on **Monday, October 25, 1999**, at the **San Bernardino Hilton, 285 Hospitality Lane, San Bernardino**. Elections will begin promptly at **5:30 pm** and will be completed by **6:00 pm**. Only representative delegates from each school district governing board are authorized to vote. Delegates are listed in Attachment B.

A complete list of SDO Committee members is shown in Attachment A. Those whose terms expire in 1999 are shown below.

3a
M1

Carlos Sepulveda
Second Supervisorial District

Cynthia Clark
Fifth Supervisorial District

Governing boards are invited to recommend candidates for any of these offices. Candidates must reside within the supervisorial district for which they are nominated. Nominators should include a brief statement about the candidates. This information must reach my office by ***October 4, 1999***, and will subsequently be distributed to representative delegates for review prior to the election.

Please note that even though written nominations or recommendations may have been submitted, candidates ***must still be nominated from the floor*** at the election meeting. (Attachment C)

I want to take this opportunity to thank each of you for your interest in the functions of the SDO Committee, especially in view of the growing population in Riverside County. I appreciate your valuable input and desire to offer the best alternatives for all students in Riverside County.

ED:st
Attachments

Sdo/sdoelec

RIVERSIDE COUNTY COMMITTEE ON SCHOOL DISTRICT ORGANIZATION - 1999FIRST SUPERVISORIAL DISTRICTTERM EXPIRES

Mr. Kenneth Ray
31647 Pio Pico Rd., PO Box 891333
Temecula, CA 92589-1333

2000

Mrs. Marsha Robers
11221 Campbell Avenue
Riverside, CA 92506

2001

SECOND SUPERVISORIAL DISTRICT

Mr. David Kason
7821 Virtue Vista Drive
Riverside, CA 92509

2002

Mr. Carlos A. Sepulveda
10925 Wagontrain
Mira Loma, CA 91752

1999

THIRD SUPERVISORIAL DISTRICT

Mr. Victor Giardinelli
26712 Sun City Blvd.
Sun City, CA 92586

2001

Mr. Willard Love
1111 Eleventh Street
Beaumont, CA 92223

2001

FOURTH SUPERVISORIAL DISTRICT

Mr. Rene Garcia
43668 Deglet Noor
Indio, CA 92201

2000

Mr. Robert Mainiero
596 North Farrell Drive
Palm Springs, CA 92262-6215

2000

FIFTH SUPERVISORIAL DISTRICT

Ms. Cynthia Clark
995 Tepee Lane
Perris, CA 92570

1999

Dr. Robert Givens
20150 Myron Street
Perris, CA 92570

2002

MEMBER-AT-LARGE

Mrs. Joan Hollingsworth
26550 Pabesu
Murrieta, CA 92562

2002

REPRESENTATIVE DELEGATES OF SCHOOL DISTRICTS - 1999*ALVORD USD*

Nancy Hart
5630 Challen
Riverside, CA 92503

JURUPA USD

John Chavez
6064 Felspar
Riverside, CA 92509

*PALO VERDE USD**BANNING USD*

Howard Z. Boyer
49125 Border Road
Banning, CA 92220

LAKE ELSINORE USD

Sonja Wilson
21330 Waite
Wildomar, CA 92595

PERRIS SCHOOL DISTRICT

Shirley Zschokke
23515 Post Road
Perris, CA 92570

BEAUMONT USD

John Machisic (Dr.)
5384 Plain Field Drive
Banning, CA 92220

MENIFEE UNION SD

Chester W. Morrison
27900 Garboni Road
Menifee, CA 92584

PERRIS UNION HSD

Joe E. Daugherty
28804 Rose Isle Court
Menifee, CA 92584

COACHELLA VALLEY USD

Gary Funtas
49-150 Jefferson Street
Indio, CA 92201

MORENO VALLEY USD

Alex T. Candelaria
22871 Tea Rose Lane
Moreno Valley, CA 92555

RIVERSIDE CCD

Jose Medina
2766 Nectarine Avenue
Riverside, CA 92506

CORONA-NORCO USD

Bill Hedrick
1493 Sandalwood Place
Corona, CA 91720

MT. SAN JACINTO CCD

Ann Motte
1140 N. Perris Blvd.
Perris, CA 92570

RIVERSIDE USD

Dana S. Kruckenberg
1100 Via Vista Drive
Riverside, CA 92506

DESERT CENTER USD

Steven Tisdell
P.O. Box 347
Desert Center, CA 92239

MURRIETA VALLEY USD

Scott Attebery
40697 Pocona Place
Murrieta, CA 92562

ROMOLAND SD

Cindy Bohn
P.O. Box 387
Homeland, CA 92548

DESERT COMM. COLLEGE

Ray House
81368 Francis Avenue
Indio, CA 92201

NUVIEW UNION SD

Barry Busch
P.O.Box 705
Nuevo, CA 92567

SAN JACINTO USD

Deborah Rex
653 Salem Place
San Jacinto, CA 92583

DESERT SANDS USD

John Benoit
39-740 Saint Michael
Palm Desert, CA 92211-7128

PALM SPRINGS USD

Andrew Green
P.O. Box 1139
Palm Springs, CA 92262

TEMECULA VALLEY USD

Patti Smith
29640 Nightcrest Circle
Temecula, CA 92591

HEMET USD

Phyllis Petri
42595 Sage Road
Aguanga, CA 92534

PALO VERDE CCD

Anthony Reale
850 Oasis Street
Blythe, CA 92225

VAL VERDE USD

Virginia Denney
41 San Felipe Drive
Perris, CA 92571

***RULES FOR THE ELECTION OF MEMBERS TO THE
COUNTY COMMITTEE ON SCHOOL DISTRICT
ORGANIZATION***

1. At the election meeting, a candidate *must be nominated from the floor* by an authorized representative delegate.
2. A candidate must be a citizen and, if nominated to represent a supervisorial district, must reside within that supervisorial district. A candidate for Member-At-Large may reside anywhere in Riverside County.
3. A candidate may be nominated for both a supervisorial district and for member-at large. However, a candidate who is subsequently elected to both positions must accept the supervisorial district position.
4. A candidate cannot be an employee of the County Office of Education, a school district, or a community college district. However, any member of the governing board of a school district, or community college district, in the same or any other county, who is otherwise eligible, may simultaneously serve as a member of the county committee.
5. An authorized representative delegate may cast one vote for each vacant position.

JURUPA UNIFIED SCHOOL DISTRICT
RIVERSIDE, CALIFORNIA

**MINUTES OF THE REGULAR MEETING
TUESDAY, SEPTEMBER 7, 1999**

OPEN PUBLIC SESSION

CALL TO ORDER

The Regular Meeting of the Jurupa Unified School District Board of Education was called to order by President Knight at 6:00 p.m. on Tuesday, September 7, 1999, in the Board Room at the Education Center, 3924 Riverview Drive, Riverside, California.

ROLL CALL

Members of the Board present were:

Mr. Sam Knight, President
Mrs. Carolyn Adams, Clerk
Mrs. Mary Burns, Member
Mr. John Chavez, Member
Mr. Ray Teagarden, Member

STAFF PRESENT

Staff Advisers present were:

Mrs. Benita B. Roberts, Superintendent
Dr. DeWayne Mason, Assistant Superintendent Education Services
Mr. Kent Campbell, Assistant Superintendent Personnel Services
Mr. Rollin Edmunds, Assistant Superintendent Business Services
Mrs. Pam Lauzon, Director, Business Services
Dr. Ellen Kinnear, Director, Curriculum & Instruction
Mr. Memo Mendez, Director, Research & Categorical Projects
Dr. Ron Needham, Director, Administrative Services
Dr. Terry Tibbetts, Administrator, Education Support Services

HEARING SESSION

**PUBLIC VERBAL
COMMENTS**

President Knight opened the Public Verbal Comments session for members of the public to address the Board concerning matters on the Agenda for Closed Session. There were no comments from the public.

CLOSED SESSION

**ADJOURN TO CLOSED
SESSION**

PRESIDENT KNIGHT ADJOURNED THE BOARD 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; PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/REASSIGNMENT/RELEASE/ RESIGNATION/RETIREMENT/COMPLAINTS; PERSONNEL REPORT #4, AND EXPULSION CASES #99-105, #99-026, #00-005, #97-047, #98-057, #99-011, #99-013, #99-019, #99-024, 99-061, #99-076, #98-119.

At 6:01 p.m., the Board recessed to Closed Session in the Superintendent's Office.
At 7:20 p.m., the Board adjourned from Closed Session.

OPENING OF REGULAR BOARD MEETING

CALL TO ORDER

At 7:28 p.m., President Knight called the meeting to order in Public Session.

ROLL CALL

President Knight, Mrs. Adams, Mrs. Burns, Mr. Chavez, Mr. Teagarden.

FLAG SALUTE The Jurupa Valley High AFJROTC, under the leadership of Chief Master Sergeant Mack C. White, U. S. Air Force Retired, presented colors and led the audience in the Pledge of Allegiance.

INSPIRATIONAL Mrs. Adams made an inspirational comment.
COMMENT

COMMUNICATIONS SESSION

WELCOME 1999-00 The Superintendent welcomed the new student representatives to the Board of
STUDENT Education for the 1999-00 school year, Crystal Hadden, Rubidoux High, and
REPRESENTATIVES Joshua Johnson, Jurupa Valley High, and briefly provided biographical
 information on each student.

RHS STUDENT REPORT Crystal Hadden, Rubidoux High student ambassador, reported the following: two
 new assistant principals have joined the Rubidoux High School staff, and six new
 portables were installed. Teachers are focusing on student attendance and ESLRs.
 Class orientations are scheduled for September 13 and 14 sponsored by ASB. The
 ASB has also computerized student identification cards. Back-to-School Night is
 scheduled for September 28 and is being coordinated with the Renaissance Pep
 Rally. The Band is planning to perform at the Las Vegas competition as well as at
 a San Diego Chargers game. The yearbook staff attended their annual camp; the
 first edition of *The Talon* will be released September 29, 1999. The Career Center
 staff is ready to assist students whenever needed. Tennis and Volleyball is
 underway, with Cross Country competing in a meet on September 11. The first
 football game of the season is scheduled for this Friday against Rialto.

JVHS STUDENT Joshua Johnson, Jurupa Valley High student ambassador, reported the following:
REPORT during the month of August, ASB students participated in the registration process.
 They offered students the purchase of ASB cards, Jag cards, or yearbooks, with a
 freshman dance held on August 27, and a Back-to-School dance on September 2.
 Mr. Ben Bunz is Jurupa Valley's new Assistant Principal. Freshman class
 elections are scheduled for next week. The first edition of *The Prowler* was
 distributed today. Construction continues in the new quad area. ASB is planning
 to contribute \$5,000 toward the purchase of park benches and shade canopies for
 this area as well. Brunch period was deleted from the Jurupa Valley schedule this
 year, and students are adjusting to the change. The football team played against
 Moreno Valley in a scrimmage game; their first game is scheduled for September
 10 against Laguna Hills. The volleyball team will travel to San Bernardino Valley
 College to compete in the Desert Classic Tournament on September 10 and 11.

RECOGNIZE JURUPA The Superintendent congratulated the Jurupa Valley High AFJROTC Unarmed
VALLEY HIGH Drill Team, under the leadership of Chief Master Sergeant Mack C. White, for
NATIONAL DRILL TEAM winning the National Drill Team Championship in Kansas City, Missouri in
CHAMPIONSHIP August.

Ms. Margaret Hicks, Cadet Commander, and Ms. LaHanna Williams, Drill Team member, thanked the Board for their support of the Jurupa Valley ROTC, and they commended Chief Master Sergeant Mack White for leading them to achieve this high honor.

President Knight presented a plaque on behalf of the Board of Education congratulating the Jurupa Valley High AFJROTC Unarmed Drill Team for their outstanding accomplishment.

RECOGNIZE IASA
GRANT AWARD

The Assistant Superintendent Education Services announced that notification was recently received that the District will be awarded an additional \$10,671 in Improving America's Schools Act funding to be used to support a variety of enrichment programs to improve students' basic skills. He thanked Mr. Paul Jensen, Administrator of Adult/Alternative Education, for his efforts to ensure the success of the grant.

ACCEPT DONATIONS
-Motion #29

The Assistant Superintendent Business Services requested the Board's approval of two donations: MR. CHAVEZ MOVED THE BOARD ACCEPT THE TWO DONATIONS WITH LETTERS OF APPRECIATION TO BE SENT: \$57.60 FROM THE UNITED WAY OF ORANGE COUNTY FOR INSTRUCTIONAL SUPPLIES AT CAMINO REAL, AND VIDEOS, BOOKS, AND CD-ROM'S VALUED AT \$345.00 FROM THE WESTERN MUNICIPAL WATER DISTRICT FOR STUDENTS THROUGHOUT THE DISTRICT. MRS. ADAMS SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

ANNOUNCE 1999/2000
BOARD MEETING
SCHEDULE

The Superintendent indicated that the rotating schedule for 1999/2000 Board meeting locations is included on the Agenda, with Ina Arbuckle as the first school site to be visited on September 20, 1999.

President Knight welcomed the six Boy Scouts from Troop 386, with their leader, Mr. Jerry Maxwell. Mr. Maxwell reported that the Boy Scouts were present as part of their citizenship badge requirements.

OPENING OF THE
SCHOOL YEAR REPORT

The Superintendent reported on the challenges and extensive preparation by all departments for the opening day of the 1999/2000 school year. She indicated that opening day enrollment for September 7, 1999 totaled 17,407 students; there were 2,242 new and continuing intra-district transfer students; 12 school sites with uniforms; 2,900 breakfasts, 8,900 lunches and \$8,000 a la carte meals served; 4,168 students transported; 868 teachers; 885 classified personnel, with summer projects including 18 portables installed, 11 sites receiving asphalt repairs, shade structures were installed at two sites, and conduit runs, concrete work, automated irrigation and the reworking of office areas were completed as well. The Superintendent indicated that one specific challenge for the 1999/2000 school year involved meeting the new Hepatitis B immunization requirements for all seventh grade students; however, even with this challenge, overall, staff reported a quiet and orderly opening day of school.

ADOPT RES. #00/04,
SUPPORTING AN
INCREASE IN FEDERAL
FUNDING FOR SPECIAL
EDUCATION
-Motion #30

The Superintendent explained that for a number of years, there has been underfunding by the federal government of the Individuals with Disabilities Education Act (IDEA). However, as recent reports have indicated a federal budget surplus, the California School Boards Association is urging school districts to adopt resolutions to encourage Congress to live up to its promise to fund 40 percent of the increased costs of providing special education and related services mandated by the IDEA. At the request of CSBA, she asked for the Board's support of their model Resolution #00/04, to be sent to our local Congressman, Senator, and CSBA's Federal Affairs Liaison by September 20, 1999. MRS. BURNS MOVED THE BOARD ADOPT RESOLUTION #00/04, URGING CONGRESS TO INCREASE FEDERAL FUNDING FOR SPECIAL EDUCATION TO THE 40% LEVEL. MR. TEAGARDEN SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

INTRODUCE
SUBSTITUTE PAGE FOR
AGENDA ITEM K-1

The Superintendent reminded the Board that there is a substitute page for Agenda Item K-1, Approve Lease/Purchase for 16 Portable Classrooms and One Portable Restroom.

PUBLIC VERBAL
COMMENTS

President Knight opened the Public Verbal Comments session; there were no comments from the public.

BOARD MEMBER
COMMENTS

Board members reported briefly on visits to various school sites on the first day of school; welcomed new student ambassadors, the School Resource Officers, the visiting Boy Scout Troop, and indicated that they are looking forward to a very challenging 1999-00 school year.

HEARING SESSION

President Knight formally opened the hearing on the Pupil Textbook and Instructional Materials Incentive program, Grades K-12. There were no comments from the public, and the hearing was formally closed.

ACTION SESSION

APPROVE ROUTINE
ACTION ITEMS BY
CONSENT
-Motion #31

MR. CHAVEZ MOVED THE BOARD APPROVE/ADOPT/AFFIRM ROUTINE ACTION ITEMS A 1-10 AS PRINTED: MINUTES OF AUGUST 2, 1999 REGULAR MEETING; MINUTES OF AUGUST 2, 1999 JURUPA SCHOOL FACILITIES CORPORATION; MINUTES OF AUGUST 26, 1999 SPECIAL MEETING; PURCHASE ORDERS; DISBURSEMENT ORDERS; AGREEMENTS; CERTIFICATION OF SIGNATURES AND LIST OF AUTHORIZED AGENTS; 1999-2000 SCHOOL LEVEL PLANS; NON-ROUTINE FIELD TRIP REQUEST FOR EIGHT RUBIDOUX HIGH STUDENTS TO ATTEND A GIRLS' BASKETBALL CLINIC IN LAS VEGAS, NEVADA JULY 29-31, 1999, AND NON-ROUTINE FIELD TRIP REQUEST FOR THIRTEEN RUBIDOUX HIGH STUDENTS TO VISIT JOSTEN'S YEARBOOK PUBLICATION PLANT IN VISALIA AUGUST 29-30, 1999. MRS. ADAMS SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

APPROVE 1998/99
ACTUAL REVENUE AND
EXPENDITURES
-Motion #32

The Assistant Superintendent Business Services stated that actual revenue and expenditure amounts for the 1998/99 school year are included in the supporting documents with the major difference being that the unrestricted portion of the Ending Balance increased \$677,646. He recommended that the Board certify the actual revenue and expenditures as presented. PRESIDENT KNIGHT MOVED THE BOARD APPROVE THE CERTIFICATION OF THE ACTUAL REVENUE AND EXPENDITURES FOR 1998-99, AND THE FILING OF THE J-201 REPORT WITH THE RIVERSIDE COUNTY OFFICE OF EDUCATION. MR. CHAVEZ SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

APPROVE AT FIRST
READING, NEW,
REVISED,
RENUMBERED, AND
DELETED BOARD
POLICIES AND
REGULATIONS, 6000
SERIES, INSTRUCTION
-Motion #33

The Superintendent indicated that unless there are specific questions from the Board on the Policies and Regulations listed, the recommendation is for approval at first reading of the 6000 series, instruction. PRESIDENT KNIGHT MOVED THE BOARD APPROVE AT FIRST READING NEW, REVISED, RENUMBERED, AND DELETED BOARD POLICIES AND REGULATIONS, 6000 SERIES, INSTRUCTION, INCLUDED IN THE SUPPORTING DOCUMENTS. MRS. ADAMS SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

ADOPT RES. #00/05,
PUPIL TEXTBOOK &
INSTRUCTIONAL
MATERIALS INCENTIVE
PROGRAM, GRADES K-
12
-Motion #34

The Assistant Superintendent Education Services indicated that in order to receive funds from the Pupil Textbook and Instructional Materials Incentive Program, the Board must certify through the adoption of Resolution #00/05 that the requirements of the Education Code for pupil textbook and instructional materials have been met. He stated that the Public Hearing was held previously on the Agenda, and it has been determined that the District meets the specific requirements. MR. CHAVEZ MOVED THE BOARD ADOPT RESOLUTION #00/05, CERTIFYING THAT THE DISTRICT HAS COMPLIED WITH THE REQUIREMENTS OF EDUCATION CODE 60119(C). MRS. ADAMS SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

APPROVE 1999/2000
ADULT EDUCATION
PROGRAM OFFERINGS
-Motion #35

The Assistant Superintendent Education Services recommended approval of the 1999/2000 Adult Education Program offerings contained in the supporting documents.

MR. TEAGARDEN MOVED THE BOARD APPROVE THE 1999/2000 ADULT EDUCATION PROGRAM OFFERINGS. MRS. ADAMS SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

APPROVE 1999/2000
GATE APPLICATION
-Motion #36

The Director of Research and Categorical Projects reported that notification was received during the summer that the District's GATE three-year grant application was accepted. He noted that the application and budget are included in the supporting documents.

MR. TEAGARDEN MOVED THE BOARD APPROVE SUBMITTAL OF THE 1999-2000 GATE APPLICATION AND BUDGET. MRS. ADAMS SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

AWARD BID #00/01L
RUBBISH & RECYCLING
SERVICE
-Motion #37

The Assistant Superintendent Business Services commented that the Board will recall that previously, the bids for the districtwide rubbish and recycling service were rejected; however, as a result of the reopened bids, International Rubbish Service is being recommended as the low bid received.

MR. TEAGARDEN MOVED THE BOARD AWARD A ONE-YEAR CONTRACT TO INTERNATIONAL RUBBISH SERVICE FOR BID #00/01L - RUBBISH AND RECYCLING SERVICE DISTRICTWIDE. PRESIDENT KNIGHT SECONDED THE MOTION. The Assistant Superintendent indicated that the District plans to continue its analysis of the possibility of implementing its own rubbish and recycling service. He noted for Mr. Chavez that a report reviewing the feasibility of moving in this direction will be brought back at a later date to include the possibility of joining with another school district to co-sponsor such a venture. A VOTE WAS TAKEN WHICH CARRIED UNANIMOUSLY.

AUTHORIZE PURCHASE
OF 50 COMPUTERS FOR
LIBRARIES
-Motion #38

The Assistant Superintendent Business Services indicated that in order to move forward on the District's Library Plan, 50 computers have been identified through the Chaffey School District's bid to complete the needed upgrading of existing computer hardware for District libraries in the amount of \$63,884.98.

PRESIDENT KNIGHT MOVED THE BOARD APPROVE THE PURCHASE OF 50 COMPUTERS FOR THE DISTRICT'S LIBRARY PLAN FROM PRIMARY COMPUTER SERVICES, INC. OF MONTCLAIR, CALIFORNIA, IN THE AMOUNT OF \$63,884.98 (INCLUDING TAX). MRS. ADAMS SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

ADOPT RES. #00/03,
FOLLETT SOFTWARE
AS SOLE SOURCE
SUPPLIER FOR
LIBRARY SOFTWARE
UPGRADES
-Motion #39

The Assistant Superintendent Business Services stated that in order to complete the upgrade to the Library Textbook Systems, Follett Software Company must be named as the sole source supplier of their copyrighted software in the form of a resolution. He noted that along with the Resolution, the Board is also being asked to approve the purchase of the districtwide software upgrade in the amount of \$117,696.67. MR. CHAVEZ MOVED THE BOARD ADOPT RESOLUTION #00/03, NAMING FOLLETT SOFTWARE COMPANY AS THE SOLE SOURCE SUPPLIER OF LIBRARY TEXTBOOK MANAGEMENT SYSTEMS AND FOLLETT LIBRARY MANAGEMENT SOFTWARE AND APPROVE PURCHASE ORDER #18861 IN THE AMOUNT OF \$117,696.67 FOR DISTRICTWIDE UPGRADES TO THE FOLLETT LIBRARY MANAGEMENT SOFTWARE. PRESIDENT KNIGHT SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

AUTHORIZE
SUBMITTAL OF
1999/2000 CLASS SIZE
REDUCTION
APPLICATION
-Motion #40

The Assistant Superintendent Business Services reported that in its fourth year of implementing the Class Size Reduction Program, the District's 1999/2000 application included in the supporting documents estimates 4,508 students in 242 reduced classes in grades kindergarten, first, and second grades, and some third grade classes. He noted that estimated funding at \$844 per student will result in an allocation of \$3,804,752.

MRS. ADAMS MOVED THE BOARD AUTHORIZE SUBMITTAL OF THE 1999/2000 CLASS SIZE REDUCTION PROGRAM APPLICATION. MR. TEAGARDEN SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

APPROVE
LEASE/PURCHASE FOR
17 PORTABLE
CLASSROOMS
-Motion #41

The Assistant Superintendent Business Services indicated that Board members received the revised hand-carried Agenda Item K-1, which essentially corrected the interest rate thereby changing the calculation for the three annual payments to \$213,337.02 for the lease purchase of 17 portable classrooms. He noted that the initial calculations were based on tax exempt financing; however, upon review by legal counsel, it was determined that the District had exceeded the threshold for this type of financing and an alternative provision of 8.75% financing was arranged.

MR. TEAGARDEN MOVED THE BOARD APPROVE THE LEASE PURCHASE OF 17 PORTABLE CLASSROOMS WITH TATONKA CAPITAL CORPORATION OF FORT COLLINS, COLORADO, IN THE AMOUNT OF \$640,011.06 TO BE PAID IN THREE ANNUAL PAYMENTS OF \$213,337.02. MRS. ADAMS SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

ACT ON:
12 DISCIPLINE CASES:
#99-105, #99-026, #00-
005, #97-047, #98-057,
#99-011, #99-013, #99-
019, #99-024, #99-061,
#99-076, #98-119
-Motion #42

The Director of Administrative Services recommended 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 discipline cases listed on the Agenda for one expulsion, one admission case approved, one admission case denied, eight readmission cases approved, and one readmission case denied. PRESIDENT KNIGHT MOVED THE BOARD ACCEPT THE FINDINGS OF FACT AND CONCLUSIONS OF LAW SUBMITTED BY THE ADMINISTRATIVE HEARING PANEL IN EACH OF THE DISCIPLINE CASES LISTED, #99-105, #99-026, #00-005, #97-047, #98-057, #99-011, #99-013, #99-019, #99-024, #99-061, #99-076, #98-119 AS LISTED ON THE AGENDA:

EXPEL THE PUPIL IN DISCIPLINE CASE #99-105 FOR VIOLATION OF EDUCATION CODE 48900 (A1, K & .4) FOR THE REMAINDER OF THE CURRENT SEMESTER AND THE SEMESTER FOLLOWING; AND THAT THE STUDENT BE REFERRED TO THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER, FOR THE PERIOD OF THE EXPULSION. THIS CASE WILL BE REFERRED TO THE SCHOOL AND COMMUNITY OUTREACH TEAM (SCORE) FOR FOLLOW-UP. THIS CASE SHALL BE REVIEWED FOR POSSIBLE READMISSION TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JUNE 5, 2000; ADMIT THE PUPIL IN DISCIPLINE CASE #99-026 TO THE SCHOOLS OF THE JURUPA UNIFIED SCHOOL DISTRICT; DENY READMISSION TO THE PUPIL IN DISCIPLINE CASE #00-005 TO THE SCHOOLS OF THE JURUPA UNIFIED SCHOOL DISTRICT; READMIT THE PUPIL IN DISCIPLINE CASE #97-047 TO THE SCHOOLS OF THE JURUPA UNIFIED SCHOOL DISTRICT; READMIT THE PUPIL IN DISCIPLINE CASE #98-057 TO THE SCHOOLS OF THE JURUPA UNIFIED SCHOOL DISTRICT; READMIT THE PUPIL IN DISCIPLINE CASE #99-011 TO THE SCHOOLS OF THE JURUPA UNIFIED SCHOOL DISTRICT;

ACT ON:
12 DISCIPLINE CASES:
#99-105, #99-026, #00-
005, #97-047, #98-057,
#99-011, #99-013, #99-
019, #99-024, #99-061,
#99-076, #98-119
-Motion #42
(CONTINUED)

READMIT THE PUPIL IN DISCIPLINE CASE #99-013 TO THE SCHOOLS OF THE JURUPA UNIFIED SCHOOL DISTRICT; READMIT THE PUPIL IN DISCIPLINE CASE #99-019 TO THE SCHOOLS OF THE JURUPA UNIFIED SCHOOL DISTRICT; READMIT THE PUPIL IN DISCIPLINE CASE #99-024 TO THE SCHOOLS OF THE JURUPA UNIFIED SCHOOL DISTRICT; READMIT THE PUPIL IN DISCIPLINE CASE #99-061 TO THE SCHOOLS OF THE JURUPA UNIFIED SCHOOL DISTRICT; READMIT THE PUPIL IN DISCIPLINE CASE #99-076 TO THE SCHOOLS OF THE JURUPA UNIFIED SCHOOL DISTRICT; DENY READMISSION TO THE PUPIL IN DISCIPLINE CASE #98-119 TO THE SCHOOLS OF THE JURUPA UNIFIED SCHOOL DISTRICT. MRS. BURNS SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

APPROVE PERSONNEL
REPORT #4 W/INSERT
-Motion #43

The Assistant Superintendent Personnel Services recommended approval of Personnel Report #4, with Insert M-1, pages 11-26. MR. TEAGARDEN MOVED THE BOARD APPROVE PERSONNEL REPORT #4, WITH INSERT M-1, PAGES 11-26. MR. CHAVEZ SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

APPROVE VARIABLE
TERM WAIVER
REQUEST
-Motion #44

The Assistant Superintendent Personnel Services recommended approval for Ms. Elizabeth Weeks to fill a vacancy in a Special Day Class preschool position at Sunnyslope Elementary under the authorization of a Variable Term Waiver. PRESIDENT KNIGHT MOVED THE BOARD APPROVE FOR TEMPORARY EMPLOYMENT THROUGH THE END OF THE SCHOOL YEAR MS. ELIZABETH WEEKS AS A SPECIAL DAY CLASS TEACHER UNDER THE AUTHORIZATION OF A VARIABLE TERM WAIVER. MR. TEAGARDEN SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

APPROVE RENEWAL OF
VARIABLE TERM
WAIVER
AUTHORIZATION
APPLICATIONS
-Motion #45

The Assistant Superintendent Personnel Services recommended that the teachers listed on the Agenda under Item M-3 be approved for employment for the second year as Special Day Class teachers and Language, Speech, & Hearing Specialists under the authorization of a Variable Term Waiver. MR. TEAGARDEN MOVED THE BOARD APPROVE THE EMPLOYMENT FOR THIS SCHOOL YEAR UNDER THE AUTHORIZATION OF A VARIABLE TERM WAIVER AS SPECIAL EDUCATION TEACHERS OR LANGUAGE, SPEECH AND HEARING SPECIALISTS, MS. SHELLEY GARTH, MR. JOE RAMER, MS. DANIELLE PEKAR, MS. LORRAINE ROBLES, AND MS. SHAWN SAUVE. MR. CHAVEZ SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.

REVIEW 1999/2000
ADOPTED BUDGET
APPROVAL

The Assistant Superintendent Business Services indicated that the supporting documents include a letter from the Riverside County Office of Education approving the 1999/2000 Adopted Budget as submitted.

ADJOURNMENT

There being no further business, President Knight adjourned the Regular Meeting from Public Session at 8:25 p.m.

**MINUTES OF THE REGULAR MEETING OF SEPTEMBER 7, 1999
ARE APPROVED AS**

President

Clerk

Date

RIVERSIDE REGIONAL EDUCATION DATA CENTER

REPORT: APS/APS550/01
 RUN DATE: 09/08/99
 PAGE: 1

COUNTY: 33 RIVERSIDE
 DISTRICT: 46 JURUPA UNIFIED SCHOOL DISTRICT

REPORT OF PURCHASES

03/14/1999 - 09/03/1999
 PURCHASES OVLK \$200

REF	FUND	LOC/SITE	PROGRAM	VENDOR	PURCHASE ORDERS TO BE RATIFIED	DESCRIPTION	
18866	100	178 00	GENERAL SUPPORT GROUNDS	FOOTHILL ENGINE AND PUMP CO	MAINT-REPAIRS		1,096.83
18867	100	000 00	INSTRUCTION-SELF CONTAINED K-	FOURTH STREET ROCK CRUSHER	MAINT-CR-CONCRETE WORK		1,680.89
18864	100	176 00	GENERAL SUPPORT GROUNDS	ZEPHYR PRESS INC.	MAINT-EQUIPMENT RENTAL		840.45
18991	100	178 00	GENERAL SUPPORT OPERATIONS CU	PIONEER CHEMICAL COMPANY	MAINT-FLOOR MACHINES		1,777.88
19061	100	178 00	GENERAL SUPPORT GROUNDS	OASIS IRRIGATION & LANDSCAP	MAINT-SUPPLIES		1,035.78
19063	100	178 00	GENERAL SUPPORT DISTR ADMIN P	CONTRACT CARPET COMPANY	PRINT SHOP-OFFICE SUPPLIES		295.00
19066	100	000 00	INSTRUCTION-SELF CONTAINED K-	FOURTH STREET ROCK CRUSHER	MAINT-CR-CONCRETE WORK		964.89
19071	100	178 00	GENERAL SUPPORT GROUNDS	EMPIRE MOWERS	MAINT-EQUIPMENT REPLACE & SUPPLIES		725.77
19073	100	178 00	GENERAL SUPPORT GROUNDS	AGRONO-TEC SEED CO.	MAINT-SEED HIGH SCHOOL FIELDS		565.69
19123	100	178 00	GENERAL SUPPORT OPERATIONS CU	PIONEER CHEMICAL COMPANY	MAINT-EQUIPMENT & REPAIRS		1,614.84
19124	100	178 00	GENERAL SUPPORT GROUNDS	OASIS IRRIGATION & LANDSCAP	MAINT- OPERATIONS SUPPLIES		1,540.72
19125	100	178 00	DISTRICT WAREHOUSE	PIONEER CHEMICAL COMPANY	WHSE-STOCK		1,148.18
19126	100	178 00	DISTRICT WAREHOUSE	UNISOURCE MAINTENANCE SUPPL	WHSE-STOCK		1,984.37
19127	100	178 00	DISTRICT WAREHOUSE	WAXIE SANITARY SUP. 334773	WHSE-STOCK		3,201.47
19128	100	178 00	DISTRICT WAREHOUSE	HILLYARD FLOOR CARE	WHSE-STOCK		211.41
19131	100	178 00	GENERAL SUPPORT GROUNDS	AGRONO-TEC SEED CO.	MAINT-SUPPLIES		948.20
19133	100	178 00	DISTRICT WAREHOUSE	OFFICE SOLUTIONS, INC.	WHSE-STOCK		5,350.53
19134	100	178 00	DISTRICT WAREHOUSE	PIONEER STATIONERS INC	WHSE-STOCK		1,354.81
19135	100	178 00	DISTRICT WAREHOUSE	OFFICE DEPOT	WHSE-STOCK		3,228.10
19136	100	178 00	DISTRICT WAREHOUSE	CORPORATE EXPRESS (HANSON O	WHSE-STOCK		359.97
19137	100	178 00	DISTRICT WAREHOUSE	SOUTHWEST SCHOOL SUPPLY	WHSE-STOCK		2,581.58
19176	100	194 00	SCHOOL ADMINISTRATION	DELL	AE-OFFICE SUPPLIES		235.98
19177	100	197 00	SUPPORT SVC-INSTRCT.SUPP-SCH	SEHI COMPUTER PRODUCTS	JVHS-PRINTERS		1,065.00
19178	100	178 00	GENERAL SUPPORT DISTRICT ADMI	BUY.COM INC.	EC-OFFICE SUPPLIES		340.75

A2
B1

RIVERSIDE REGIONAL EDUCATION DATA CENTER

REPORT: APS/APS550/01
 RUN DATE: 09/08/99
 PAGE: 2

REPORT OF PURCHASES
 09/08/99 09/08/1999
 PURCHASES OVER \$200

COUNTY: 33 RIVERSIDE
 DISTRICT 46 JERUPA UNIFIED SCHOOL DISTRICT

REF	FUND	LOC/SITE	PROGRAM	VENDOR	PURCHASE ORDERS TO BE RATIFIED	DESCRIPTION	
19182	100	178	00	GENERAL SUPPORT GROUNDS	AA EQUIPMENT	MAINT-OPERATIONS SUPPLIES	1,437.23
19189	100	196	00	GUIDANCE & COUNSELING	OFFICEMAX	RHS-FAX MACHINE & SUPPLIES	237.02
19193	100	197	00	SUPPORT SVC-INSTRCT.SUPP-SCH	STAPLES DIRECT	JVHS-OFFICE FURNITURE	290.89
19205	100	187	00	SUPPORT SVC-INSTRCT.SUPP-SCH	CORPORATE EXPRESS (HANSON O	WR-OPEN PO-OFFICE SUPPLIES	400.00
19206	100	000	00	INSTRUCTION-SELF CONTAINED K-	JAGUAR COMPUTER SYSTEMS INC	JVHS-COMPUTER SYSTEMS	5,689.20
19209	100	197	00	GUIDANCE & COUNSELING	CO-MATRIX	ED CENTER-TELEPHONE EQUIPMENT	426.08
19211	100	178	00	NON SPECIFIC	SOUTHWEST SCHOOL SUPPLY	WHSE-SUPPLIES	2,404.98
19218	100	000	00	INSTRUCTION-SELF CONTAINED K-	LOVE A TEACHER	IA-INSTRUCTIONAL MATERIALS	239.74
19230	100	197	00	FOREIGN LANGUAGE	GRA TROXELL COMMUNICATIONS INC.	JVHS-OVERHEAD PROJECTORS	245.67
19232	100	178	00	GENERAL SUPPORT GROUNDS	ENGELAUFG CONSTRUCTION SPEC.	MAINT-OPEN PO-CONCRETE, ROCK DISPOS	250.00
19234	100	178	00	INSTRUCTION GENERAL EDUCATION	COMPUTER SERVICE & SALES	WHSE-COMPUTER REPAIRS	549.28
19235	100	178	00	INSTRUCTION GENERAL EDUCATION	COMPUTER SERVICE & SALES	WHSE-COMPUTER REPAIRS	642.74
19236	100	178	00	INSTR STUDENT SUPP SERVICE AD	ROLLING START INC.	EC-OPEN PO-CONSULTANT SERVICES	250.00
19237	100	178	00	PUPIL SERVICES HEALTH	COSTCO WHOLESALE	EC-OPEN PO-OFFICE SUPPLIES	250.00
19238	100	180	00	INSTRUCTION-SELF CONTAINED K-	CM SCHOOL SUPPLY CO.	IA-OPEN PO-INSTRUCTIONAL MATERIALS	1,279.00
19239	100	180	00	INSTRUCTION-SELF CONTAINED K-	CM SCHOOL SUPPLY CO.	IA-OPEN PO-INSTRUCTIONAL MATERIALS	1,080.00
19240	100	180	00	INSTRUCTION-SELF CONTAINED K-	CM SCHOOL SUPPLY CO.	IA-OPEN PO-INSTRUCTIONAL MATERIALS	1,080.00
19241	100	180	00	INSTRUCTION-SELF CONTAINED K-	CM SCHOOL SUPPLY CO.	IA-OPEN PO-INSTRUCTIONAL MATERIALS	1,080.00
19242	100	180	00	SUPPORT SVC-INSTRCT.SUPP-SCH	OFFICEMAX	IA-OPEN PO-OFFICE SUPPLIES	500.00
19243	100	178	00	GENERAL SUPPORT DISTR ADMIN P	SYSTEM ONE BUSINESS PRODUCT	PRINT SHOP-OPEN PO-OFFICE SUPPLIES	2,500.00
19244	100	178	00	GENERAL SUPPORT DISTR ADMIN P	SYSTEM ONE BUSINESS PRODUCT	PRINT SHOP-OFFICE SUPPLIES	490.88
19245	100	196	00	SUPPORT SVC-INSTRCT.SUPP-SCH	NATIONAL BUSINESS FURNITURE	RHS-OFFICE FURNITURE	384.67
19250	100	197	00	FOREIGN LANGUAGE	GRA TROXELL COMMUNICATIONS INC.	JVHS-CARTS FOR PROJECTOR	339.41
19253	100	000	00	INSTRUCTION-SELF CONTAINED K-	TARGET	MLMS-OPEN PO-INSTRUCTIONAL MATERIALS	300.00

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COUNTY: 33 RIVERSIDE
 DISTRICT: 46 JURUPA UNIFIED SCHOOL DISTRICT

REPORT OF PURCHASES

09/14/1999 09:00 1999
 PURCHASES OVER 6200

REF	FUND	LOC/SITE	PROGRAM	VENDOR	PURCHASE ORDERS TO BE RATIFIED	DESCRIPTION	
19254	100	178	00	GEN SUPPORT DISTRICT ADMIN IN VARGAS, ED		DISTRICTWIDE-TELEPHONE REPAIRS	1,700.00
19262	100	196	00	INSTRUCTION GENERAL EDUCATION SYSTEMS INTERNA		RHS-INSTRUCTIONAL MATERIALS	678.52
19265	100	000	00	INSTRUCTION-SELF CONTAINED K- EVERYTHING ELEMENTARY		CR-INSTRUCTIONAL MATERIALS	210.11
19266	100	178	00	ASSESS./TEST. TRAINING ALL GR DIANES CUSTOM TROPHIES & AW		EC-OPEN PO-OFFICE SUPPLIES	500.00
19268	100	178	00	CLASSROOM ATTENDANCE INCENTIV DIANES CUSTOM TROPHIES & AW		EC-OPEN PO-TROPHY/PLAQUES	500.00
19269	100	178	00	GENERAL SUPPORT GROUNDS NEWCO		MLMS-MMS-MOT-EXTRA TRASH SERVICE	624.23
19271	100	178	00	GENERAL SUPPORT DISTR ADMIN P UNISOURCE		PRINT SHOP-SUPPLIES	3,074.12
19272	100	187	00	INSTRUCTION-SELF CONTAINED K- TRI-BEST CHALKBOARD COMPANY		WR-WHITEBOARDS	380.70
19274	100	178	00	GEN SUPPORT DIST ADMIN SAFETY OAK TREE PRODUCTS (BOB FARE		EC-ARTICULATED KEYBOARD	300.00
19281	100	197	00	SUPPORT SVC-INSTRCT.SUPP-SCH PIN COMPANY, INC.		JVHS-OFFICE SUPPLIES	260.22
19284	100	197	00	HOME DEPOT		JVHS-OPEN PO-INSTRUCTIONAL MATERIALS	500.00
19285	100	197	00	GANAHL LUMBER COMPANY		JVHS-OPEN PO-INSTRUCTIONAL MATERIALS	500.00
19294	100	178	00	KEN'S SPORTING GOODS		WHSE-EQUIPMENT	3,073.42
19295	100	178	00	GEN SUPPORT DIST ADMIN SUPERIOR BLANCHARD TRAINING AND		EC-VIDEOS	703.82
19296	100	178	00	NON SPECIFIC		WHSE-SUPPLIES	2,327.40
19297	100	178	00	OFFICE DEPOT		WHSE-SUPPLIES	1,843.29
19298	100	194	00	SCHOOL ADMINISTRATION		AE-CHAIR	215.49
19311	100	191	00	SATURDAY SCHOOL		MMS-OFFICE SUPPLIES	253.54
19323	100	622	00	GEN SUPPORT DISTRICT ADMIN IN RB GRAPHICS		ED CENTER-PRINTING (OUTSIDE AGENCY)	3,629.76
19333	100	196	00	SUPPORT SVC-INSTRCT.SUPP-SCH TROXELL COMMUNICATIONS INC.		RHS-OFFICE SUPPLIES	269.91
19334	100	197	00	INSTRUCTION GENERAL EDUCATION COSTCO WHOLESALE		JVHS-OPEN PO-SUPPLIES NEEDED FOR MEE	500.00
19361	100	197	00	SOCIAL SCIENCE GRA SCANTRON		JVHS-INSTRUCTIONAL MATERIALS	1,002.08
19369	100	178	00	INSTRUCTION GENERAL EDUCATION REDLANDS SEWING MACHINE CEN		MAINT-REPAIRS	300.00
19373	100	191	00	SUPPORT SVC-INSTRCT.SUPP-SCH CORPORATE EXPRESS (HANSON D		MMS-SUPPLIES	339.66

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

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COUNTY: 33 RIVERSIDE
 DISTRICT: 46 JURUPA UNIFIED SCHOOL DISTRICT

REPORT OF PURCHASES

08/14/99 09/02/1999
 PURCHASES OVER \$200

REF	FUND	LOC/SITE	PROGRAM	VENDOR	PURCHASE ORDERS TO BE RATIFIED	DESCRIPTION	
19374	100	622	00	INSTRUCTION GENERAL EDUCATION GRANT ENTERPRISES	IA-EQUIPMENT		510.45
19376	100	178	00	GENERAL SUPP DISTR ADMIN PERS ACSA FOUNDATION FOR	CONFERENCE - TINA ESCANO		799.00
19377	100	622	00	INSTRUCTION GENERAL EDUCATION VIRCO MANUFACTURING COMPANY	IA-SUPPLIES		912.55
19378	100	183	00	SUPPORT SVC-INSTRCT.SUPP-SCH CORPORATE EXPRESS (HANSON O	PED-OFFICE SUPPLIES		449.90
19381	100	178	00	PUPIL SERVICES HEALTH AUDIOMETRICS	ED-CENTER-REPAIRS		1,180.00
19383	100	197	00	SUPPORT SVC-INSTRCT.SUPP-SCH COLOR OPTIC	JVHS-OFFICE SUPPLIES		409.34
19408	100	197	00	INSTRUCTION GENERAL EDUCATION GLENCOE/MCGRAW HILL	JVHS-TEXTBOOKS		2,010.71
19411	100	180	00	SUPPORT SVC-INSTRCT.SUPP-SCH BUY.COM INC.	IA-FAX MACHINE		581.51
19419	100	178	00	STAFF DEVELOPMENT BUY-OUT STATER BROTHERS	EC-OPEN PO-OFFICE SUPPLIES		1,000.00
19427	100	178	00	STAFF DEVELOPMENT BUY-OUT SUB STATION	EC-CONFERENCE		485.00
19430	100	178	00	INSTRUCTIONAL SUPPORT CURRICU CORPORATE EXPRESS (HANSON O	EC-OFFICE SUPPLIES		300.00
19433	100	197	00	INSTRUCTION-K-6 EDITS	JVHS-INSTRUCTIONAL MATERIALS		627.64
19443	100	178	00	GEN SUPPORT DIST ADMIN SUPERI LIBERTY FLAG & SPECIALTY CO	EC-OFFICE SUPPLIES		572.15
19444	100	178	00	DISTRICT ADMIN TECHNOLOGY MACWAREHOUSE	EC-COMPUTER SOFTWARE		202.82
19468	100	196	00	SUPPORT SVC-INSTRCT.SUPP-SCH STEPHAN A.HOLT SCREEN PRINT	RHS-OFFICE SUPPLIES		319.21
19478	100	192	00	SUPPORT SVC-INSTRCT.SUPP-SCH FOLLETT SOFTWARE COMPANY	MLMS-OFFICE SUPPLIES		377.13
19479	100	000	00	INSTRUCTION-SELF CONTAINED K- HOME DEPOT	CR-OFFICE SUPPLIES		214.85
FUND TOTAL							91,134.41
TOTAL NUMBER OF PURCHASE ORDERS							89
19188	101	196	00	DIGITAL HIGH SCHOOL GRANT HUMAN COMPUTERS	RHS-COMPUTER SYSTEMS		7,006.98
19248	101	195	00	DIGITAL HIGH SCHOOL GRANT TROXELL COMMUNICATIONS INC.	NV-CLASSROOM EQUIPMENT		7,439.06
19255	101	197	00	AGRICULTURE VOCATIONAL EDUCAT O.H. KRUSE	JVHS-OPEN PO-INSTRUCTIONAL MATERIALS		600.00
19256	101	197	00	AGRICULTURE VOCATIONAL EDUCAT COAST GRAIN COMPANY	JVHS-OPEN PO-INSTRUCTIONAL MATERIALS		1,000.00

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

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COUNTY: 33 RIVERSIDE
 DISTRICT: 46 JURUPA UNIFIED SCHOOL DISTRICT

REPORT OF PURCHASES

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 PURCHASES OVER \$200

REF	FUND	LOC/SITE	PROGRAM	VENDOR	PURCHASE ORDERS TO BE RATIFIED	DESCRIPTION	
19257	101	197 00	AGRICULTURE VOCATIONAL EDUCAT	IVORY'S	JVHS-OPEN PO-REPAIRS		500.00
19258	101	197 00	AGRICULTURE VOCATIONAL EDUCAT	STEVE THURMAN	JVHS-INSTRUCTIONAL MATERIALS		1,244.51
19259	101	178 00	S.I.P. (SCHOOL IMPROVEMENT PR	INDIAN HILLS COUNTRY CLUB	EC-ROOM RENTAL FOR MEETING		500.00
19260	101	175 00	SPPT.SVC.-SP.PROJECTS-EARLY I	SCRIBNERS BOOK STORE	SS-OPEN PO-INSTRUCTIONAL MATERIALS		500.00
19261	101	175 00	SPPT.SVC.-SP.PROJECTS-EARLY I	CM SCHOOL SUPPLY CO.	SS-OPEN PO-INSTRUCTIONAL MATERIALS		500.00
19270	101	180 00	E.C.I.A. TITLE 1	PREVENTION PARTNERS	IA-INSTRUCTIONAL MATERIALS		376.05
19273	101	197 00	VEA-VOC & APPL SECONDARY IIC	LEARNING SERVICES	JVHS-INSTRUCTIONAL MATERIALS		1,952.43
19291	101	178 00	NON-AGENCY ACT-ED FAC & SUPP	ASCD ORDER PROCESSING	MMS-BOOKS		347.54
19313	101	197 00	AGRICULTURE VOCATIONAL EDUCAT	ONTARIO HAY & GRAIN	JVHS-INSTRUCTIONAL MATERIALS		1,763.33
19338	101	197 00	AGRICULTURE VOCATIONAL EDUCAT	NORCO EQUINE HEALTH	JVHS-OPEN PO-INSTRUCTIONAL MATERIALS		500.00
19339	101	175 00	S.I.P. (SCHOOL IMPROVEMENT PR	SCHOLASTIC MAGAZINES	SS-SUBSCRIPTIONS		256.45
19341	101	173 00	S.I.P. (SCHOOL IMPROVEMENT PR	CORPORATE EXPRESS (HANSON O	GH-INSTRUCTIONAL MATERIALS		276.28
19342	101	175 00	S.I.P. (SCHOOL IMPROVEMENT PR	COSTCO WHOLESALE	SS-OPEN PO-OFFICE SUPPLIES		300.00
19343	101	181 00	S.I.P. (SCHOOL IMPROVEMENT PR	ANSMAR PUBLISHERS, INC.	MB-INSTRUCTIONAL MATERIALS		226.67
19353	101	178 00	IASA TITLE 1 BASIC GRANTS LOW	STATER BROTHERS	ED-CENTER-INSTRUCTIONAL MATERIALS		300.00
19354	101	178 00	IASA TITLE 1 BASIC GRANTS LOW	STATER BROTHERS	ED-CENTER-INSTRUCTIONAL MATERIALS		300.00
19362	101	178 00	ECONOMIC IMPACT AID - L E P	DELL	EC-COMPUTER SYSTEM		1,736.93
19406	101	180 00	E.C.I.A. TITLE 1	STATER BROTHERS	IA-INSTRUCTIONAL MATERIALS		500.00
19414	101	197 00	SB 1882-CA PROFESSIONAL DEVEL	BUY.COM INC.	JVHS-INSTRUCTIONAL MATERIALS		459.31
19415	101	173 00	S.I.P. (SCHOOL IMPROVEMENT PR	GBC NATIONAL SERVICE DEPT.	GH-REPAIR		406.00
19418	101	190 00	HEALTHY START -PLANNING	STAPLES	JMS-REPAIRS		500.00
19420	101	190 00	HEALTHY START -PLANNING	STATER BROTHERS	JMS-INSTRUCTIONAL MATERIALS		250.00
19423	101	178 00	ECONOMIC IMPACT AID - L E P	SPARKLETT'S DRINKING WATER C	EC-DRINKING WATER		225.00
19424	101	178 00	PL94-142 EDUC FOR ALL HANDICA	GANDER PUBLISHING	EC-INSTRUCTIONAL MATERIALS		483.80

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

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REPORT OF PURCHASES
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 PURCHASES OVER \$200

COUNTY: 33 RIVERSIDE
 DISTRICT: 46 JURUPA UNIFIED SCHOOL DISTRICT

REF	FUND	LOC/SITE	PROGRAM	VENDOR	PURCHASE ORDERS TO BE RATIFIED	DESCRIPTION	
19425	101	175 00	S.I.P. (SCHOOL IMPROVEMENT PR CM SCHOOL SUPPLY CO.		MAINT- INSTRUCTIONAL MATERIALS	300.00	
19428	101	197 00	AGRICULTURE VOCATIONAL EDUCAT NORCO EQUINE HEALTH		JVHS-SUPPLIES	500.00	
19438	101	178 00	TECHNOLOGY LITERACY CHALLENGE CULVER-NEWLIN INC		EC-EQUIPMENT	828.49	
19440	101	173 00	S.I.P. (SCHOOL IMPROVEMENT PR ASTRO BUSINESS SOLUTIONS, I		DISTRICTWIDE-COPIER MAINTENANCE AGRM	34,010.00	
19462	101	197 00	AGRICULTURE VOCATIONAL EDUCAT LUIS GUERRA		JVHS-EQUIPMENT-SHEEP FEEDERS	720.00	
19469	101	183 00	CA PUBLIC SCHOOLS LIBRARY ACT FOLLETT LIBRARY RESOURCES		PED-LIBRARY BOOKS	301.70	
19472	101	190 00	SPPT.SVC.-SP.PROJECTS-SCH IMP CALIF. LEAGUE OF MIDDLE SCH		JMS-MEMBERSHIP RENEWAL	295.00	
19473	101	178 00	SCHOOL-TO-CAREER PARTNERSHIP FRESNO CITY COLLEGE BOOKSTO		JVHS-INSTRUCTIONAL MATERIALS	289.85	

						FUND TOTAL	67,695.38
						TOTAL NUMBER OF PURCHASE ORDERS	36
19121	103	178 00	GEN SUPPORT TRANS-HOME TO SCH KOEHL AUTOMATIC TRANS.SVC.		TRANS-REPAIRS	230.00	
19179	103	178 00	GEN SUPPORT TRANS-HOME TO SCH VALLEY DETROIT DIESEL		TRANS-REPAIRS	355.83	
19191	103	178 00	GEN SUPPORT TRANS-HOME TO SCH MAACO AUTO PAINTING		TRANS-REPAIRS	364.65	
19215	103	178 00	GEN SUPPORT TRANS-HOME TO SCH SUPREME CORPORATION		TRANS-VEHICLE REPAIRS	321.83	
19226	103	178 00	GEN SUPPORT TRANS-HOME TO SCH AUTOMATIC TRANSMISSION EXCH		MOT-REPAIRS	407.99	
19293	103	178 00	GEN SUPPORT TRANS-HOME TO SCH AMERICAN FIRE SAFETY		TRANS-ANNUAL SERV-HYDROTESTING	561.40	
19299	103	178 00	GEN SUPPORT TRANS-HOME TO SCH ACE TOOL COMPANY		MOT-REPAIRS	875.34	
19300	103	178 00	GEN SUPPORT TRANS-HOME TO SCH BERLIN TIRE CENTERS		MOT-REPAIRS	2,379.12	
19301	103	178 00	GEN SUPPORT TRANS-HOME TO SCH ACI GLASS PRODUCTS		MOT-REPAIRS	1,750.94	
19302	103	178 00	GEN SUPPORT TRANS-HOME TO SCH UTILITY TRAILER SALES CO.		MOT-REPAIRS	717.62	
19303	103	178 00	GEN SUPPORT TRANS-HOME TO SCH CUMMINGS CAL PACIFIC, INC.		MOT-REPAIRS	6,916.29	
19409	103	178 00	GEN SUPPORT TRANS-HOME TO SCH BROWN INDUSTRIES, INC.		MOT-BUS DRIVER PINS	266.68	

						FUND TOTAL	15,147.69

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COUNTY: 33 RIVERSIDE
 DISTRICT: 46 JURUPA UNIFIED SCHOOL DISTRICT

REPORT OF PURCHASES

DATE: 11/1/99 - 09/08/1999
 PURCHASES OVER \$200

REF	FUND	LOC/SITE	PROGRAM	VENDOR	PURCHASE ORDERS TO BE RATIFIED	DESCRIPTION	TOTAL NUMBER OF PURCHASE ORDERS
19233	105	196	00	INSTR GEN EDUCATION WORK STUD GUITAR CENTER		RHS-BAND EQUIPMENT & SUPPLIES	12
19359	105	191	00	FACILITIES ACQUISITION - CAPI TRI-BEST CHALKBOARD COMPANY		MMS-WHITEBOARDS	2,965.03 4,378.05
						FUND TOTAL	7,343.08
						TOTAL NUMBER OF PURCHASE ORDERS	2
19247	106	197	00	ATHLETIC OPERATIONAL SUPPLIES CLOVER ENTERPRISES, INC.		JVHS-OPEN PO-SPORTS MED FIRST AID TR	750.00
19275	106	197	00	ATHLETIC OPERATIONAL SUPPLIES MBM		JVHS-INSTRUCTIONAL MATERIALS	1,532.09
19276	106	197	00	ATHLETIC OPERATIONAL SUPPLIES UNITED HEALTH SUPPLIES, INC		JVHS-INSTRUCTIONAL MATERIALS	311.74
19287	106	196	00	SECURITY/ATHLETICS NEW WORLD SECURITY		RHS-OPEN PO-SECURITY SERVICE	2,400.00
						FUND TOTAL	4,993.83
						TOTAL NUMBER OF PURCHASE ORDERS	4
19480	116	178	96	SB813 INSTRUCTIONAL MATERIAL CISCO PRESS		RHS-TEXTBOOKS	1,571.00
						FUND TOTAL	1,571.00
						TOTAL NUMBER OF PURCHASE ORDERS	1
18859	119	178	00	GENERAL SUPPORT, MAINTENANCE C.D.G.		MAINT-CR-PLASTER SAND	653.00
18864	119	178	00	GENERAL SUPPORT, MAINTENANCE, WESTBURNE PIPE & SUPPLY		MAINT-SUPPLIES	1,091.34
18985	119	178	00	GENERAL SUPPORT, MAINTENANCE ELROD FENCING CO.		MAINT-CR-FENCING	1,548.02
19057	119	178	00	GENERAL SUPPORT, MAINTENANCE ELROD FENCING CO.		MAINT-CR-FURNISH & INSTALL FENCING	7,257.00
19060	119	178	00	GENERAL SUPPORT, MAINTENANCE, AIR COLD SUPPLY INC		MAINT-SUPPLIES	587.56
19119	119	178	00	GENERAL SUPPORT, MAINTENANCE, MAC MALL		MAINT-EQUIPMENT	2,297.23
19122	119	178	00	GENERAL SUPPORT, MAINTENANCE, BEST ACCESS SYSTEMS		MAINT-SUPPLIES	4,394.31

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COUNTY: 33 RIVERSIDE
 DISTRICT: 46 JURUPA UNIFIED SCHOOL DISTRICT

REPORT OF PURCHASES

08/14/1999 - 09/03/1999
 PURCHASES OVER \$200

REF	FUND	LOC/SITE	PROGRAM	VENDOR	PURCHASE ORDERS TO BE RATIFIED	DESCRIPTION
19129	119	178	00	GENERAL SUPPORT, MAINT, REPAI	ELROD FENCING CO.	MAIN-SUPPLIES 587.00
19132	119	178	00	GENERAL SUPPORT, MAINTENANCE	CHATFIELD-CLARKE COMPANY	MAINT-RHS-SUPPLIES 254.07
19185	119	178	00	GENERAL SUPPORT, MAINTENANCE	R.D.O. EQUIPMENT COMPANY	MAINT-SUPPLIES 239.12
19192	119	178	00	GENERAL SUPPORT MAINTENANCE,	BRISTOLITE SKYLITES	MAINT-SUPPLIES 212.05
19210	119	178	00	GENERAL SUPPORT, MAINTENANCE,	FRAZEE PAINT & WALLCOVERING	MAINT-SUPPLIES 571.78

						FUND TOTAL 19,752.48
						TOTAL NUMBER OF PURCHASE ORDERS 12
19389	140	178	00	INSTRUCTION GENERAL EDUCATION	FOLLETT EDUCATIONAL SERVICE	RHS-TEXTBOOKS 3,089.63

						FUND TOTAL 3,089.63
						TOTAL NUMBER OF PURCHASE ORDERS 1
19252	403	178	00	FACILITIES ACQUISITION - CAPI	RMA GROUP	EC-GEOTECHNICAL ENGINEERING 500.00

						FUND TOTAL 500.00
						TOTAL NUMBER OF PURCHASE ORDERS 1
19356	700	178	00	STATE PRESCHOOL AB-451	STATER BROTHERS	ED-CENTER-INSTRUCTIONAL MATERIALS 300.00
19358	700	178	00	STATE PRESCHOOL AB-451	STATER BROTHERS	ED-CENTER-INSTRUCTIONAL MATERIALS 300.00
19364	700	178	00	STATE PRESCHOOL AB-451	STATER BROTHERS	ED-CENTER-INSTRUCTIONAL MATERIALS 300.00
19365	700	178	00	STATE PRESCHOOL AB-451	STATER BROTHERS	ED-CENTER-INSTRUCTIONAL MATERIALS 300.00

						FUND TOTAL 1,200.00
						TOTAL NUMBER OF PURCHASE ORDERS 4
19384	800	194	00	INSTRUCTION GENERAL EDUCATION	DDC PUBLISHING	AE-INSTRUCTIONAL MATERIALS 932.04

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

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REPORT OF PURCHASES
 08/01/1999 - 09/03/1999
 PURCHASES OVER \$200

COUNTY: 33 RIVERSIDE
 DISTRICT: 46 JURUPA UNIFIED SCHOOL DISTRICT

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
				PURCHASE ORDERS TO BE RATIFIED		
19463	800	194 00	ADULT BASIC EDUCATION 321 ESL SCANTRON	AE-SCANNER EQUIPMENT		6,709.59
					FUND TOTAL	7,641.63
					TOTAL NUMBER OF PURCHASE ORDERS	2
17882	930	178 00	GENERAL SUPPORT, MAINTENANCE, CASTILLO HEATING & AIR	MAINT-A/C REPAIRS		7,250.00
18080	930	178 00	GENERAL SUPPORT-PLANT MAINT. TRUELINE	MAINT-RHS-RESURFACE TENNIS COURTS		5,950.00
18993	930	178 00	GENERAL SUPPORT-PLANT MAINT. CONTRACT CARPET COMPANY	MAINT-CR-FURNISH & INSTALL CARPET		2,310.00
19058	930	178 00	GENERAL SUPPORT-PLANT MAINT. CONTRACT CARPET COMPANY	MAINT-JVHS-PAINT OF WALLS		4,695.00
19184	930	178 00	GENERAL SUPPORT-PLANT MAINT. CONTRACT CARPET COMPANY	MAINT-INSTRUCTIONAL EXPENSES		5,950.00
19214	930	178 00	GENERAL SUPPORT-PLANT MAINT. CONTRACT CARPET COMPANY	MAINT-INSTRUCTIONAL EXPENSES		4,165.00
					FUND TOTAL	30,320.00
					TOTAL NUMBER OF PURCHASE ORDERS	6
19464	979	178 00	FACILITIES ACQUISITION - CAPI VIRCO MANUFACTURING COMPANY	JVHS-CLASSROOM FURNITURE		3,745.82
19465	979	178 00	VIRCO MANUFACTURING COMPANY	RHS-CLASSROOM FURNITURE		1,140.43
19466	979	178 00	FACILITIES ACQUISITION - CAPI TROXELL COMMUNICATIONS INC.	JVHS-CLASSROOM EQUIPMENT		349.11
					FUND TOTAL	5,235.36
					TOTAL NUMBER OF PURCHASE ORDERS	3
19312	990	178 00	FACILITIES ACQUISITION - CAPI VIRCO MANUFACTURING COMPANY	JVHS-STUDENT CHAIRS		3,342.41
					FUND TOTAL	3,342.41
					TOTAL NUMBER OF PURCHASE ORDERS	1
				174 PURCHASE ORDERS OVER	\$200.00 FOR A TOTAL AMOUNT OF	258,966.90

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COUNTY: 33 RIVERSIDE
 DISTRICT: 44 JUPITERA UNIFIED SCHOOL DISTRICT

REPORT OF PURCHASES

08/14/1999 - 09/03/1999
 PURCHASES OVER \$200

REF	FUND LOC/SITE	PROGRAM	VENDOR	DESCRIPTION
				PURCHASE ORDERS TO BE RATIFIED
			91 PURCHASE ORDERS UNDER	\$200.00 FOR A TOTAL AMOUNT OF
				10,117.08
			265 PURCHASE ORDERS	FOR A GRAND TOTAL OF
				269,083.98

RECOMMEND APPROVAL:



Director of Purchasing

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

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COUNTY: 33 RIVERSIDE
 DISTRICT: 45 JURUPA UNIFIED SCHOOL DISTRICT

REPORT OF PURCHASES

09/14/1999 09/08/1999
 PURCHASES OVER \$1

DISBURSEMENT ORDERS

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
98933	100	178	00	GENERAL SUPPORT OPERATIONS UT WINEMILLER, ROXANNE	D35435 REIMB. FOR CELL PHONE USAGE	24.99
98934	100	178	00	GENERAL SUPPORT OPERATIONS UT ENGLISH PAMELA	D35436 REIMB. CELL PHONE USAGE, 12/9	30.28
98961	100	173	00	GENERAL SUPPORT OPERATIONS UT JURUPA COMMUNITY SERVICES	D36183 WATER SERVICES FOR JULY	3,667.75
98999	100	178	00	GENERAL SUPP DISTR ADMIN PERS SWICK, ANNE	D35440 REIMB. FOR EYE EXAM	80.00
99014	100	178	00	GENERAL SUPP DISTR ADMIN PERS GREAVER BRENDA	D36187 REIMBURSEMENT FOR TB TEST	15.00
99020	100	178	00	DISTRICT ADMIN TECHNOLOGY BALLIGER, KENNETH	D36189 MAY & JUNE MILEAGE REIMBURSEMENT	110.67
99061	100	178	00	HEALTH & WELFARE INSURANCE S.M.A.	D36191 CLAIM CK REGISTER 8/12-8/18/9	14,720.06
99089	100	178	00	GEN SUPP DIST ADMIN FISCAL SE CASBO	D35358 CONF 10/99 1 EMP	145.00
99108	100	178	00	GEN SUPP DIST ADMIN FISCAL SE GRAY, DEBORAH	D36193 REIMB. DEBBIE GRAY	42.01
99185	100	178	00	GENERAL SUPPORT OPERATIONS UT AIRTOUCH CELLULAR	D36196 SERVICE CHARGES, JULY	1,019.50
99192	100	000	00	NON SPECIFIC BANKCARD SERVICES	D36199 PAYMENT FOR P.O. 18063	107.68
99195	100	185	00	SUPPORT SVC-INSTRCT.SUPP-SCH BARREIRO, LAZ	D36202 REIMB. FOR INSTRUCTIONAL MATE	154.01
99196	100	188	00	GENERAL SUPPORT OPERATIONS UT JURUPA COMMUNITY SERVICES	D36203 WATER CHARGES FOR JULY	12,994.37
99223	100	000	00	INSTRUCTION-SELF CONTAINED K- H & L CHARTER CO... INC.	D35444 BUS SERVICES	1,913.75
99226	100	178	00	GENERAL SUPPORT GROUNDS MONTEZ, BILLY	D35443 REIMB. FOR WORK BOOTS	80.00
99228	100	178	00	GENERAL SUPPORT OPERATIONS UT CARMELLE POOR	D35445 REIMB. FOR CELL PHONE USAGE,	26.25
99235	100	178	00	GENERAL SUPPORT OPERATIONS CU MAREZ, RAUL	D35450 REIMB. FOR PROPANE	6.99
99241	100	178	00	GEN SUPP DIST ADMIN FISCAL SE CASBO	D35359 CONF 10/99 1 EMP	125.00
99296	100	178	00	HEALTH & WELFARE INSURANCE S.M.A.	D36204 CLAIM CHECK REG 8/19-8/25/99	21,653.53
99330	100	178	00	GEN SUPPORT DISTR ADMIN FACIL JONES, TIMOTHY	D36206 MILEAGE REIMBURSEMENT	44.95
99331	100	178	00	GEN SUPP DIST ADMIN FISCAL SE COLLINS, DENISE	D36205 MILEAGE REIMBURSEMENT JUNE-AU	30.61
99332	100	178	00	GENERAL SUPPORT OPERATIONS UT PACIFIC TELEPHONE	D35455 PHONE CHARGES FOR JULY 1999	3,177.68
99333	100	178	00	GENERAL SUPPORT OPERATIONS UT PACIFIC TELEPHONE	D35454 PHONE CHARGES FOR JULY 1999	3,233.40
99334	100	172	00	GENERAL SUPPORT-PLANT OPS. PACIFIC TELEPHONE	D35453 PHONE CHARGES FOR JULY 1999	1,979.76

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

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COUNTY: 33 RIVERSIDE
 DISTRICT: 46 JURUPA UNIFIED SCHOOL DISTRICT

REPORT OF PURCHASES

09/01/99 - 09/08/99
 PURCHASES OVER \$1

DISBURSEMENT ORDERS

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
99335	100	178 00	GENERAL SUPPORT OPERATIONS UT	PACIFIC TELEPHONE	D35452 PHONE CHARGES FOR AUGUST 1999	3,320.03
99336	100	178 00	GENERAL SUPPORT OPERATIONS UT	PACIFIC TELEPHONE	D35451 PHONE CHARGES FOR MAY & JUNE	91.54
99337	100	178 00	GEN SUPPORT DIST ADMIN SUPERI	YWCA OF RIVERSIDE COUNTY	D35367 CONF 8 EMPS	400.00
99338	100	178 00	GEN SUPPORT DIST ADMIN SUPERI	LESSONS IN LEADERSHIP	D35368 CONF 9/99 1 EMP	349.00
99356	100	178 00	STAFF DEVELOPMENT BUY-OUT	MISSION INN	D35370 CONSULTANT, 8/30-9-2/99	263.07
99357	100	178 00	GEN SUPPORT DIST ADMIN FACIL	RIVERSIDE CO. OFFICE OF EDU	D35371 CONF 9/99 1 EMP	20.00
99400	100	178 00	ASSESSMENT/TESTING ALL GRADE	LARSON, REBECCA	D35461 REIMB. FOR MATERIALS PURCHASE	16.07
99402	100	185 00	SUPPORT SVC-INSTRCT.SUPP-SCH	STONE, PAT	D35462 REIMB. FOR SUPPLIES	62.75
99403	100	178 00	GENERAL SUPP DISTR ADMIN PERS	SWICK, ANNE	D35463 REIMB. FOR PHYSICAL	577.27
99404	100	191 00	SUPPORT SVC-INSTRCT.SUPP-SCH	NEWMAN, GENEVA	D35464 REIMB. FOR LABELS	8.57
99405	100	178 00	GENERAL SUPPORT OPERATIONS UT	UTILITY RESOURCE MGMT GROUP	D35466 ELECTRIC SAVINGS FOR 4-27 TO	3,626.84
99406	100	178 00	GENERAL SUPPORT OPERATIONS UT	QWEST/LCI	D35467 PHONE CHARGES PER ENDING 7-23	4.39
99437	100	172 00	GENERAL SUPPORT OPERATIONS UT	JURUPA COMMUNITY SERVICES	D36214 WATER SERVICE JULY-AUGUST	22,941.77
99496	100	178 00	GENERAL SUPP DISTR ADMIN PERS	LAURITZEN, JOAN	D35469 REIMB. FOR CLAD/BCLAD EXAMS	173.00
99507	100	178 00	GENERAL SUPP DISTR ADMIN PERS	BETH VANDENRAADT	D35468 REIMB. FOR CLAD/BCLAD EXAMS	173.00
99513	100	000 00	NON SPECIFIC	REMAC	D35470 AUG EST. CHARGES LESS JUNE AD	1,285.56
99514	100	178 00	HEALTH & WELFARE INSURANCE	S.M.A.	D35471 CLAIM CHECK REG. 8/26/99-9/1/	20,303.93
99516	100	000 00	NON SPECIFIC	SO CALIFORNIA EDISON	D36215 ELECTRIC CHARGES	22,176.00
99517	100	172 00	GENERAL SUPPORT OPERATIONS UT	SO CALIFORNIA EDISON	D36216 ELECTRIC CHARGES	140,099.14
99574	100	196 00	GENERAL SUPPORT OPERATIONS UT	SO CALIFORNIA EDISON	D36218 ELEC. SERV.	36,263.76
99575	100	196 00	GENERAL SUPPORT OPERATIONS UT	CHEVRON, U S A	D36219 GAS CHARGES	294.58
99576	100	178 00	PUPIL SERVICES HEALTH	ALLEN, IRENE	D36220 REIMB. IRENE ALLEN	16.11
99577	100	177 00	INSTRUCTION-SELF CONTAINED K-	JOHNSON JACLYN	D36221 REIMB.	37.70

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FUND TOTAL

317,887.32

RIVERSIDE REGIONAL EDUCATION DATA CENTER

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COUNTY: 33 RIVERSIDE
 DISTRICT: 46 JURUPA UNIFIED SCHOOL DISTRICT

REPORT OF PURCHASES

09/14/1999 09/08/1999
 PURCHASES OVER \$1

DISBURSEMENT ORDERS

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	TOTAL NUMBER OF DISBURSEMENTS	47
98955	101	178 00	IASA TITLE I BASIC GRANTS LOW COOPER TONYA		D36179 REIMB.- INCENTIVES & INSTR. M	142.58	
98958	101	178 00	IASA TITLE I BASIC GRANTS LOW DOUBRAVSKY DAVE		D36180 REIMBURSEMENT SUMMER SCHOOL I	25.86	
98960	101	178 00	IASA TITLE I BASIC GRANTS LOW HANSON KATHLEEN		D36181 REIMBURSEMENT INSTR. MATERIAL	30.14	
98993	101	178 00	SCHOOL-TO-CAREER PARTNERSHIP SPA HOTEL & CASINO		D35356 CONF. 8/26-27/99 RHS	4,329.55	
99023	101	189 00	S.I.P. (SCHOOL IMPROVEMENT PR JOHNSON, CYNTHIA		D36190 REIMBURSEMENT FOR INSTR. MATE	154.98	
99038	101	196 00	SB 1882-CA PROFESSIONAL DEVEL CLASSROOM CONNECT		D35357 CONF 11/98 1 EMP	50.00	
99190	101	000 00	NON SPECIFIC	BANKCARD SERVICES	D36197 PAYMENT FOR P.O. 18120	287.82	
99191	101	177 00	S.I.P. (SCHOOL IMPROVEMENT PR BANKCARD SERVICES		D36198 PAYMENT FOR P.O. 18834	2,946.27	
99193	101	195 00	DIGITAL HIGH SCHOOL GRANT	BANKCARD SERVICES	D36200 PAYMENT FOR P.O.18092,18722,1	1,915.58	
99234	101	178 00	MENTOR TEACHER PROGRAM	MARTINEZ, DORA	D35449 REIMB. FOR PAPER PURCHASED	22.57	
99236	101	178 00	ECONOMIC IMPACT AID - L E P RIVERSIDE CO. OFFICE OF EDU		D35361 CONF 8/99 3 EMP	250.00	
99237	101	197 00	SPPT.SVC.-SP.PROJECTS-SCH BRE SOUTHERN REGION CATA-CAL PO		D35360 CONF 9/99 4 EMPS	140.00	
99238	101	178 00	E.C.I.A. TITLE 1	CAASFEP	D35362 CONF 10/99 1 EMP	325.00	
99239	101	178 00	E.C.I.A. TITLE 1	DOUBLETREE INN	D35363 CONF 10/99 1 EMP	238.89	
99240	101	183 00	S.I.P. (SCHOOL IMPROVEMENT PR RIVERSIDE CO. OFFICE OF EDU		D35364 CONF 8/99 1 EMP	50.00	
99243	101	197 00	SPPT.SVC.-SP.PROJECTS-COMMTY COURTYARD MARRIOTT		D35366 LODGING 9/99 3 EMP	212.55	
99328	101	178 00	HEADSTART FEDERAL	DOMINQUEZ, ELIZABETH	D36207 REIMBURSEMENT FOR CHILD CARE	300.00	
99329	101	178 00	HEADSTART FEDERAL	CEJA, MARIA	D36208 REIMBURSEMENT FOR CHILD CARE	300.00	
99343	101	178 00	SPPT.SVC.-SP.PROJECT-ECONOMIC BARELA SERAH		D36210 MILEAGE REIMBURSEMENT	140.12	
99344	101	178 00	SPPT.SVC.-SP.PROJECT-ECONOMIC AHMAD WAJDE		D36211 MILEAGE REIMBURSEMENT	63.86	
99391	101	178 00	SPPT.SVC.-SP.PROJECTS-JTPA JO TIERI, VINCENT		D35456 MILEAGE REIMB.	89.75	
99393	101	178 00	SPPT.SVC.-SP.PROJECTS-JTPA JO MCKESEY, ANICA		D35457 MILEAGE REIMB.	102.61	
99395	101	178 00	SPPT.SVC.-SP.PROJECTS-JTPA JO VIAFORA, DAVID		D35458 MILEAGE REIMB.	74.71	

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

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REPORT OF PURCHASES
 09/03/1999
 PURCHASES OVER \$1

QUNTY: 33 RIVERSIDE
 ISTRIC: 16 JURUPA UNIFIED SCHOOL DISTRICT

DISBURSEMENT ORDERS

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
99397	101	178	00	SCHOOL-TO-CAREER PARTNERSHIP	SCHROEDER KATHY	70.99
99399	101	178	00	ECONOMIC IMPACT AID - L E P	MEDINA, SHEILA	13.99
99554	101	186	00	S.I.P. (SCHOOL IMPROVEMENT PR	ALVORD UNIFIED SCHOOL DISTR	90.00
99578	101	178	00	TECHNOLOGY LITERACY CHALLENGE	FORD PAULA	113.23
99579	101	178	00	TECHNOLOGY LITERACY CHALLENGE	FORD PAULA	37.36
FUND TOTAL						12,518.41
TOTAL NUMBER OF DISBURSEMENTS						28
99233	103	178	00	GEN SUPPORT TRANS-HOME TO SCH	MOBIL OIL CREDIT CORPORATIO	433.43
99355	103	178	00	INSTRUCTIONAL PROGRAM	CAG OFFICE	110.00
FUND TOTAL						543.43
TOTAL NUMBER OF DISBURSEMENTS						2
98965	116	178	97	SB813 INSTRUCTIONAL MATERIAL	HAMILTON DONNIS	27.00
98967	116	178	97	SB813 INSTRUCTIONAL MATERIAL	DABE KIMBERLIE	45.00
98970	116	178	97	SB813 INSTRUCTIONAL MATERIAL	BAROS NATALIE	27.00
98996	116	178	97	SB813 INSTRUCTIONAL MATERIAL	ROGERS, GAIL OR BRIAN	26.00
98997	116	178	97	SB813 INSTRUCTIONAL MATERIAL	SCOTT, DALE OR LINDA	24.00
98998	116	178	97	SB813 INSTRUCTIONAL MATERIAL	VALDOVINOS, LORENZO OR ROSE	45.00
FUND TOTAL						194.00
TOTAL NUMBER OF DISBURSEMENTS						6
99017	119	178	00	GENERAL SUPPORT, MAINTENANCE	CRAWFORD ROGER	53.88
99111	119	178	00	GENERAL SUPPORT, MAINTENANCE,	ELZIG, BILL	173.60

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

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COUNTY: 33 RIVERSIDE
 DISTRICT: 40 JURUPA UNIFIED SCHOOL DISTRICT

REPORT OF PURCHASES

08/14/1999 09/02/1999
 PURCHASES OVER \$1

DISBURSEMENT ORDERS

REF	FUND	LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
99242	119	178 00	GENERAL SUPPORT, MAINTENANCE	ICBG	D35365 CONF 9/99 1 EMP	50.00
FUND TOTAL						277.48
TOTAL NUMBER OF DISBURSEMENTS						3
99000	600	178 00	FOOD SERVICES	JURUPA UNIFIED	D35441 REPLENISH REVOLVING CASH FUND	841.07
99445	600	178 00	FOOD SERVICES	BYNUM, MIKE	C004699 REIMB. WESTERN RESTAURANT EX	50.00
99448	600	178 00	FOOD SERVICES	COUTU, ROBIN	C004697 REIMBURSEMENT OFFICE SUPPLIE	125.57
99463	600	178 00	FOOD SERVICES	PC TROUBLESHOOTER REPORT	C004696 PC TROUBLESHOOTER REPORT	89.00
99464	600	178 00	FOOD SERVICES	SPEEDLINE SPECIALIST *1099*	C004698 RENEW SERV. CONTRACT 99-00	1,500.00
99515	600	178 00	NON SPECIFIC	STATE BOARD OF EQUALIZATION	C004695 SALES TAX DUE, 7/1/98 - 6/30	5,383.00
FUND TOTAL						7,988.64
TOTAL NUMBER OF DISBURSEMENTS						6
99001	900	178 00	GENERAL SUPPORT DISTRICT ADMI	SCHOOLS EXCESS LIABILITY FU	D35442 SELF EXCESS LIAB. COVERAGE 99	11,229.46
99105	900	178 00	GENERAL SUPPORT DISTRICT ADMI	JOHNSON DALE	D36192 REIMB. DALE JOHNSON	250.00
99194	900	178 00	GENERAL SUPPORT DISTRICT ADMI	ATKINSON, ANDELSON, LOYA, RUUD	D36201 LEGAL FEES FOR JULY	7,572.50
99232	900	178 00	GENERAL SUPPORT DISTRICT ADMI	PETERSEN, NATHAN	D35447 REIMB. DEDUCTIBLE-VEHICLE DAM	250.00
FUND TOTAL						19,301.96
TOTAL NUMBER OF DISBURSEMENTS						4
99230	990	178 00	FACILITIES ACQUISITION - CAPI	PATRICK SULLIVAN ASSOCIATES	D35446 ADA ACCESSIBILITY SURVEY	15,000.00
FUND TOTAL						15,000.00
TOTAL NUMBER OF DISBURSEMENTS						1
97 DISBURSEMENTS OVER						\$1.00 FOR A TOTAL AMOUNT OF 373,711.24

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RIVERSIDE REGIONAL EDUCATION DATA CENTER

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REPORT OF PURCHASES
 08/14/1999 - 09/02/1999
 PURCHASES OVER \$1

COUNTY: 33 RIVERSIDE
 DISTRICT: 46 JURUPA UNIFIED SCHOOL DISTRICT

DISBURSEMENT ORDERS

REF	FUND LOC/SITE	PROGRAM	VENDOR	DESCRIPTION	
0			DISBURSEMENT ORDERS UNDER	\$1.00 FOR A TOTAL AMOUNT OF	.00
97			DISBURSEMENT ORDERS	FOR A GRAND TOTAL OF	373,711.24
			TOTAL PURCHASES		642,795.22

Approved by: Pam Lauzon
 Director of Business Services, Pam Lauzon

JURUPA UNIFIED SCHOOL DISTRICT
MONTHLY PAYROLL DISBURSEMENTS

September 20, 1999

<u>JULY PAYROLL</u>	<u>MONTHLY</u>	<u>HOURLY</u>	<u>PAYMENT</u>
CERTIFICATED	\$ 1,048,748.26	\$ 147,093.59	\$ 1,195,841.85
CLASSIFIED	\$ 497,393.92	\$ 898,614.19	\$ 1,396,008.11
BOARD MEMBERS	\$ 3,693.35	-0-	\$ 3,693.35
YOUTH EMPLOYMENT PROGRAM	-0-	\$ 33,587.24	\$ 33,587.24
TOTAL JULY PAYMENT			\$ 2,629,130.55

<u>AUGUST PAYROLL</u>	<u>MONTHLY</u>	<u>HOURLY</u>	<u>PAYMENT</u>
CERTIFICATED	\$ 707,435.23	\$ 12,599.38	\$ 720,034.61
CLASSIFIED	\$ 493,535.30	\$ 146,749.03	\$ 640,284.33
BOARD MEMBERS	\$ 2,000.00	-0-	\$ 2,000.00
YOUTH EMPLOYMENT PROGRAM	-0-	\$ 48,013.99	\$ 48,013.99
TOTAL AUGUST PAYMENT			\$ 1,410,332.93

RECOMMEND APPROVAL:


Pam Lauzon
DIRECTOR OF BUSINESS SERVICES

Jurupa Unified School District

1999/2000 AGREEMENTS

AGREEMENT NUMBER	CONTRACTOR	AMOUNT	FUND/PROGRAM TO BE CHARGED	PURPOSE
00-1	<i>Consultant or Personal Service Agreements</i>			
00-1-J	Paul Tracey	\$400.00	DAE&P	Assembly on "Your Character Counts" for students of Sunnyslope Elementary School.
00-1-K	Dr. Robert Burns	\$3,000.00 Travel NTE \$263.07	Assessment/Teacher Training	Assessment training for district teachers.
00-1-L	Imagination Machine	\$535.00 Travel NTE \$40.00	PTA	Presentation of student writings to students of Camino Real Elementary School.
00-1-M	The Magic of Mike Wong	\$600.00	TUPE	Magic show for students of Camino Real Elementary School.
00-2	<i>Interdistrict Attendance Agreements</i>			
00-2-A	Mountain Empire Unified School District	NA	NA	1999/2000
00-2-B	Hacienda La Puente Unified School District	NA	NA	7/1/99 - 6/30/04
00-7	<i>Architectural & Inspector Agreements</i>			
00-7-F	Martin & Associates	\$3,500.00	Developer Fees	Appraisal service for third high school site.
00-8	<i>Other Agreements</i>			
00-8-J	County of Riverside Sheriff's Department	\$142,000.00	Community Resource Officer	Community Resource Officers for middle and high schools for 1999/2000 school year.
00-8-K	Comprehensive Drug Testing	NTE \$5,000.00	Supplemental Grant	Employee drug testing program for 1999/2000.

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

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RE/dc
9/20/99

JURUPA UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 00/06
Resolution Establishing Appropriation Limit Pursuant to
Article XIII B of the California State Constitution

WHEREAS, this Board has considered documentation used in determining the appropriations limit, pursuant to Article XIII B;

NOW THEREFORE, BE IT RESOLVED that the appropriations limit for the Jurupa Unified School District, subject to the limitations contained in Article XIII B of the California State Constitution of Chapter 1205 of the Statutes of 1980, shall be: 1998-99, \$68,130,301 and 1999-00, \$72,833,221.

Passed and adopted by the Jurupa Unified School District Governing Board at a regular meeting held on September 20, 1999.

Carolyn Adams
Clerk of the Board

September 20, 1999
Date

	NAME	CODE	9/1/99
COUNTY:	RIVERSIDE	33	
DISTRICT:	Jurupa Unified	67090	<---District Code
=====		=====	=====
		1998-99	1999-00
=====		=====	=====

***** DISTRICT INFORMATION *****

CONTACT: Nancy Sheets
PHONE: (909) 369-6442

***** INPUT DATA *****

	1998-99 CALCULATIONS	1999-00 CALCULATIONS
=====	=====	=====

X.PRIOR YEAR DATA (Starting point for calculations) **1997-98 ACTUAL** **1998-99 ACTUAL**

(1997-98 Actual Appropriations Limit & Gann ADA)

(are from District's Prior Year Gann report to CDE)

(Preloaded Data)

(Calculated Data)

1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT

63,246,210

68,130,301

2.PRIOR YEAR GANN ADA (whole number)

17,287

17,880

(Excluding Excused Absences)

Y.ADJUSTMENTS AND ADA

ADJUSTMENTS TO PRIOR YEAR LIMIT

ADJ TO 1997-98

ADJ TO 1998-99

1.District Lapses, Reorgs, Other Transfers

2.Temporary Voter approved increases (+)

3 Lapses of Voter approved increases (-)

4.TOTAL ADJUSTMENTS TO LIMIT (1 + 2 + 3)

P2 ADA (from J200A)

1998-99 P2 RPT

1999-00 P2 EST

(1998-99 data should tie to P2 J18/19 & J18/19C)

5.Total K-12 ADA-Line 10

17,524.08

17,857.00

6 ROC/P ADA-Line 12

7.Total Summer School hours-Line 21

249,256

299,874

8.Divide line 7 by 700

356.08

428.39

9.Sum lines 5 + 6 + 8

17,880.16

18,285.39

OTHER ADA (from J18/19 P2)

1998-99 P2 RPT

1999-00 P2 EST

10.Apprentice hours--Line M--High School

11.Divide line 10 by 525

TOTAL CURRENT YEAR GANN ADA

12.Sum lines 9 + 11

17,880.16

18,285.39

13.Round to Whole Number

17,880

18,285

Z.PROCEEDS OF TAXES DATA

	NAME	CODE	9/1/99
COUNTY:	RIVERSIDE	33	
DISTRICT:	Jurupa Unified	67090	<---District Code
=====		=====	=====
		1998-99	1999-00
=====		=====	=====
TAXES & SUBVENTIONS (from J201R)		1998-99 COL C	1999-00 COL F
1.Homeowners Exemptions-Account 8021		254,995	254,978
2.Timber Yield-Account 8022			
3.Other Subventions-Account 8029			
4.Secured Roll-Account 8041		8,038,866	7,721,021
5.Unsecured Roll-Account 8042		425,891	425,891
6.Prior Year's Taxes-Account 8043		1,134,716	1,117,557
7.Supplemental Taxes-Account 8044		84,499	84,499
8.ERAF-Account 8045		5,516,132	5,198,433
9.Penalties & Interest-Account 8048			
10.Misc. Funds/In Lieu Taxes-Account 8082		9,248	12,243
11.Comm. Redev. Funds-Accounts 8047 & 8625			
(ONLY if not counted in Redevelop. Agcy's Limit)			
12.Parcel Taxes-Account 8621			
13.Other Taxes-Account 8622 (Taxes Only), etc.			
14.Penalties & Interest-Account 8629			
(only those for the above taxes)			
15.TOTAL TAXES & SUBVENTIONS (sum 1 - 14)		15,464,347	14,814,622
OTHER LOCAL REVENUES (from J201O)		1998-99 COL C	1999-00 COL F
16.Excess Debt Service Taxes-Account 8914			
TOTAL LOCAL PROCEEDS OF TAXES			
17.Sum lines 15 + 16		15,464,347	14,814,622
EXCLUDED APPROPRIATIONS (from J201E)		1998-99 COL C	1999-00 COL F
(SACS users will have to get data for the next item)			
(from their personnel system, mandated amount only)			
18.Medicare-Mandated-Accounts 3330 & 3340		729,391	752,751
OTHER EXCLUSIONS		1998-99 ACTUAL	1999-00 BUDGET
19.Other Unfunded Court/Federal Mandates			
TOTAL EXCLUSIONS			
20.Sum lines 18 + 19		729,391	752,751
STATE AID RECEIVED (from J201R)		1998-99 COL C	1999-00 COL F
21.Revenue Limit-Current Yr-Account 8011		51,618,546	54,932,561

NAME	CODE	9/1/99
COUNTY: RIVERSIDE	33	
DISTRICT: Jurupa Unified	67090	<---District Code
=====	=====	=====
	1998-99	1999-00
=====	=====	=====
22.Revenue Limit-Prior Yr-Account 8019	155,157	
23.ROC/P-Current Year-Account 8311, (SACS--Resource 6350)		
24.ROC/P-Prior Year-Account 8319, (SACS--Resource 6350)		
25.TOTAL FROM J201R (sum 21 - 24)	51,773,703	54,932,561
ADD BACK TRANSFERS TO COUNTY (fr J201RL)	1998-99 ACTUAL	1999-00 BUDGET
26.Special Education SDC Transfr-Line 14	675,919	571,143
27.County Community Schl Transfr-Line 15	141,920	198,825
TOTAL STATE AID		
28.Sum lines 25 + 26 + 27	52,591,542	55,702,529
DATA FOR INTEREST CALCULATION	1998-99 COL C	1999-00 COL F
29.Total Revenues (from J201 Line A-5)	94,600,772	95,263,058
30.Total Interest (fr J201R Account 8660)	588,735	482,000
=====	=====	=====
APPROPRIATIONS LIMIT CALCULATIONS	1998-99	1999-00
=====	=====	=====
I: PRELIMINARY APPROPRIATIONS LIMIT	1998-99 ACTUAL	1999-00 BUDGET
A.REVISED PRIOR YEAR LIMIT (X1 + Y4)	63,246,210	68,130,301
B.INFLATION ADJUSTMENT	1.0415	1.0453
C.POPULATION ADJUSTMENT (Y13 / X2, 4 decs)	1.0343	1.0227
D.PRELIMINARY LIMIT (A * B * C)	68,130,301	72,833,221
II: APPROPRIATIONS SUBJECT TO LIMIT		
E.LOCAL REVENUES EXCLUDING INTEREST(Z17)	15,464,347	14,814,622
F.PRELIMINARY STATE AID CALCULATION		
1.Minimum State Aid in Local Limit (greater of \$2,400 or \$120 times Y13; but not greater than Z28 or less than Zero)	2,145,600	2,194,200
2.Maximum State Aid in Local Limit (lesser of (D - E + Z20), or Z28; but not < zero)	52,591,542	55,702,529
3.Preliminary State Aid in local limit (greater of F1 or F2)	52,591,542	55,702,529
G.LOCAL REVENUES IN PROCEEDS OF TAXES		

NAME		CODE	9/1/99
COUNTY:	RIVERSIDE	33	
DISTRICT:	Jurupa Unified	67090	<---District Code
=====		=====	=====
		1998-99	1999-00
=====		=====	=====
1. Interest Counting in Local Limit (Z30 / (Z29 - Z30) times (E + F3))	426,189	358,608	
2. TOTAL LOCAL PROCEEDS OF TAXES (E + G1)	15,890,536	15,173,230	
H. STATE AID IN PROCEEDS OF TAXES (greater of F1 or (D - G2 + Z20), but not less than Zero & not greater than Z28)	52,591,542	55,702,529	
J. TOTAL APPROPRIATIONS SUBJECT TO LIMIT			
1. Local Revenues (Line G2)	15,890,536		
2. State Subventions (Line H)	52,591,542		
3. Less Excluded appropriations (minus Line Z20)	-729,391		
4. TOTAL APPROPRIATIONS SUBJECT TO LIMIT (1+2+3)	67,752,687		
	1998-99 ACTUAL		
K. ADJUSTMENTS TO LIMIT PER G.C. 7902.1 (J4 - D, but not less than Zero)			
IF NOT ZERO REPORT AMOUNT TO:			
DIRECTOR			
STATE DEPARTMENT OF FINANCE			
STATE CAPITOL, ROOM 1145			
SACRAMENTO, CALIFORNIA 95814			
ATTN: SCHOOL GANN LIMITS			
=====		=====	=====
III. SUMMARY	= 1998-99 ACTUAL	1999-00 BUDGET	
L. ADJUSTED APPROPRIATIONS LIMIT (D + K)	68,130,301	72,833,221	
M. APPROPRIATIONS SUBJECT TO LIMIT (J4)	67,752,687		

DISCIPLINE COMMITTEE

NAME	TITLE	LOCATION
Bobbie Arterberry	Guidance Coordinator	Jurupa Valley High School
Diana Asseier	Principal	Mira Loma Middle School
Laz Barreiro	Principal	Troth Street Elementary
Ben Bunz	Assistant Principal	Jurupa Valley High School
Fred Drury	Guidance Coordinator	Rubidoux High School
Todd Duncan	Principal	Pacific Avenue Elementary
Lorraine Dyson	Assistant Principal	Jurupa Valley High School
Tammy Elzig	Principal	Sunnyslope Elementary
Cindy Freeman	Program Specialist	Education Center
Ellen French	Principal	Camino Real Elementary
Ernie Garcia	Guidance Coordinator	Jurupa Valley High School
Ignacio Godoy	Guidance Coordinator	Rubidoux High School
Bob Gray	Assistant Principal	Retired
Ed Hawkins	Superintendent	Retired
James Heidecke	Guidance Coordinator	Rubidoux High School
Donna Henderson	Principal	Retired
Carmen V. Hernandez	Principal - Spec. Assign.	Education Center
Dave Hutchins	Principal	Nueva Vista High School
Kathi Jensen	Guidance Coordinator	Rubidoux High School
Paul Jensen	Adm. Alternative Ed.	Learning Center
Michelle Johnson	Principal	Granite Hill Elementary
Ellen Kinnear	Dir. of Inst. & Staff Dev.	Education Center
Anthony Kuns	Principal	Rubidoux High School
Walt Lancaster	Principal	Jurupa Middle School
Humberto Lizarraga	Principal	Rustic Lane Elem. School
Lupe Lopez	Dist. Language Ser. Resource Teacher	Education Center
Vera Mahoney	Assistant Principal	Jurupa Valley High School
Laverne Manns	Principal	Retired
Ralph K. Martinez	Assistant Principal On Special Assignment	Learning Center
Neil Mercurius	Adm. of Inst. & Tech.	Education Center
Zelmon McBride	Guidance Coordinator	Rubidoux High School
Don McCall	Principal	Retired
Luz Mendez	Principal	Ina Arbuckle Elementary
Memo Mendez	Dir. of Curriculum & Categorical Projects	Education Center
Kim Moore	Principal	Mission Bell Elementary
Jan Moorehouse	Principal	Jurupa Valley High School

Page 2
Discipline Committee

NAME	TITLE	LOCATION
Gracene Moss	Teacher	Retired
Karen Murphy	Guidance Coordinator	Jurupa Valley High School
Ron Needham	Dir. of Adm. Services	Education Center
Jim Owen	Principal	Van Buren Elementary
Victor Palmer	Principal	West Riverside
Melody Paulsen	Program Specialist	Education Center
Karen Pina	Guidance Coordinator	Jurupa Valley High School
Lorraine Sanchez	Assistant Principal	Mission Middle School
Lucinda Sheppy	Principal	Glen Avon Elementary
Rick Stangle	Assistant Principal	Rubidoux High School
Marge Steinbrinck	Principal	Retired
Anne Swick	Principal	Peralta Elementary School
Jim Taylor	Assistant Superintendent	Retired
Gary Temkin	Principal	Sky Country Elementary
Terry Tibbets	Adm. Education Support Services	Education Center
Jill Trosper	Guidance Coordinator	Rubidoux High School
Jay Trujillo	Principal	Mission Middle School

RN:jf

Jurupa Unified School District
NON-ROUTINE STUDENT FIELD TRIP/EXCURSION - REQUEST FOR APPROVAL

DATE(S): September 17th - 18th, 1999
LOCATION: Highland Springs Resort
TYPE OF ACTIVITY: Chamber Singer Retreat
PURPOSE/OBJECTIVE: rehearse, learn new literature, develop student leadership,
sectional rehearsals, etc.
NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.) _____
Rick and Melva Morrison, Mike and Sheila Eakle, Tim and Leslie Burgess (parents

EXPENSES:	Transportation	<u>\$ NA</u>	Number of Students <u>26</u>
	Lodging	<u>\$ 25</u>	
	Meals	<u>\$ 25</u>	
	All Other	<u>\$ one dinner</u>	
TOTAL EXPENSE		<u>\$ 1,320</u>	Cost Per Student <u>\$50</u> (Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
<u>fundraisers and student payment</u>	_____	<u>\$3,500</u>
_____	_____	_____
_____	_____	_____
TOTAL:	<u>\$</u> _____	_____

Arrangements for Transportation: ~~school van and parent vehicles~~
Arrangements for Accommodations and Meals: rooms and meals at Highland Spring Resort
Planned Disposition of Unexpended Funds: use for tour

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

Signature: *Melva Morrison* Date: 9/9/99 School: JHS
(Instructor)

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

Approvals: Principal: *Jan Morrison* Date: 9-9-99
Date approved by the Board of Education _____ Date: _____

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

A-9

Jurupa Unified School District
3924 Riverview Drive
Riverside, CA 92509

Resolution 00/07

**RESOLUTION OF THE BOARD OF EDUCATION
OF THE JURUPA UNIFIED SCHOOL DISTRICT**

WHEREAS, the Board of Education recognizes the need to maintain up-to-date and suitable materials to support the educational process for students in the district; and

WHEREAS, the Board recognizes its responsibility to ensure that students' instructional needs are met with appropriate materials; and

WHEREAS, quantities of instructional materials currently classified as obsolete are stored in the schools; and

WHEREAS, these materials have been designated as obsolete for one of the following reasons: (1) they are not on the state-adopted list and waiver for continued use is not of file, (2) the terminal date of Board approval has expired, (3) the materials is inaccurate, inconsistent, or out-of-date, or (4) the materials are no longer suitable for students use because of deterioration such as missing, torn or dirty pages;

NOW, THEREFORE, the Board declares its intent to dispose of obsolete instructional materials in the sequence described in its adopted Policy 6204.

Adopted the 20th day of September, 1999.

Sam D. Knight, Sr., President

Carolyn Adams, Clerk

Mary Burns, Member

John Chavez, Member

Ray Teagarden, Member

Instruction
Regulation 6002

a Tentative Preschool/Head Start schedules, subject to change.
b Daily instructional time as listed does not include lunch, or recess.
Passing time between classes is included only at middle and senior high schools.
c Rio Vista classes are conducted in the County building on the Jurupa Middle School campus.

Revised: 9/7/93; 9/6/94; 4/17/95; 8/23/99

-C&-

Jurupa Unified School District
DAILY SCHOOL SCHEDULES
1998/99

Instruction
Regulation 6002

	Student Hours	Instructional Time^b
Preschool/Head Start^a		
Ina Arbuckle	8:15 a.m.-11:45 a.m. 12:00 p.m.- 3:30 p.m.	HeadStart 210 Minutes
Mission Bell	8:20 a.m.-11:20 p.m. 12:30 p.m.- 3:30 p.m.	
Pacific Avenue	8:15 a.m.-11:45 a.m. 12:00 p.m.- 3:30 p.m.	PreSchool 180 Minutes
Rustic Lane	8:20 a.m.-11:20 a.m. 11:50 p.m.- 2:50 p.m.	
Sunnyslope	12:00 p.m.- 3:00 p.m.	
Troth Street	12:00 p.m.- 3:00 p.m.	
Van Buren	8:20 a.m.-11:20 a.m. 11:50 p.m.- 2:50 p.m.	
West Riverside (2 Head Start) (2 State Preschool)	8:00 a.m.-11:30 a.m. 11:45 a.m.- 3:15 p.m. 8:20 a.m.-11:20 a.m. 11:50 p.m.- 2:50 p.m.	
Kindergarten		
Ina Arbuckle, Indian Hills, Mission Bell, Pedley, Rustic Lane, Stone Avenue, Sunnyslope, Troth Street, Van Buren, West Riverside	8:20 a.m.-11:40 a.m. 11:40 a.m.- 3:00 p.m.	200 Minutes
Camino Real, Glen Avon, Granite Hill,, Pacific Avenue, Peralta, Sky Country	8:50 a.m.-12:10 p.m. 12:10 p.m.- 3:30 p.m.	
Grades 1-6		
Ina Arbuckle, Indian Hills, Mission Bell, Pedley, Rustic Lane, Stone Avenue, Sunnyslope, Troth Street, Van Buren, West Riverside	8:20 a.m.- 2:30 p.m.	302 Minutes
Camino Real, Glen Avon, Granite Hill, Pacific Avenue, Peralta, Sky Country	8:50 a.m.- 3:00 p.m.	
Middle Schools		
Grades 7-8		
Jurupa Middle School	9:00 a.m.- 3:25 p.m.	325 Minutes
Mira Loma Middle School	9:00 a.m.- 3:25 p.m.	
Mission Middle School	9:00 a.m.- 3:25 p.m.	
High Schools		
Grades 9-12		
Jurupa Valley High School Rubidoux High School	7:20 a.m.- 2:05 p.m.	360 Minutes
Nueva Vista	7:20 a.m.-10:34 a.m. 11:24 a.m.- 2:38 p.m.	
Rio Vista ^c	7:10 a.m.-10:24 a.m. 11:14 a.m.- 2:28 p.m.	194 Minutes

a Tentative Preschool/Head Start schedules, subject to change.

b Daily instructional time as listed does not include lunch, or recess.

Passing time between classes is included only at middle and senior high schools.

c Rio Vista classes are conducted in the County building on the Jurupa Middle School campus.

Revised: 9/7/93; 9/6/94; 4/17/95; 8/3/98

B-1
P.2

PARENT ORGANIZATIONS

The Board of Education recognizes the importance and value of relationships between the school and parent organizations which are dedicated to the welfare of all students and are organized for the purpose of supporting the school's educational and extracurricular programs. The Board supports such activities and welcomes parental interest and participation.

The Board has the legal responsibility and authority to ensure that all formal extracurricular activities in which students of the district are involved are appropriate and consistent with the education of all such students and with provisions of the Education Code and other laws.

The Board encourages the promotion of community participation and supports the establishment of PTA's, Booster Clubs and other groups which may be organized to promote and support an activity or activities in the best interest of students. Principals, teachers, and other staff are encouraged to assist parents in organizing active organizations and channeling their energies toward programs which are mutually beneficial to schools and the community.

Such organizations shall be recognized only if they comply with all conditions and regulations of this policy.

1. The principal, with the cooperation of parents and faculty, shall determine the organizations which they feel may meet the needs of the students in their school.
2. California's Revenue and Tax Code section 23701d and Federal Internal Revenue Code section 501(c)(3) provide that PTA's and equivalent organizations authorized to operate within the schools will not be subject to sales tax if profits of sales are used exclusively in furtherance of purposes of the organizations. So that these organizations will qualify for such tax exemption, the school principal shall submit a list of such organizations at their school each year for Board approval at the first Board meeting in October. Former lists expire when new lists are adopted.
3. The Board requires all recognized parent organizations to have a written statement of purpose and bylaws. Each recognized organization shall annually submit a copy of their bylaws to the school principal.
4. The Board requires all recognized parent organizations to have written procedures for the handling of, and accounting for, money. Record keeping systems may vary but shall provide for two important purposes: first, loss of money is minimized and if loss occurs, responsibility can be pinpointed. Second, a good accounting system will provide information helpful to others in planning and carrying out their business. A copy of this procedure shall be provided to the Assistant Superintendent Business Services or designee. (JUSD Board Policy 3120)

5. Employees are encouraged to assist parents in organizing and conducting fund raising events. However, fiscal management activities shall not be a part of school fund handling systems, but shall be consistent with the accounting procedures outlined in the bylaws of the organization. (JUSD Board Policy 3120)
6. Events sponsored by parent organizations shall be consistent with existing policies establishing tobacco, alcohol, and drug-free environments at all school functions.
7. Grades, diplomas, and participation in school activities shall not be withheld from students for money owed to parent organizations. (Title V section 350, Education Code section 35330, JUSD Board Policy 6160.6)
8. Volunteers within parent organizations who will have regular or extended contact with students, not under the direct supervision of a District certificated employee as determined by the school principal or designee, shall meet the standards for volunteers in schools contained in Policy 1231 regarding tuberculosis testing, fingerprinting, and criminal records checks.

Legal References

EDUCATION CODE

35021

35160

40041

40043

45125

45349

49406

51521

CODE OF REGULATIONS, TITLE 22

101170

Adopted 6/5/78

Revised/Readopted 9/5//89; 7/17/95

Technical Change 9/8/97

Revised



-old-

PARENT ORGANIZATIONS

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Such organizations shall be recognized only if they comply with all conditions and regulations of this policy.

1. The principal, with the cooperation of parents and faculty, shall determine the organizations which they feel may meet the needs of the students in their school.
2. California's Revenue and Tax Code section 23701d and Federal Internal Revenue Code section 501(c)(3) provide that nonpublic PTA's and equivalent organizations authorized to operate within the schools will not be subject to sales tax if profits of sales are used exclusively in furtherance of purposes of the organizations. So that these organizations will qualify for such tax exemption, the school principal shall submit a list of such organizations at their school by October 15th each year for Board approval. Former lists expire when new lists are adopted.
3. The Board requires all recognized parent organizations to have a written statement of purpose and bylaws. Each recognized organization shall annually submit a copy of their bylaws to the school principal.
4. The Board requires all recognized parent organizations to have written procedures for the handling of, and accounting for, money. Record keeping systems may vary but shall provide for two important purposes: first, loss of money is minimized and if loss occurs, responsibility can be pinpointed. Second, a good accounting system will provide information helpful to others in planning and carrying out their business. A copy of this procedure shall be provided to the Assistant Superintendent Business Services or designee. (JUSD Board Policy 3120)

B-2
193

- Old -

PARENT ORGANIZATIONS

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VOLUNTEERS IN SCHOOLS

The Board recognizes the value to pupils and to the school system that can be derived when parents and others volunteer their talents and energies in the classroom and on the campus. In order that pupils might receive full benefit from volunteer services it is essential that volunteers serve under professional supervision in ways which will further policies, goals and objectives of the District and of the individual school.

The Board also is aware that by accepting the services of volunteers, the District assumes certain responsibilities and obligations. These include Worker's Compensation for volunteers injured at schools and responsibility for actions of volunteers as they relate to employees and pupils.

To achieve maximum benefit for pupils and to protect pupils, employees and the District, persons who volunteer to serve in the schools must be screened and, after acceptance, trained. Responsibility and authority for recruiting, screening, training, assigning, and terminating volunteers rests with the school principals.

Volunteers who will have regular or extended contact with students, not under the direct supervision of a District certificated employee as determined by the school principal or designee, must meet the following requirements:

1. Submit evidence from an examination within 60 days prior to beginning volunteering that s/he is free of active tuberculosis.
2. Be fingerprinted and cleared by the Department of Justice criminal records check prior to beginning volunteering.

Examples of volunteers who must meet these requirements are coaches; athletic trainers; field trip, camp and fair chaperones; band, vocal music, and drama group helpers; reading program tutors and others who have unsupervised contact with students.

All Headstart and Preschool volunteers must meet these requirements unless they are a relative of a child in the program and are not used to replace or supplement staff in providing direct care to children (Health and Safety Code 1596.871 (b)).

Each school shall arrange for volunteers to sign in and out in an office record book provided by the Principal. Workers' Compensation coverage will be extended only during the hours of actual service by approved volunteers who have signed in at the school office.

The School District will not be responsible for loss or damage to the personal property of volunteers except as specific prior written authorization has been given by the principal.

The Board encourages principals to develop a means for recognizing the contributions of each school's volunteers

Legal Reference:

EDUCATION CODE

35021

35021.1

44010

44227.5

44814

44815

45125

45340-45349

45349

45360-45367

49406

GOVERNMENT CODE

96100-96114

HEALTH AND SAFETY CODE

1596.871

LABOR CODE

3364.5

PENAL CODE

290.4

CODE OF REGULATIONS, TITLE 5

18168

CODE OF REGULATIONS, TITLE 22

101170

VOLUNTEERS IN SCHOOLS

The Board recognizes the values to pupils and to the school system that can be derived when parents and others volunteer their talents and energies in the classroom and on the campus. In order that pupils might receive full benefit from volunteer services it is essential that volunteers serve under professional supervision in ways which will further policies, goals and objectives of the District and of the individual school.

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The School District will not be responsible for loss or damage to the personal property of volunteers except as specific prior written authorization has been given by the principal.

Volunteers serve as individuals. Persons serving as members of parent groups (PTA, Booster Club, etc.) are not considered to be volunteers.

CLEARANCE AND APPOINTMENT

The administrative staff is responsible for making recommendations to the Board of Education for the initial appointment of qualified applicants for established vacancies.

Such recommendations shall be made at the next regular Board meeting after selection and, insofar as practical or possible, Board confirmation should precede the beginning date of employment. As provided by law, employment becomes valid only with the approval of the Board of Education.

A person must meet all of the following requirements before appointment to any position in the Jurupa Unified School District:

- a. Have on file a report of a negative tuberculosis examination, less than sixty days old, in the Personnel Office prior to the first date of assignment.
- b. Have been fingerprinted and been cleared by the California Department of Justice Criminal Record Check in accordance with the Education Code.
- c. Possess valid licenses and/or certificates required for the position.
- d. Be a citizen of the United States of America or have the legal right to remain permanently in the United States (Green Card).
- e. Every school district employee is required to sign an Oath of Allegiance to the United States of America.

Legal Reference:

EDUCATION CODE

44332.6

44346.1

44830.1

45122.1

45125

45125.5

45126

87408.6

GOVERNMENT CODE

6200-6203

PENAL CODE

502

667.5

1192.7

11075-11081

11105

11105.3

11140-11144

13300-13305

CODE OF REGULATIONS, TITLE 11

703

708

Adopted 12/6/72

Revised 6/17/74, 9/15/77, 4/19/82, 1/2/90;

-Old-

Certificated Bargaining
Unit Members
Policy 4103

APPOINTMENT

The administrative staff is responsible for making recommendations to the Board of Education for the appointment of qualified applicants to fill established vacancies.

Such recommendations shall be made at the next regular Board meeting after selection and, insofar as practical or possible, Board contract approval should precede the beginning date of employment. As provided by law, employment contracts become valid only with approval of the Board of Education.

Adopted 7/1/68
Revised 6/17/74, 9/15/75, 9/19/77
Readopted 1/2/90



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703

708

Adopted 12/6/72

Revised 6/17/74, 9/15/77, 4/19/82, 1/2/90;

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A person must meet the following requirements before appointment to a position in the Jurupa Unified School District:

- a. Have on file a report of a tuberculosis examination, less than sixty days old, in the Personnel Office prior to the first date of assignment.
- b. Have been fingerprinted in accordance with the Education Code. The fee will be paid by the District.
- c. Possess valid licenses and/or certificates required for the position.
- d. Be a citizen of the United States of America or have the legal right to remain permanently in the United States (Green Card).
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Adopted 12/6/72
Revised 6/17/74, 9/15/75, 9/19/77, 4/19/82
Revised/Readopted 1/2/90

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Legal Reference:

EDUCATION CODE

44332.6

44346.1

44830.1

45122.1

45125

45125.5

45126

87408.6

GOVERNMENT CODE

6200-6203

PENAL CODE

502

667.5

1192.7

11075-11081

11105

11105.3

11140-11144

13300-13305

CODE OF REGULATIONS, TITLE 11

703

708

Adopted 12/6/72

Revised 6/17/74, 9/15/77, 4/19/82, 1/2/90;



-old-

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Adopted 12/6/72
Revised 6/17/74, 9/15/75, 9/19/77, 4/19/82
Revised/Readopted 4/23/90

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Legal Reference:

EDUCATION CODE

44332.6
44346.1
44830.1
45122.1
45125
45125.5
45126
87408.6

GOVERNMENT CODE

6200-6203

PENAL CODE

502
667.5
1192.7
11075-11081
11105
11105.3
11140-11144
13300-13305

CODE OF REGULATIONS, TITLE 11

703
708

Adopted 12/6/72

Revised 6/17/74, 9/15/77, 4/19/82, 1/2/90;

-old-

APPOINTMENT

The administrative staff is responsible for making recommendations to the Board of Education for the initial appointment of qualified applicants for established vacancies.

Such recommendations shall be made at the next regular Board meeting after selection and, insofar as practical or possible, Board confirmation should precede the beginning date of employment. As provided by law, employment becomes valid only with the approval of the Board of Education.

A person must meet the following requirements before appointment to a position in the Jurupa Unified School District:

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- b. Have been fingerprinted in accordance with the Education Code. The fee will be paid by the District.
- c. Possess valid licenses and/or certificates required for the position.
- d. Be a citizen of the United States of America or have the legal right to remain permanently in the United States (Green Card).
- e. Every school district employee is required to sign an Oath of Allegiance to the United States of America.

Adopted 12/6/72
Revised 6/17/74, 9/15/75, 9/19/77, 4/19/82
Revised/Readopted 4/23/90



CLEARANCE AND APPOINTMENT

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A person must meet all of the following requirements before appointment to any position in the Jurupa Unified School District:

- a. Have on file a report of a negative tuberculosis examination, less than sixty days old, in the Personnel Office prior to the first date of assignment.
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- c. Possess valid licenses and/or certificates required for the position.
- d. Be a citizen of the United States of America or have the legal right to remain permanently in the United States (Green Card).
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Legal Reference:

EDUCATION CODE

44332.6
44346.1
44830.1
45122.1
45125
45125.5
45126
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708

Adopted 12/6/72

Revised 6/17/74, 9/15/77, 4/19/82, 1/2/90;

-old-

Management/Leadership Team
Certificated Employees
Policy 4503

APPOINTMENT

The administrative staff is responsible for making recommendations to the Board of Education for the appointment of qualified applicants to fill established vacancies.

Such recommendations shall be made at the next regular Board meeting after selection and, insofar as practical or possible, Board contract approval should precede the beginning date of employment. As provided by law, employment contracts become valid only with the approval of the Board of Education.

Adopted 7/1/68
Revised 6/17/74, 9/15/75, 9/19/77
Readopted 4/23/90



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Revised 6/17/74, 9/15/77, 4/19/82, 1/2/90;



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Adopted 7/1/68
Revised 6/17/74, 9/15/75, 9/19/77
Revised/Readopted 4/23/90



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Adopted 12/6/72

Revised 6/17/74, 9/15/77, 4/19/82, 1/2/90;



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Adopted 7/1/70

Revised 7/6/71, 6/17/75, 9/15/75, 12/2/75, 9/19/77, 4/19/82

Revised/Readopted 5/7/90



MAINTENANCE OF CRIMINAL RECORD CHECK RECORDS

The Director of Classified Personnel is designated as Record Custodian of all employee confidential fingerprint and criminal record history and shall be responsible for the administration of the information. Any questions regarding Criminal Offender Record Information shall be resolved by the Record Custodian.

Criminal Offender Record Information shall be accessible only to the Record Custodian and others as designated by him/her and shall be kept in a locked location. These records shall be used only for the purpose for which requested and shall not be reproduced for dissemination.

The Record Custodian, and any other individuals with access to the information, shall be fingerprinted and processed through the California Department of Justice. These employees shall sign an Employee Statement Form, acknowledging an understanding of the laws regarding Criminal Offender Record Information.

Legal Reference:

EDUCATION CODE

44332

44332.6

44346.1

44830.1

45122.1

45125

45125.5

45126

PENAL CODE

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11075-11081

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11105.3

11140-11144

13300-13305

Approved:

Board Agenda Item

Additions, Revisions, Renumberings, and Deletions to Board Policies and Regulations in the 6000 series, Instruction

Policy	6000	Instruction Concepts and Roles - Adapted from CSBA, this new policy serves to introduce and organize the 6000 series.
Policy	6001	Instruction Goals (old 6000) - This revised policy has been updated and renumbered from old policy 6000.
Policy	6003	Non-Discrimination in Education Programs (old 6001) - This revised policy has been updated according to law and renumbered from old policy 6001.
Policy	6011	Academic Standards - This needed new policy is adapted from CSBA.
Policy	6020	Parent Involvement - This needed new policy is adapted from CSBA.
Policy & Reg.	6100	Courses of Study - This revised policy has been updated to match current practice and a needed new supporting regulation has been adapted from CSBA.
Policy & Reg.	6101	Controversial Issues - This revised policy has been updated to match current practice and a needed new supporting regulation has been adapted from CSBA.
Policy	6102	Curriculum Development and Evaluation - This needed new policy is adapted from CSBA.
Policy	6104	Secondary Course Approval - This revised policy has been updated to reflect current practice.
Policy	6110	Environment Education (old 6142.5) - This revised curriculum policy has been updated and renumbered from old policy 6142.5.
Policy	6112	Health Education - This needed new curriculum policy has been adapted from CSBA.
Policy	6113	Mathematics Instruction - This needed new curriculum policy has been adapted from CSBA.
Policy & Reg.	6114	Physical Education - This needed new curriculum policy and regulation has been adapted from CSBA.
Policy	6115	Reading/Language Arts Instruction - This needed new curriculum policy has been adapted from CSBA.
Policy & Reg.	6116	Science Instruction (regulation old Policy 6102) - This needed new curriculum policy has been adapted from CSBA and the supporting regulation has been updated from old policy 6102.
Policy	6117	Foreign Language Instruction - This needed new curriculum policy has been adapted from CSBA.
Policy	6118	Visual and Performing Arts Education - This needed new curriculum policy has been adapted from CSBA.
Policy	6119	Vocational Education - This needed new curriculum policy has been adapted from CSBA.
Policy	6120	Learning Through Community Service - This needed new curriculum policy has been adapted from CSBA.

Policy	6121	Family Life/Sex Education - This needed new curriculum policy has been adapted from CSBA.
Policy	6122	Social Science Instruction - This needed new curriculum policy has been adapted from CSBA.
Policy	6123	Work Experience Education - This needed new curriculum policy has been adapted from CSBA.
Policy & Reg.	6124	HIV/AIDS Prevention Instruction (old 6412) - This revised policy and regulation has been updated to reflect current law and renumbered from old policy and regulation 6412.
Policy	6130	Assemblies and Special Events - This needed new policy has been adapted from CSBA.
Policy & Reg.	6131	Challenging Courses by Examination - This new policy codifies good practice and unifies practice among District schools.
Policy & Reg.	6132	Homework/Make-up Work (old 6105) - This revised policy and regulation has been updated to reflect practice and re-numbered from old policy and regulation 6105.
Policy & Reg.	6134	Religious Beliefs and Customs - This needed new policy and regulation has been adapted from CSBA.
Policy	6160	Requirements for Graduation from Day Secondary Schools - This revised policy has been updated to reflect change in graduation requirements.
Policy	6161	Graduation Requirements for Comprehensive High Schools - This revised policy has been updated to reflect change in graduation requirements and renumbered from old policy 6160.1.
Policy	6162	Graduation Requirements for Continuation High Schools - This revised policy has been updated to reflect change in graduation requirements and renumbered from old policy 6160.2.
Policy	6166	Graduation Ceremony Participation (old 6160.6) - This revised policy has been updated and renumbered from old policy 6160.6.
Policy	6181	Continuation School - This needed new policy and regulation has been adapted from CSBA.
Policy & Reg.	6203.1	Videocassette and Computer Software Duplication - This redundant policy is included in recently adopted policy 6205 and should be deleted.
Policy & Reg.	6300	Ceremonies and Observances - This needed new policy and regulation has been adapted from CSBA.
Policy	6301	Recognition of Religious Events - This revised policy has been updated to reflect current practice.
Policy	6302	Extracurricular and Cocurricular Activities - This revised policy has been updated to reflect current practice.
Policy	6302.3	Performances and Exhibits (in new 6302) - This redundant policy is now included in policy 6302 and should be deleted.
Policy & Reg.	6304	Minimum Academic Standards for Participation in Secondary School Activities (old 6302.5) - This revised policy and regulation has been updated to reflect current practice and renumbered from old policy and regulation 6302.5.
Policy & Reg.	6404	Student Assessment - This revised policy and regulation has been updated to reflect current practice.

Policy & Reg.	6407	Summer School - This revised policy has been updated and a new supporting regulation has been adapted from CSBA.
Policy & Reg.	6420	Identification of Individuals for Special Education - This needed new policy and regulation has been adapted from CSBA.
Policy & Reg.	6501	School Improvement Program - This revised policy and regulation has been updated to reflect current practice.
Policy & Reg.	6506	Gifted and Talented Student Program (old reg. 6501.3) - This revised policy and regulation has been updated and renumbered from old policy and regulation 6501.3.
Regulation	6501.4	Identifying Special Education Students (in new P/R 6420) - This redundant regulation is now included in new policy and regulation 6420 and should be deleted.

The full text of all new, revised and old policies and regulations are included in supporting documents.

Administration recommends the approval at first reading of the indicated actions on the above listed Board policies and regulations.

INSTRUCTION CONCEPTS AND ROLES

The Governing Board desires to provide a rich, research-based curriculum that motivates every student to succeed. The Board shall adopt instructional goals and objectives which reflect the district's philosophy and delineate the knowledge, understanding, and critical thinking skills that students will need in order to lead successful, productive lives.

In order to offer a curriculum that enables students to meet these goals, the Board shall establish curriculum priorities and guidelines for the district. These priorities shall be based on student needs as determined by demographics, data related to student achievement within the district, and the recommendations of staff, parents/guardians, and community members.

In keeping with these priorities, the Superintendent or designee shall establish a curriculum development process which provides for the ongoing development, review, and evaluation of the district's curriculum.

The Board shall:

1. Establish expected standards of student achievement for each grade level and subject area
2. Approve the curriculum development process
3. Adopt the district curriculum and courses of study to be offered
4. Approve and allocate funds for instructional materials and resources
5. Establish graduation requirements
6. Provide a continuing program of inservice education to keep certificated staff and the administration updated about curriculum issues, instructional strategies, and available instructional materials
7. Review and evaluate the instructional program on the basis of program reviews and reports by the Superintendent or designee
8. Serve as the principal advocate to the community for the instructional program provided to all students

The Superintendent or designee shall:

1. Review research related to curriculum issues
2. Ensure the articulation of the curriculum between grade levels and with postsecondary education and the workplace
3. Determine the general methods of instruction to be used
4. Assign instructors and schedule classes for all curricular offerings
5. Direct the purchase of instructional materials and equipment

6. Evaluate and report to the Board on student achievement as demonstrated through testing and other types of appraisal

Comparability in Instruction

The district shall provide comparable educational opportunities for all students. Instruction in the core curriculum shall be in no way diminished when students receive supplementary services funded by special governmental programs. Services funded by any categorical program shall supplement the district-provided core curriculum and also supplement any services which may be provided by other categorical programs

Legal Reference:

EDUCATION CODE

51000-51007

UNITED STATES CODE, TITLE 20

6322

CODE OF REGULATIONS, TITLE 5

3940

4424

Adopted

C-1
pg 2

INSTRUCTIONAL GOALS

The Board believes. . .

WHEREAS, the Board of Education of the Jurupa Unified School District recognizes its primary responsibility for **educating students as responsible, effective citizens** in a democratic society; and

WHEREAS, the Board recognizes its obligations for designating major goals of education which shall lend direction to the District's instructional program by defining valued student competencies;

THEREFORE, the Board of Education shall provide for instructional programs which shall enable students of the District to attain the following goals of education.

- I. To Gain a General Education
 - A. Develop background skills in oral and written English, natural sciences, reading, mathematics, and social sciences
 - B. Develop a general fund of knowledge and concepts
 - C. Develop knowledge of evolving political principles
 - D. Develop special interests and abilities
- II. To Develop Skills in Reading, Writing, Speaking, and Listening
 - A. Develop reading recognition and comprehension skills
 - B. Develop abilities to communicate ideas and feelings
 - C. Develop skills in oral and written English
 - D. Develop abilities in foreign languages
- III. To Help Students Develop Pride in Their Work and Feeling of Self-Worth
 - A. Develop feeling of pride in achievements and progress
 - B. Develop self-understanding and self-awareness
 - C. Develop feeling of positive self-worth, security, and self-assurance
- IV. To Develop Good Character and Self Respect
 - A. Develop moral responsibility and sound ethical behavior

INSTRUCTIONAL GOALS

- B. Develop capacity of self-discipline to work, study, and play constructively
- C. Develop responsible behavior toward others
- D. Develop standards of personal integrity
- V. To Learn to Respect and Get Along with People with Whom They Work and Live
 - A. Develop appreciation of and respect for the worth and dignity of individuals
 - B. Develop a valuing of diverse people and opinions
 - C. Develop respect for minority opinions and majority decisions
 - D. Develop cooperative attitudes toward living and working with others
- VI. To Develop Desires for Learning Both Now and in the Future
 - A. Develop intellectual curiosity and a sense of wonder
 - B. Develop a positive attitude toward learning
 - C. Develop positive attitudes toward continuing education and life-long learning
- VII. To Prepare Students to Enter the World of Work
 - A. Develop abilities and skills needed for immediate employment
 - B. Develop specific knowledge concerning particular vocations
 - C. Develop awareness of opportunities in and requirements for specific vocations
 - D. Develop an understanding of the uses of technology and technological changes
- VIII. To Learn to Be Good Citizens
 - A. Develop awareness of civic rights
 - B. Develop democratic attitudes essential for productive citizenship

INSTRUCTIONAL GOALS

- C. Develop attitudes of respect for personal and public property
- D. Develop an understanding of the obligation and responsibilities of citizenship
- IX. To Learn to Respect and Get Along with A Broad Spectrum of People
 - A. Develop appreciation for and understanding of diverse peoples and cultures
 - B. Develop understanding of diverse political, economic, and social patterns
 - C. Develop awareness of the interdependence of races, creeds, nations, and cultures
 - D. Develop positive attitudes within group relationships
- X. To Learn to Examine and Use Information
 - A. Develop skills to evaluate, analyze, and synthesize constructively and creatively
 - B. Develop skills in using scientific methods
 - C. Develop skills in using technology to locate, process, and communicate information more effectively
 - D. Develop skills to logically use information gained
- XI. To Help Students Learn About and Understand the Changes that Take Place in the World
 - A. Develop skills to adjust to a changing world
 - B. Develop skills to understand the past, identify with the present, and meet the future
 - C. Develop skills to adjust to changing demands of society
- XII. To Learn to Be Good Managers of Time, Money, and Property
 - A. Develop understanding of economic principles
 - B. Develop skills in personal buying, selling and investing
 - C. Develop understanding of economic responsibilities

INSTRUCTIONAL GOALS

- D. Develop understanding of the values of natural and human resources

XIII. To Develop Skills to Make Job Selections

- A. Develop skills to use information and guidance services related to job selection
- B. Promote growth in self-understanding and self-direction in relation to occupational choices
- C. Develop appreciation for good workmanship and performance skills

XIV. To Develop Aesthetic Appreciation in the Fine Arts

- A. Develop skills for effective expression of ideas and an appreciation of fine arts
- B. Cultivate aesthetic appreciation of various forms
- C. Develop creative self-expression through various media: art, music, and writing
- D. Develop special talents in music, art, and literature

XV. To Understand and Practice the Fundamentals of Health and Safety

- A. Acquire understanding of essentials of good physical health and well-being
- B. Establish sound personal health habits
- C. Establish effective personal fitness program
- D. Develop concern for public health and safety

XVI. To Understand and Practice Democratic Ideas and Ideals

- A. Develop appreciation for American democratic traditions
- B. Develop knowledge of and appreciation for rights, privileges, and responsibilities
- C. Develop patriotism and loyalty to principles of democracy
- D. Develop understanding of the American heritage

INSTRUCTIONAL GOALS

XVII. To Understand and Practice the Skills of Family Living

- A. Develop understanding of the value of the family in our society
- B. Develop attitudes leading to acceptance of responsibilities as family members
- C. Develop awareness of future family responsibilities and skills necessary to meet them

XVIII. To Learn Worthwhile Uses of Leisure Time

- A. Develop skills for using leisure time productively
- B. Develop positive attitudes toward participation in a wide range of leisure-time activities

Legal Reference:

EDUCATION CODE

51000-51007

51041

52336-52336.5

UNITED STATES CODE, TITLE 20

2301 et. seq.

5801-6084

6101-6251

6801-7005

Adopted 5/7/73

Revised 1/4/82

Readopted 6/21/82

Readopted/Renumbered 9/4/90

Revised/Renumbered (old No. 6000)



INSTRUCTIONAL GOALS

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- A. Develop feelings of pride in achievements and progress.
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- C. Develop feelings of positive self-worth, security and self-assurance.

INSTRUCTIONAL GOALS

IV. To Develop Good Character and Self Respect

- A. Develop moral responsibility and sound ethical behavior.
- B. Develop students' capacities to discipline themselves to work, study, and play constructively.
- C. Develop a moral and ethical sense of values, goals, and processes of free society.
- D. Develop standards of personal integrity.

V. To Learn to Respect and Get Along with People with Whom They Work and Live

- A. Develop appreciation of and respect for the worth and dignity of individuals.
- B. Develop respect for minority opinions and majority decisions.
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- A. Develop intellectual curiosity.
- B. Develop a positive attitude toward learning.
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- A. Develop abilities and skills needed for immediate employment.
- B. Develop specific knowledge concerning particular vocations.
- C. Develop awareness of opportunities in and requirements for specific vocations.

VIII. To Learn to Be Good Citizens

- A. Develop awareness of civic rights and responsibilities.
- B. Develop attitudes essential for productive citizenship in a democracy.
- C. Develop attitudes of respect for personal and public property.
- D. Develop an understanding of the obligation and responsibilities of citizenship.

INSTRUCTIONAL GOALSIX. To Learn to Respect and Get Along with A Broad Spectrum of People

- A. Develop appreciation for and understanding of other peoples and other cultures.
- B. Develop understanding of political, economic and social patterns of other cultures.
- C. Develop awareness of the interdependence of races, creeds, nations and cultures.
- D. Develop positive attitudes within group relationships.

X. To Learn to Examine and to Use Information

- A. Develop abilities to critique constructively and creatively.
- B. Develop abilities to use scientific methods.
- C. Develop other reasoning abilities.
- D. Develop skills to proceed logically in the use of information gained.

XI. To Help Students Learn About and Understand the Changes that Take Place in the World

- A. Develop awareness of and abilities to adjust to a changing world.
- B. Develop abilities to understand the past, identify with the present, and meet the future.
- C. Develop abilities to adjust to changing demands of society.

XII. To Learn to Be Good Managers of Time, Money and Property

- A. Develop understanding of economic principles.
- B. Develop abilities in personal buying, selling and investing.
- C. Develop understanding of economic responsibilities.
- D. Develop understanding of the values of natural and human resources.

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- A. Develop abilities to use information and guidance services related to job selection.
- B. Promote growth in self-understanding and self-direction in relation to students' occupational desires.
- C. Develop appreciation for good workmanship and performance skills.

XIV. To Help Students Develop Appreciation for Culture and Beauty in Their World

- A. Develop abilities for effective expression of ideas and appreciation of fine arts.
- B. Cultivate appreciation for beauty in its various forms.
- C. Develop creative self-expression through various media: art, music and writing.
- D. Develop special talents in music, art and literature.

XV. To Understand and Practice the Fundamentals of Health and Safety

- A. Acquire understanding of essentials of good physical health and well-being.
- B. Establish sound personal health habits.
- C. Establish effective individual physical fitness programs.
- D. Develop concern for public health and safety.

XVI. To Understand and Practice Democratic Ideas and Ideals

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- B. Develop knowledge of and appreciation for rights and privileges of democracy.
- C. Develop patriotism and loyalty to principles of democracy.
- D. Develop understanding of the American heritage.

OLD

INSTRUCTIONAL GOALS

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- B. Develop attitudes leading to acceptance of responsibilities as family members.
- C. Develop awareness of future family responsibilities and skills necessary to meet them.

XVIII. To Learn Worthwhile Uses of Leisure Time

- A. Develop abilities to use leisure time productively.
- B. Develop positive attitudes toward participation in a wide range of leisure-time activities.
- C. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.

Adopted 5/7/73
Revised 1/4/82
Readopted 6/21/82
Readopted/Renumbered 9/4/90



NON-DISCRIMINATION IN EDUCATION PROGRAMS

The Jurupa Unified School District, in compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act of 1990, and the Age Discrimination Act of 1975, does not discriminate on the basis of race, color, national origin, religion, sex/gender, age, or disability in any of its educational programs, including vocational education programs.

A lack of English proficiency will not be a barrier to participation in any program or service offered by the district.

Inquiries regarding the district's equal opportunity policies may be directed to the Assistant Superintendent Personnel Services. Inquiries regarding Section 504 of the Rehabilitation Act of 1973 or the Americans With Disabilities Act of 1990 may be directed to the Administrator of Education Support Services who is the district Section 504/Americans With Disabilities Act Coordinator. Inquiries regarding Title IX of the Education Amendments of 1972 may be directed to the Director of Administrative Services, who is the district Title IX coordinator. (E.C. Title VI, 80.6 (d); Title IX, 86.9, Section 504)

Legal Reference:

EDUCATION CODE

200-264

GOVERNMENT CODE

11000

11138

11340-11356

UNITED STATES CODE, TITLE 20

1400-1491o

1681-1688

2301-2471

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000h-2000h-6 Title IX

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13

104.1-104.39

106.1-106.61

106.9

Adopted 11/19/73

Revised 9/15/75, 6/21/82

Readopted/Renumbered 9/4/90,

Revised/Renumbered (old 6001)

OLD (new 6003)

Instruction
Policy 6001

NON-DISCRIMINATION IN EDUCATION PROGRAMS

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Title VI of the Civil Rights Act of 1964

No person in the United States shall, on the basis of race, color, religion, sex, or national origin, be discriminated against in any term, condition, or privilege of employment.

Title VII of the Civil Rights Act of 1964
(As Amended)

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Title IX, Education Amendments Act of 1972

No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from Federal financial assistance.

Section 504, Rehabilitation Act of 1973

The Board of Education recognizes that all educational institutions receiving Federal financial aid must be operated in compliance with Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, Title IX of the Education Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973.

It is the continuing intent of the Board that the District comply with these provisions.

Adopted 11/19/73
Revised 9/15/75, 6/21/82
Readopted/Renumbered 9/4/90

C-3
PB1

ACADEMIC STANDARDS

The Governing Board recognizes that districtwide content and performance standards are necessary to clarify for students, parents/guardians, and staff what students are expected to know and be able to do at each grade level and in each area of study. The Board shall adopt high standards that challenge all students to reach their potential and that ensure consistency of expectations among the district's schools and classrooms.

District standards shall be developed through a process that involves staff, students, parents/guardians, and community members. Standards shall be based on an assessment of the skills that students will need in order to be successful in higher education and the workplace, including basic skills, problem-solving abilities, and conceptual thinking. Special care shall be taken to ensure the proper articulation of standards among district schools and with other schools which district students may attend.

District standards shall guide Board and staff decisions regarding the materials to be adopted, the sequential courses of study to be offered, and the assessments to be given. Staff shall continually assess students' progress toward meeting the standards and shall offer remedial assistance as needed. The standards shall also provide a basis for evaluating the instructional program and, as required by law, for evaluating teacher performance.

While desiring district standards to be specific and comprehensive, the Board does not intend that these standards be so extensive as to describe everything that will be taught in the classroom.

The Superintendent or designee shall ensure that district standards are regularly reviewed and updated as necessary in order to reflect changes in skills that will be needed by students and to ensure continuing support for the standards.

Legal Reference:
EDUCATION CODE
44662
51003
51215
60605

Adopted

PARENT INVOLVEMENT

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the Superintendent or designee shall ensure that staff members at each school

1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society;
2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them techniques and strategies that they may use to improve their children's academic success and help their children learn at home;
3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities;
4. Receive training that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speakers and how to give parents/guardians opportunities to assist in the instructional process both at school and at home;
5. Encourage parents/guardians to serve as volunteers in the schools (Board Policy 1231), attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory, and advocacy roles.

School plans shall delineate specific measures that shall be taken to increase parental involvement with their children's education.

Legal Reference:
EDUCATION CODE
11500-11506
LABOR CODE
230.8

Adopted

COURSES OF STUDY

The Board recognizes that a well-articulated sequence of courses fosters academic progress and makes the best possible use of instructional time. The Board shall adopt a course of study that ensures smooth transitions among the schools and leads to the fulfillment of district graduation requirements. Secondary school courses shall prepare students for higher educational opportunities and also give them the opportunity to attain skills appropriate for entry-level employment in business and industry.

Current course outlines for all District courses shall be kept on file in the Office of the Assistant Superintendent Education Services and at the respective schools.

Teachers at all levels are expected to prepare daily written lesson plans. The plans should expand on the course of study with appropriate objectives and activities for the subject(s) and students being taught.

The Superintendent or designee shall ensure that all otherwise qualified students have a timely opportunity, within four years before graduation, to enroll in each course required for admission to California public colleges and universities.

Legal Reference:

EDUCATION CODE

33540

51201.5

51202

51203

51204

51204.5

51210-51212

51220-51230

51911-51921

GOVERNMENT CODE

3543.2

HEALTH AND SAFETY CODE

11032

CODE OF REGULATIONS, TITLE 5

10020

UNITED STATES CODE, TITLE 20

6101-6251

Adopted 8/1/67

Revised 6/21/82

Revised/Readopted/Renumbered 9/4/90

Revised

OLD

Instruction
Policy 6100

COURSE OF STUDY

The Board of Education shall adopt districtwide courses of study designed to conform with district graduation requirements and with the requirements for admission to California public and state universities. Courses of study shall also provide students the opportunity to attain skills appropriate for entry-level employment in business and industry upon graduation from high school.

Teachers at all levels are expected to prepare daily written lesson plans. The plans should expand on the course of study with appropriate objectives and activities for the subject(s) and students being taught.

Adopted 8/1/67
Revised 6/21/82
Adopted/Readopted/Renumbered 9/4/90

C-6
792

COURSES OF STUDY

Grades K-6

Courses of study for grades 1 through 6 shall include the following:

1. English: speaking, reading, listening, spelling, handwriting, composition; knowledge and appreciation of language and literature.
2. Mathematics: concepts, operational skills, problem solving.
3. Social sciences: age-appropriate materials drawn from anthropology, economics, geography, history, political science, psychology and sociology, with instruction in:
 - a. The history, resources, development and government of California and the United States, including:
 - (1) Early California history
 - (2) The role and contributions of both men and women, African Americans, Native Americans, Hispanics, Asians, Pacific Island people and other ethnic groups to the economic, political and social development of California groups in contemporary society
 - b. The development of the American economic system, including the role of the entrepreneur and labor
 - c. The individual's relation to human and natural environments
 - d. Eastern and western cultures and civilizations
 - e. Contemporary issues
 - f. The protection, conservation and wise use of natural resources, including the necessity for protecting the environment
4. Science, including biology and physical sciences, with emphasis on experimental inquiry and humanity's place in ecological systems.
5. Visual and performing arts, including art and music, with emphasis on creative expression and the development of aesthetic appreciation.
6. Health: individual, family and community health principles and practices, including:

- a. Fire prevention
 - b. The effects of alcohol, narcotics, drugs and tobacco upon the human body
 - c. Violence as a public health issue
7. Physical education, with emphasis on activities conducive to health and vigor of body and mind.
8. Career awareness exploration

Grades 7-8

Courses of study for grades 7 and 8 shall also include the following:

- 1. Foreign language(s): understanding, speaking, reading, and writing, beginning not later than grade 7.
- 2. AIDS and AIDS prevention.
- 3. Parenting skills and education which address at least all of the following:
 - a. Child development and growth
 - b. Effective parenting
 - c. Nutrition
 - d. Household finances and budgeting
 - e. Methods to promote self-esteem
 - f. Effective decision-making skills
 - g. Family and individual health
- 4. Career guidance designed to help students select a future sequence of courses relevant to their career desires and needs

Grades 9-12

Courses of study for grades 9 through 12 shall include the following:

- 1. English: speaking, reading, listening, knowledge, and appreciation of literature, language, and composition.
- 2. Social sciences: age-appropriate materials drawn from anthropology, economics, geography, history, political science, psychology, and sociology, with instruction in:

- a. The history, resources, development, and government of California and the United States, including:
 - (1) American government and civics, including the study of all of the following:
 - (a) The Declaration of Independence
 - (b) The United States Constitution, including the Bill of Rights
 - (c) The Federalist Papers
 - (d) The Emancipation Proclamation
 - (e) The Gettysburg Address
 - (f) George Washington's Farewell Address
 - (2) Early California history and the role and contributions of both men and women, African Americans, Native Americans, Hispanics, Asians, Pacific Island people, and other ethnic groups to the economic, political, and social development of California and the nation, with particular emphasis on the role of these groups in contemporary society (Education Code 51204.5)
 - b. The American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the state and federal constitutions.
 - c. The development of the American economic system, including the role of the entrepreneur and labor
 - d. The individual's relations to human and natural environments, including the protection, conservation, and wise use of resources and the necessity for protecting the environment
 - e. Eastern and western cultures and civilizations
 - f. Human rights issues, with particular attention to the study of the inhumanity of genocide, slavery, and the Holocaust
 - g. Contemporary issues
- 3. Foreign language(s): understanding, speaking, reading, and writing.
 - 4. Physical education, with emphasis on activities conducive to health and vigor of body and mind.

C-6
PSS

5. Science, including physical and biological sciences, with emphasis on basic concepts, theories, and processes of scientific investigation and on humanity's place in ecological systems, and with appropriate applications of the interrelation and interdependence of the sciences.
6. Mathematics, including instruction designed to develop mathematical understandings, operational skills, and insight into problem-solving procedures.
7. Visual and performing arts, including art, music or drama, with emphasis upon development of aesthetic appreciation and the skills of creative expression.
8. Applied arts, including instruction in consumer and homemaking education, industrial arts, general business education, or general agriculture.
9. Vocational-technical education designed to prepare youth for gainful employment and/or further acquisition of technical skills in institutions of higher education.
10. Automobile driver education, including instruction in:
 - a. Vehicle Code provisions and other relevant state laws
 - b. Proper acceptance of personal responsibility in traffic
 - c. Appreciation of the causes, seriousness, and consequences of traffic accidents
 - d. Knowledge and attitudes necessary for the safe operation of motor vehicles
 - e. The safe operation of motorcycles
 - f. The dangers involved in consuming alcohol or drugs in connection with the operation of a motor vehicle
11. Personal and public safety and accident prevention, including instruction in:
 - a. Emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation when appropriate equipment is available
 - b. Fire prevention
 - c. Venereal disease
 - d. AIDS and AIDS prevention

- e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body and upon prenatal development in life sciences classes
- f. Prenatal care
- g. Violence as a public health issue

Adopted



CONTROVERSIAL ISSUES

In order for students to develop skills and abilities in critical thinking and dealing with significant issues, the Board believes that opportunity should be provided for the examination of controversial issues through discussion and the reading of statements bearing on these issues.

Teachers have a responsibility to teach about controversial issues and shall be free to consider all issues which will contribute to the educational development of students. Such teaching shall at all times be consistent with District policies and State law.

All instructional materials used in teaching about controversial issues must adequately and objectively cover essential aspects of all sides of each issue. Therefore, the teacher shall make careful evaluation and judgment of issues before including them in the instructional program.

Controversial matters, especially those which have strong emotional overtones, require the exercise of good judgment as to the kinds of materials that are appropriate. The maturity level of the students shall be considered in developing presentations at each educational level.

The teacher shall recognize the difference between teaching and advocating, and he/she must avoid promoting partisan viewpoints. He/she must keep well informed, aid pupils in researching facts, and help them to make carefully considered evaluations based upon all sides of the issue.

Methods of Handling Controversial Issues in Sensitive Areas

1. Materials and resource speakers in sensitive areas (non-democratic ideologies, sex, religion, evolution, racial prejudice, etc.) must be approved by the principal before using them in the classroom. Teachers sponsoring guest speakers shall either ask them not to use their position or influence on students to forward their own religious, political, economic, or social views or shall take active steps to neutralize whatever bias has been presented.
2. The teacher shall interpret materials by explaining their significance and pointing out possible missing arguments, interpretations, and points of view, helping students separate fact from opinion and warning them against drawing conclusions from insufficient data. The teacher shall not suppress any student's view on the issue as long as its expression is not malicious or abusive toward others.

Religious Matters Properly Included in Courses of Study

No publication of a sectarian, partisan, or denominational character shall be distributed or used for sectarian, partisan, or denominational purposes in any school, except that nothing herein shall restrict the development and use of

school library collections. No sectarian or denomination doctrine shall be taught in any school.

"Nothing in the code shall be construed to prevent, or exclude from the public schools, references to religion or references to or the use of religious literature, art, or music or other things having a religious significance when such references or uses do not constitute instruction in religious principles or aid to any religious sect, church, creed or sectarian purpose and when such references or uses are incidental to or illustrative of matters properly included in the course of study." Education Code Section 51511

Legal Reference:

EDUCATION CODE

35160.5

51550

51510

51511

51530

51550

60040

60044

60045

Adopted 8/1/67

Revised 3/70, 6/21/82

Revised

CONTROVERSIAL ISSUES

In order for students to develop skills and abilities in critical thinking and dealing with significant issues, the School District holds that opportunity should be provided for the examination of controversial issues through discussion and the reading of statements bearing on these issues.

Teachers have a responsibility to teach about controversial issues and shall be free to consider all issues which will contribute to the educational development of students. Such teaching shall at all times be consistent with District policies and State law.

All instructional materials used in teaching about controversial issues must adequately and objectively cover essential aspects of each issue. Therefore, the teacher shall make careful evaluation and judgment of issues before including them in the instructional program.

Controversial matters, especially those which have strong emotional overtones, require the exercise of good judgment as to the kinds of material that are appropriate. Two criteria shall be considered in developing presentation at each educational level:

- (1) the maturity level of the students
- (2) the capacity of students for understanding both concepts and values

The teacher shall recognize the difference between teaching and advocating, and he/she must avoid promoting partisan viewpoints. He/she must keep well informed, aid pupils in researching facts, and help them to make carefully considered evaluations based upon all sides of the issue.

Methods of Handling Controversial Issues in Sensitive Areas

- (1) Materials and resource speakers in sensitive areas (non-democratic ideologies, sex, religion, communism, evolution, racial prejudice, etc.) must be approved by the principal before using them in the classroom.
- (2) Interpret materials by explaining their significance and pointing out possible missing arguments, interpretations, and points of view.

Religious Matters Properly Included in Courses of Study

No publication of a sectarian, partisan, or denominational character shall be distributed or used for sectarian, partisan, or denominational purposes in any school, except that nothing herein shall restrict the development and use of school library collections. No sectarian or denomination doctrine shall be taught in any school.

OLD

Instruction
Policy 6101
Page 2 of 2

CONTROVERSIAL ISSUES

"Nothing in the code shall be construed to prevent, or exclude from the public schools, references to religion or references to or the use of religious literature, art, or music or other things having a religious significance when such references or uses do not constitute instruction in religious principles or aid to any religious sect, church, creed or sectarian purpose and when such references or uses are incidental to or illustrative of matters properly included in the course of study."

Education Code Section 51511

Adopted 8/1/67
Revised 3/70, 6/21/82
Revised/Readopted/Renumbered 9/4/90

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Pg 4

CONTROVERSIAL ISSUES

Controversial issues may be discussed in the classroom, provided that:

1. The issue is related to the course of study and provides opportunities for critical thinking, for developing tolerance, and for understanding conflicting points of view.
2. The issue has a meaningful relationship to matters of concern to the students.
3. Available information about the issues is sufficient to allow alternative points of view to be discussed and evaluated on a factual basis.
4. All sides of the issue are given a proper hearing, using established facts as primary evidence.
5. The issue has points of view which can be understood and defined by the students.
6. The teacher does not use his/her position to forward his/her own religious, political, economic, or social bias. The teacher may express a personal opinion if he/she identifies it as such and does not express the opinion for the purpose of persuading students to his/her point of view.
7. Discussion or study of the issue is instigated by the students or by the established curriculum, but not by a source outside of the schools.
8. The discussion does not reflect adversely upon persons because of their race, sex, color, creed, national origin, ancestry, handicap, or occupation.
9. The oral or written presentation does not violate state or federal law.

The Superintendent or designee shall have the authority to judge whether the above conditions are being met.

Adopted

CURRICULUM DEVELOPMENT AND EVALUATION

The Board accepts responsibility for establishing what students should learn. The Board shall adopt a district curriculum which reflects district philosophy, responds to student needs and abilities, and is consistent with the requirements of law. Insofar as possible, this curriculum shall also reflect the desires of the community and the needs of society as a whole.

The Board considers curriculum improvement to be a major priority for the district. Curriculum development and evaluation will therefore be an ongoing process in the district, routinely supported by planned allocations of resources and staff time.

The Board may establish a curriculum review cycle for comparing each area of the curriculum against state model curriculum standards and Board policy.

The Superintendent or designee shall establish procedures which ensure that the curriculum development and evaluation process includes input from teachers, administrators, students, and parents/guardians from all grade levels, disciplines, schools, special programs, and categories of students. The selection and evaluation of instructional materials shall be coordinated with the curriculum development and evaluation process.

The Superintendent or designee shall keep the Board informed about student interest and achievement in each area of the curriculum. The Superintendent or designee also shall facilitate the Board's efforts to discuss its findings with district staff and students before adopting district curriculum.

Legal Reference:

EDUCATION CODE

40

35160

35160.1

51050-51057

51200-51263

51225.3

51500-51551

51720-51879

52000-52049

52060-52067

52160-52178

52200-52212

52300-52414

54000-54041

54100-54145

56000-56865

GOVERNMENT CODE

3543.2

CODE OF REGULATIONS, TITLE 5

4000-4091

4300-4320

4400-4426

Adopted

SECONDARY LEVEL COURSE APPROVAL

All new or revised courses to be offered in grades 9-12 shall be recommended by the Superintendent and approved by the Board of Education before publicizing as an offering to students.

Requests for approval shall contain at least the following information:

1. A course title
2. A course description
3. Course prerequisites, if any
4. The number of semester credits to be earned upon successful completion
5. The textbook to be used (if any)
6. The course goals, or reason for offering the course.
7. Exit learning objectives for students who take the course
8. An outline of the course content and organization

The Board of Education recognizes that ample time is necessary for both the "course approval process" to occur as well as for the counseling and programming of secondary students into appropriate classes. Therefore, in general, new course proposals must be submitted to the Assistant Superintendent Education Services at least sixteen (16) weeks prior to full implementation of the course.

Legal Reference:

EDUCATION CODE

40

35160

35160.1

51050-51057

51200-51263

51225.3

51500-51551

51720-51879

52000-52049

52060-52067

52160-52178

52200-52212

52300-52414

54000-54041

54100-54145

56000-56865

GOVERNMENT CODE

3543.2

CODE OF REGULATIONS, TITLE 5

4000-4091

4300-4320

4400-4426

Adopted 6/5/78

Revised 7/21/80

Readopted 6/21/82

Readopted/Renumbered 9/4/90

Revised

OLD

COURSE APPROVAL

All new or revised courses to be offered in grades 7-12 shall be recommended by the Superintendent and approved by the Board of Education before publicizing as an offering to students.

Requests for approval shall contain at least the following information:

1. A course title.
2. A course description
3. The number of semester credits to be earned upon successful completion.
4. The textbook to be used (if any).
5. The proposed date of adoption.
6. The proposed date prior to which the course will be reviewed to determine if continuation, revision or termination is to occur.

The Board of Education recognizes that ample time is necessary for both the "course approval process" to occur as well as for the counseling and programming of secondary students into appropriate classes. Therefore, in general, new course offerings must be delivered to the Assistant Superintendent Curriculum, Instruction and Assessment at least sixteen (16) weeks prior to full implementation of the course.

The preceding timeline will not be binding when situations are deemed to be "exceptional" by the Assistant Superintendent.

Adopted 6/5/78
Revised 7/21/80
Readopted 6/21/82
Readopted/Renumbered 9/4/90

ENVIRONMENTAL EDUCATION

The Board recognizes that the schools play a crucial role in educating students on environmental issues and preparing them to be the stewards of their natural resources. The quality of life in future generations will depend upon our students' willingness and ability to solve today's environmental problems and prevent new ones from developing.

The Board desires to offer environmental education that fosters attitudes of personal responsibility toward the environment and provides students with the concepts, knowledge, and skills needed to contribute meaningfully to decisions involving the environment and its resources. At all grade levels, environmental facts should be taught as they relate to each other, so that students will learn basic ecological principles, the interrelated nature of living processes, the effect of human activities on ecological relationships, and the interdependence of humanity and nature.

The Board encourages school and classroom activities that encourage students to recycle, conserve water and energy, use biodegradable materials when possible, and dispose of wastes in an environmentally sound way.

The Board encourages staff to provide students with opportunities to increase their understanding of science and the interdependence of living things through the study of endangered species in local habitats and through participation in projects related to this study.

Students may be offered the opportunity to participate in outdoor education programs.

Legal Reference

EDUCATION CODE

8700-8707

8720-8723

8760

37222

51210

51220

Adopted 12/2/91

Revised/Renumbered (old 6142.5)

OLD (new 6110)

Instruction
Policy 6142.5

ENVIRONMENTAL AWARENESS

The quality of life in future generations will depend upon our students' willingness and ability to solve today's environmental problems and prevent new ones from developing. Therefore, the Governing Board recognizes that the schools play an important role in developing student awareness of environmental issues.

The Board supports school activities that encourage students to recycle, conserve water and energy, use biodegradable materials when possible, and dispose of wastes in an environmentally sound way.

Further, the Board encourages staff to provide students with opportunities to increase their understanding of the interdependence of living things through the study of endangered species in local habitats and through participation in projects related to this study.

Adopted 12/02/91

HEALTH EDUCATION

The Board perceives health education as part of a comprehensive district program to promote the health and well-being of students and staff. As part of this program, the Board is committed to providing for physical education, health services, nutrition services, psychological and counseling services, a safe and healthy school environment, health promotion for staff, and parent/guardian/community involvement.

The Board believes that health education should foster the knowledge, understanding, critical thinking skills, and behaviors that students will need in order to lead healthy, productive lives. Besides understanding the process of growth and development, students should know how to obtain and use health-related information, products, and services. They should learn to accept personal responsibility for their own lifelong health and to respect and promote the health of others.

The district shall provide instruction related to the following:

1. Personal health
2. Consumer and community health
3. Injury prevention and safety
4. Alcohol, tobacco and other drugs
5. Nutrition
6. Environmental health
7. Family living
8. Individual growth and development
9. Communicable and chronic diseases including HIV/AIDS

The above content areas shall be addressed in a planned, sequential curriculum for students in kindergarten through twelfth grade. Concepts related to mental and emotional health shall be woven throughout the content areas.

Legal Reference

EDUCATION CODE

8850.5	51202	51550
39876	51203	51553
44806	51210	51820
49413	51220.5	51890
49490	51240	
49500	51260	
49530	51265	
51201.5	51513	

Adopted

MATHEMATICS INSTRUCTION

The Governing Board desires to offer a rigorous mathematics program that provides a strong foundation in basic mathematical skills and prepares students to apply mathematics in real life. The Superintendent or designee shall develop grade-level curricula that offer a balanced instructional program, including but not limited to:

1. Basic mathematical skills: quantification, basic facts, sorting and classification, and computational skills including addition, subtraction, multiplication, division, fractions, decimals, squares, and square roots.
2. Conceptual understanding: knowledge and application of facts and definitions, identification of principles, understanding of relationships among mathematical concepts, recognition and application of signs, symbols, and terms.
3. Problem solving: use of mathematical concepts, skills, tools and reasoning strategies to formulate and solve problems in a variety of situations.

The mathematics program shall develop such knowledge, understanding, and skills in the subject areas of numbers, measurement, geometry, functions, statistics and probability, logic, algebra, and discrete mathematics. Students should know, understand, and demonstrate concepts through their application to classroom and real-life situations.

The Superintendent or designee shall ensure that all students have many opportunities to take the full range of mathematics course options.

The Board shall establish specific content and performance standards in mathematical skills, concepts, and problem-solving ability for each grade level. Students at risk of failing to meet performance standards shall receive additional assistance and intervention.

The Superintendent or designee shall ensure that certificated staff have opportunities to participate in professional development activities designed to increase their knowledge and skills in effective mathematics teaching practices.

Students shall have access to sufficient instructional materials, including manipulatives and technology, to support a balanced mathematics program.

Legal Reference
EDUCATION CODE
51210
51220

Adopted

PHYSICAL EDUCATION

The Governing Board desires to provide a physical education program which builds interest and proficiency in movement skills and encourages students' lifelong fitness through physical activity. Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach students how to cooperate in the achievement of common goals.

The Board shall approve the components of the physical education program.

Physical education staff shall take special care to ensure that excessive physical exertion is not required of students who have informed staff of a heart or respiratory condition or other physical disability that may restrict such activity. Any dispute concerning such a condition shall be submitted to the principal or designee, who may make appropriate inquiries consistent with state and federal law. An appropriate alternative activity shall be provided for these students.

Physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, hot weather, or other inclement conditions.

The Superintendent or designee may excuse any student in grade 10, 11, or 12 who attends a regional occupational center or program from attending physical education courses if such attendance results in hardship because of the travel time involved.

The Superintendent or designee may exempt students from physical education when they are participating in interscholastic athletic programs which entail comparable amounts of time and physical activity, provided their physical education, in its entirety, meets the district's curriculum standards.

Legal Reference

EDUCATION CODE

49066

51241

51242

52316

60800

CODE OF REGULATIONS, TITLE 5

3051.5

10060

UNITED STATES CODE, TITLE 29

794

53 Ops. Atty. Gen. 230 (1970)

Adopted

PHYSICAL EDUCATION

During each March, April, or May, students in grades 5, 7, and 9 shall undergo the physical performance testing designated by the State Board of Education. Students with a physical disability and students who are physically unable to take all of the test shall undergo as much of the test as their physical condition will permit. (Education Code 60800)

With the consent of the student, the Superintendent or designee may grant temporary exemption from physical education when a student is enrolled for one-half time or less, or when a student is ill or injured and a modified program to meet his/her needs cannot be provided. Permanent exemptions shall be granted only as provided by law. (Education Code 51241)

Adopted

READING/LANGUAGE ARTS INSTRUCTION

The Governing Board recognizes that reading and other language arts constitute the basic foundation for learning in other disciplines. Students should develop an appreciation for literature and for reading as a means to acquire knowledge. They also should develop oral and written language skills that enable them to effectively communicate with others.

The Board desires to offer a comprehensive, balanced reading/language arts program that ensures that all students have the skills necessary to read fluently and for meaning. The program shall integrate reading, writing, speaking, and listening activities in order to build strong communication skills.

Teachers are encouraged to use a variety of instructional strategies to accommodate the needs of beginning readers and the varying abilities of more advanced readers. The Superintendent or designee shall provide professional development opportunities as needed to ensure that teachers are knowledgeable about how students develop language skills, are able to analyze students' developing literacy, and are able to draw from a variety of instructional strategies and materials.

The Superintendent or designee shall ensure that the reading/language arts program offers sufficient access to reading materials of varying levels of difficulty, including fiction and nonfiction works, so that students are continually reading at an appropriate level. In addition, technology should be available to support all areas of literacy.

For each grade level, the Board shall adopt standards of competency in reading, speaking, and writing, including spelling and grammar.

Grades K-3

The goal of the district's early literacy program shall be to ensure that all students are able to read fluently and at grade level by the end of third grade. To reach this goal, the Superintendent or designee shall design a balanced and comprehensive reading/language arts program with the following components:

1. Explicit skill development for beginning readers that includes phonemic awareness, phonics, and decoding skills, and sufficient practice and repetition of these skills.
2. A strong literature, language, and comprehension program that includes a balance of oral and written language.
3. Ongoing diagnosis of individual students' skills
4. An early intervention program that provides assistance to children at risk of reading failure.

Grades 4-12

The Board recognizes that reading/language arts instruction is an integral component of the curriculum at all grade levels. Continuous progress in fluency and comprehension shall be the goal of reading/language arts instruction in grades 4 through 12.

The program in these grades shall promote reading for subject matter comprehension, developing understanding of progressively more advanced reading material, analyzing and discussing a variety of reading materials, increasing the frequency of reading, developing more complex writing skills with attention to composition and vocabulary, and developing other communications skills.

When students in these grades do not have fully developed reading/language arts skills, resources shall be made available to assist them in reaching a reading level sufficient to meet the demands of grade-level material. Staff at all grade levels and in every subject shall take responsibility for supporting and expanding students' literacy skills.

Legal Reference
EDUCATION CODE
51210
51220

Adopted

SCIENCE INSTRUCTION

The Board believes that science education should focus on giving students an understanding of key scientific concepts and a capacity for scientific ways of thinking. Students should become familiar with the natural world and the interrelation of science, mathematics, and technology. As part of their science instruction, students should learn how to apply scientific knowledge and ways of thinking for individual and social purposes.

As a matter of principle, science teachers are professionally bound to limit their teaching to content that meets the criteria of scientific fact, hypothesis, and theory as these terms are used in natural sciences. A scientific fact is an understanding based on confirmable observations and is subject to test and rejection. A scientific hypothesis is an attempt to frame a question as a testable proposition. A scientific theory organizes and explains a range of natural phenomena on the basis of facts and hypotheses. Scientific theories are constantly subject to testing, modification, and refutation as new evidence and new ideas emerge.

Philosophical and religious theories are based, at least in part, on faith, and are not subject to scientific test and refutation. Such beliefs shall not be discussed in science classes, but may be addressed in the social science and language arts curricula.

Legal Reference
EDUCATION CODE
51210
51220

Adopted

SCIENCE INSTRUCTION

In science courses where it is appropriate to teach about evolution theories, the following note shall be included in the course plans.

When teaching about evolution theories, it is important that the teacher communicate to the students that these theories and all theories are subject to new observation. New observations may strengthen theories or cause scientists to alter them. It is necessary to keep in mind that many students may have deeply-held beliefs about the creation of life that may be, or appear to be, counter to evolution theories. The point of view held by those who believe in creation should be presented and acknowledged. These beliefs must be respected and never belittled. The teacher is encouraged to consider in class all ideas of the origins of life.

Adopted 5/18/87
Readopted/Renumbered 9/4/90
Revised/Renumbered (old Policy 6102)

SCIENCE THEORIES

In science courses where it is appropriate to teach about evolutionary theories, the following note shall be included in the course plans.

When teaching about evolutionary theories, it is important that the teacher communicate to the students that these theories and all theories are subject to new observation. New observations may strengthen theories or cause scientists to alter them. It is necessary to keep in mind that many students may have deeply-held beliefs about the creation of life that may be, or appear to be, counter to evolutionary theories. The point of view held by those who believe in creation should be mentioned and acknowledged. These beliefs must be respected and never belittled. The teacher is encouraged to consider in class all ideas of the origins of life.

Adopted 5/18/87
Readopted/Renumbered 9/4/90

FOREIGN LANGUAGE INSTRUCTION

The Board believes that every district student should have the opportunity and be encouraged to study a language other than their native language at some time in grades K-12. The benefits to the student can be economic, civic, cultural, and intellectual. The ability to communicate in more than one language increases the students' vocational options as an adult. Learning another language brings about increased understanding among people in a multicultural society. Also, studying another language sharpens many intellectual skills, including the student's native language ability.

The Board recognizes that a communications-based approach is most likely to help students develop the skills necessary to produce and receive understandable messages in the target language. When the language of instruction is the language being learned, students more quickly realize that exchanging information and discussing feelings and social conventions in another language are done similarly to their own native language and this connection facilitates learning.

The Board also affirms that a foreign language should be taught within the context of the culture where the language is spoken. Part of learning a new language is learning to recognize differences in world views, cultures, beliefs, and social conventions.

Legal Reference
Education Code
51212

Adopted

VISUAL AND PERFORMING ARTS EDUCATION

The Governing Board recognizes that by studying visual and performing arts, students develop critical and creative thinking skills, initiative, discipline and, perceptual abilities that extend to all areas of life. The Board believes that a comprehensive arts education program should be an integral part of the basic education offered to all students in all grades.

A comprehensive arts education program includes a written, sequential curriculum in drama/theater, music, and the visual arts. The Board recognizes that instructional time, credentialed staff, facilities, supplies, and curriculum materials all are needed to support a quality arts program.

The Superintendent or designee shall encourage the integration of community arts resources into the schools. Students shall have opportunities to attend musical and theatrical performances and to observe the work of accomplished artists.

The Board encourages all teachers to enliven and enrich the subjects they teach through use of the arts.

Legal Reference
EDUCATION CODE
8950-8959
51204
51225.3
58800-58805
99200-99205

Adopted

VOCATIONAL EDUCATION

The Governing Board affirms the importance of providing all students with quality vocational education experiences that teach life skills, demonstrate the value of work, and provide training that leads to entry-level employment. The Board views vocational education and academic education as complementary educational programs. Vocational courses should give students abundant opportunities to obtain or reinforce basic academic skills. Teachers should emphasize as often as possible the practical applications of academics to the working world.

The Board recognizes that vocational education is best presented in a well-articulated sequence of courses, with instruction first given in broad clusters of skills basic to similar occupations. A comprehensive vocational education includes research into various employment options, vocational counseling, establishment of career goals, and the development of job skills, good work attitudes, and job hunting strategies.

Because the equipment used in business and industry changes rapidly, as do the skills needed to operate it, the Board especially desires that the district's vocational education program be updated as often as possible to reflect current vocational practices, changes in technology, and labor market conditions.

Equal access shall be provided in recruitment, enrollment, and placement activities of the vocational education program without regard to gender, race, national origin, color, disability, or handicap.

Every three years, the Board shall compare the district's existing vocational curriculum, course content, and course sequence with model state curriculum standards.

The Superintendent or designee shall establish procedures for the systematic review of district vocational education classes to determine the degree to which each class may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed by the district for high school graduation. The Superintendent or designee shall present the Board with evidence that enables the Board to ensure that these classes are equivalent in content and rigor to the courses prescribed for graduation.

Advisory Committee

The Board shall appoint a vocational education advisory committee as required by law to develop recommendations on the vocational education program and provide liaison between the district and potential employers.

The Board expects that this advisory committee will provide staff with useful information about new technologies and the changing needs of community businesses.

The school site council at each school shall consider the recommendations of the vocational advisory committee.

Legal Reference

EDUCATION CODE

8070

48430

51225.3

51226

51228

52300-52335.8

52350-52355

52370-52376

52450-52462

52910-92911

52980-52982

54728

54761

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

Public Law 98-524, 204

FEDERAL REGISTER

Vol. 45, No. 92, 5/9/90, p. 30929

Vol. 50, No. 159, 8/16/85, p. 3308

Adopted

LEARNING THROUGH COMMUNITY SERVICE

The Board recognizes that community service can help students develop skills, career awareness and self-esteem. Service experience also can motivate students by letting them apply what they are studying to local needs and problems and by showing them that they can make a contribution to their community.

Integrated Community Service

The Board supports the integration of community service activities with the curriculum so as to enhance learning in all subject areas. The Board encourages staff to collaborate with local public and nonprofit agencies in order to develop service learning activities that meet educational objectives and also fit in with current community efforts to meet human, educational, environmental, or public safety needs.

Community service learning experience may be required for certain high school courses.

Parents/guardians shall receive information about the community service learning opportunities offered by the district and their benefits for both the community and the student. The district shall ask parents/guardians to acknowledge this information before students participate in off-campus service activities.

Legal Reference

EDUCATION CODE

35160

35160.1

51210

51220

51745

UNITED STATES CODE, TITLE 42

12407

Adopted

FAMILY LIFE/SEX EDUCATION

The Board believes that a wholesome, well-planned sequence of instruction about family life and human sexuality is essential to the general education of all students. Lack of information or pervasive misinformation can cause low personal esteem, increased risk for sexually transmitted disease, unintended pregnancy or sterility, and school dropout. The district curriculum shall help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality.

The district family life/sex education program shall encourage students to be abstinent and to conceptualize sexual behavior in the ethical and moral context of marriage. The program shall be age-appropriate and shall address a full range of topics, including parenting and birth control, and shall emphasize that abstinence from sex is the only totally effective protection against unwanted pregnancy, sexually transmitted diseases, and sexually transmitted AIDS. All courses that discuss sexual intercourse shall satisfy the criteria established by law.

At the secondary level, the family life/sex education program shall be placed in a course that is required for all students.

Teachers who provide instruction in family life/sex education shall have professional preparation, either preservice or inservice, in the subject area.

Parent/Guardian Notification and Involvement

Parents/guardians shall be notified in writing before students are offered any instruction in which human reproductive organs and their functions, processes, or diseases are described, illustrated, or discussed. This notification shall inform parents/guardians that they must give their permission in writing for their child to attend the class. No student shall attend such instruction if the school does not receive this permission. At the parent/guardian's request, any student may be excused from any part of family life/sex education instruction.

All materials used for the above instruction shall be available for inspection by parents/guardians at reasonable times and places prior to the onset of instruction. The above notification shall inform parents/guardians of their right to inspect these materials.

Legal Reference

EDUCATION CODE

48980

51202

51240

51550

51553

51820

FAMILY LIFE/SEX EDUCATION GUIDELINES, California State Department of Education, 1987.

Adopted

SOCIAL SCIENCE INSTRUCTION

The Governing Board believes that the world of the future will be characterized by both continuity and change. The study of continuity and change should be the main focus of the history - social science curriculum. The knowledge provided by these disciplines will enable students to appreciate how ideas, events, and individuals have interacted to produce change over time as well as to recognize the conditions and forces that maintain continuity within human societies.

The board desires that students in every grade develop ethical understanding - that they see the connection between ideas and behavior, between value and ideals that people hold, and the ethical consequences of those beliefs.

Social science is centered on the chronological study of history, but should be integrated and correlated with all disciplines within and outside the field, including the use of literature, both of the period and about the period.

The Board recognizes that our country has always been a multicultural society composed of diverse peoples who came here, willingly or not, from all parts of the globe. Public schools are the most common shared experience for most Americans, and it is the job of the schools to preserve and perpetuate our common pluralistic culture and to accurately reflect the contributions of all ethnic groups to the common culture.

Students must learn to respect and work cooperatively with persons of all backgrounds, recognizing that we all have equal claim to the American culture which we have collectively created and which we share. Instruction should help students realize the value of individual differences as well as the human dignity and worth common to all people. Education that emphasizes what we have in common can draw the country together and provide the basis for understanding, trust, and effective communication.

The goal of attaining knowledge and cultural understanding is pursued by developing students' literacy in history and other humanities (including ethics), geography, economics, sociology, and political science. The board believes that there are certain essential learnings integral to the development of each of these literacy strands which must be achieved by all students in the District.

The Board affirms that the goal of democratic understanding and civic values is centered on our essential understanding of our nation's identity and constitutional heritage; the civic values that undergird the nation's constitutional order; promotion of cohesion across all groups in a pluralistic society; and the rights and responsibilities of all citizens.

The curricular goal of skills attainment and social participation must be pursued by developing students' participation skills, critical thinking, and basic study skills.

Legal Reference
EDUCATION CODE
44560
60040

CODE OF REGULATIONS, TITLE 5
3935

Adopted

0-21

WORK EXPERIENCE EDUCATION

The Governing Board believes that work experience education programs can provide students with valuable instruction in the skills, attitudes, and understandings they need in order to be successfully employed.

To strike a proper balance between work experience and academic instruction, students may earn up to 40 semester credits for the satisfactory completion of a work experience program. No more than ten credits may be earned in any one semester.

The Superintendent or designee shall ensure that students in work experience programs receive at least the equivalent of one instructional period a week or related classroom instruction or counseling. Such instruction shall occur in sessions scheduled intermittently throughout the semester.

The Superintendent or designee shall ensure that the work experience education program meets all of the requirements of law governing these programs.

Legal Reference

EDUCATION CODE

46144

46300

49110-45118

51760-51769.5

51760.3

54729

CODE OF REGULATIONS, TITLE 5

10070-10075

Adopted

HIV/AIDS PREVENTION INSTRUCTION

The Governing Board recognizes that Human Immunodeficiency Virus (HIV) infection and Acquired Immune Deficiency Syndrome (AIDS) pose a public health crisis. Public education is society's most effective method for slowing the spread of this disease.

The district shall provide HIV/AIDS prevention instruction at least once in middle school and once in high school, as required by Education Code 51201.5.

The district's HIV/AIDS prevention curriculum shall be part of a comprehensive health education program that teaches acceptance of personal responsibility and emphasizes healthy decision making.

HIV/AIDS prevention instruction shall be focused on giving students the knowledge, skills, and motivation to avoid high-risk behavior that may lead to HIV infection.

No student shall attend HIV/AIDS prevention instruction unless his/her parent/guardian agrees in writing that he/she attend. (Education Code 51201.5)

The Superintendent or designee shall ensure that staff members who present HIV/AIDS prevention instruction are adequately trained and have periodic inservice opportunities to remain current with new prevention education techniques and new developments in the scientific understanding of HIV/AIDS.

The Superintendent or designee shall provide parents/guardians an opportunity to examine all instructional materials related to HIV/AIDS instruction before they are used with the students and shall inform them of their right to inspect these materials.

Legal Reference

EDUCATION CODE

48980
51201.5
51202
51203
51229.8
51240
51550
51820

Adopted 9/8/92

Revised/Renumbered (old No. 6412)

OLD (new 6/24)

Students
Policy 6412

AIDS PREVENTION INSTRUCTION

The Governing Board recognizes that Human Immunodeficiency Virus (HIV) infection and Acquired Immune Deficiency Syndrome (AIDS) pose a public health crisis. Public education is society's most effective method for slowing the spread of this disease.

The district shall provide HIV/AIDS prevention instruction at least once in middle school and once in high school, as required by Education Code 51201.5.

No student shall attend AIDS prevention instruction if his/her parent/guardian requests in writing that he/she not attend. (Education Code 51201.5)

The Superintendent or designee shall ensure that staff members who present HIV/AIDS prevention instruction are adequately trained and have periodic inservice opportunities to remain current with new prevention education techniques and new developments in the scientific understanding of HIV/AIDS.

The Superintendent or designee shall provide parents/guardians an opportunity to examine all instructional materials related to HIV/AIDS instruction before they are used with the students and shall inform them of their right to inspect these materials.

New 6/24

Adopted 9/8/92

HIV/AIDS PREVENTION INSTRUCTION

Instruction shall be provided by trained instructors in appropriate courses and shall include:

1. Information on the nature of AIDS and its effect on the human body.
2. Information on how the human immunodeficiency virus (HIV) is and is not transmitted, including information on activities that present the highest risk of HIV infection.
3. Discussion of methods to reduce the risk of HIV infection, including:
 - a. Emphasis that sexual abstinence and abstinence from intravenous drug use are the most effective means for AIDS prevention.
 - b. Statistics based upon the latest medical information citing the failure and success rates of condoms and other contraceptives in preventing sexually transmitted HIV infection.
 - c. Information on other methods that may reduce the risk of HIV transmission from intravenous drug use.
4. Discussion of the social and public health issues associated with AIDS.
5. Information on local resources for HIV testing and medical care.
6. Development of refusal skills to assist students to overcome peer pressure and use effective decision making skills to avoid high-risk activities.
7. Discussion about societal views on AIDS, including stereotypes and myths regarding persons with AIDS. This instruction should emphasize compassion for persons with AIDS.

HIV/AIDS prevention instruction shall accurately reflect the latest information and recommendations from the U.S. Surgeon General, Federal Centers for Disease Control, and the National Academy of Sciences.

Prior to the presentation of HIV/AIDS instruction, parents/guardians of students in grades 7-12 shall receive written notice explaining the purpose of HIV/AIDS prevention instruction and requesting that the parent/guardian approve his/her child to receive this instruction.

No student shall receive AIDS prevention instruction unless his/her parent/guardian agrees in writing that the student receive this instruction.

The Superintendent or designee shall ensure that instructional materials related to HIV infection and AIDS prevention are available and appropriate for use with students of various ages and learning abilities, and that these materials may be used effectively with students who have special needs and those from a variety of ethnic, cultural, and linguistic backgrounds.

AIDS PREVENTION INSTRUCTION

In every grade level at which HIV/AIDS prevention instruction is presented, this instruction shall be appropriate to the age of the students. Sufficient classroom time shall be provided to allow students to ask questions and discuss issues raised by the information presented.

At least once in middle school and once in high school, AIDS prevention instruction shall be provided by trained instructors in appropriate courses and shall include:

1. Information on the nature of AIDS and its effects on the human body.
2. Information on how the human immunodeficiency virus is and is not transmitted, including information on activities that present the highest risk of HIV infection.
3. Discussion of methods to reduce the risk of HIV infection, including:
 - a. Emphasis that sexual abstinence and abstinence from intravenous drug use are the only 100% effective means for AIDS prevention.
 - b. Statistics based upon the latest medical information citing the failure and success rates of condoms and other contraceptives in preventing sexually transmitted HIV infection.
 - c. Information on other methods that may reduce the risk of HIV transmission from intravenous drug use.
4. Discussion of the public health issues associated with AIDS.
5. Development of refusal skills to assist students to overcome peer pressure and use effective decision making skills to avoid high-risk activities.

HIV/AIDS prevention instruction shall accurately reflect the latest information and recommendations from the U.S. Surgeon General, federal Centers for Disease Control, and the National Academy of Sciences. (Education Code 51201.5)

At the beginning of the school year, parents/guardians of students in grades 7-12 shall receive written notice explaining the purpose of HIV/AIDS prevention instruction and specifying that the parent/guardian may request that his/her child not receive this instruction. (Education Code 51201.5)

The Superintendent or designee shall ensure that instructional materials related to HIV infection and AIDS prevention are available and appropriate for use with students of various ages and learning abilities, and that these materials may be used effectively with students who have special needs and those from a variety of ethnic, cultural and linguistic backgrounds. (Education Code 51201.5)

ASSEMBLIES AND SPECIAL EVENTS

The Governing Board believes that assemblies and special events should promote a positive school climate. Assemblies should be designed to emphasize cooperation and similarities among students rather than competition and differences between students of diverse backgrounds. In addition, showcasing student achievement in academics, athletics, music, art, drama, or other such activities can provide many students with self-esteem and an incentive to be in school.

The principal or designee shall ensure that the speakers and community resources featured in school assemblies and special events are carefully selected and balanced. Prospective speakers shall agree that they will present material of educational relevance that is appropriate to the maturity of the audience, with no statements that are obscene, vulgar, or that incite disrespect for authority or violence.

The principal or designee shall schedule assemblies and special events so as to minimize disruptions and meet the requirements of law and negotiated agreements. The principal or designee may limit the number of such events whenever they encroach upon or do not support the instructional program.

Legal Reference
EDUCATION CODE
35160

Adopted

CHALLENGING COURSES BY EXAMINATION

Challenging Courses by Examination

The Governing Board recognizes the occasional need to allow students in grades 9-12 to take examinations which assist in the proper placement of students in the course of study. Students may receive credit by demonstrating a competency through examination and/or performance.

The examination given to students under this policy shall be a comprehensive examination which shall cover all of the objectives of the course being challenged. Successful completion of the examination shall be at a level which indicates mastery of the content and/or reasonable chance for success in the next higher course.

Legal Reference
EDUCATION CODE
51225.3
52017

Adopted

CHALLENGING COURSES BY EXAMINATION

Students in grades 9-12 will be permitted to challenge a course by examination. Department course objectives and procedures for challenging courses will be a part of student orientation and outlined in secondary school handbooks.

Procedures

Prior to challenging a course, currently enrolled students must file a request with the principal or designee for approval to challenge a course in the summer or within the first two (2) weeks of a semester. New enrollees must file a request to take the examination within two (2) weeks of the time of initial entry to high school classes.

The student will inform the high school principal or designee of his/her intent to challenge the course. Designees may be department chairpersons. The request shall include but not be limited to the following:

1. Grades in courses of the subject area of the challenge.
2. Recommendations from the teacher.
3. Substitute courses to be taken by the student.
4. Student's rationale or reasons for wishing to challenge a specific course.

Guidelines

The challenge examination may be offered to requesting students when the course to be challenged is part of a sequence of courses normally taken in specific order, when the course to be challenged is normally required for entry into another course, or when a student's previous/current experiences suggest appropriate mastery of course objectives.

1. During their enrollment in high school, students may challenge no more than 20 credits which meet graduation requirements.
2. A student may challenge and attempt the competencies of a particular course only once. Failure to meet competency of a required course will result in a regular classroom enrollment. A student may not challenge a course in which he/she has previously received a failing grade, a course previously taken where credit was received, a course more elementary than a course in which credit has previously been earned, an Honors or Advanced Placement course, or a physical education course.
3. A student may challenge only one course per semester. This may be a course in which the student is enrolled or any other approved course offering. A student may not attempt credit for a course below his

ability or grade placement. Students may not challenge specific courses required for graduation by the State of California.

Test Content and Administration

It shall be the responsibility of department chairpersons to collaborate with teachers in the development of appropriate district-wide testing procedures and materials for the classes that may be challenged within their department. Departmentally developed curriculum standards shall determine the content and the type of evaluation to be used. The examination should include indirect and direct assessment items in concert with district standards tests. The type of test administered should be dependent upon district standards and the corresponding course outline. Furthermore, it is the responsibility of the department chairperson or designee to supervise the administration, correction, and verification of tests pertaining to the department.

The student must pass the test with at least 80% to receive credit and the grade will be in accordance with his/her achievement level. The results of his/her challenge will be included on his/her permanent record.

Adopted

HOMEWORK/MAKEUP WORK

The Governing Board recognizes that homework contributes toward building responsibility, self-discipline, and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects students, parents/guardians, and staff to view homework as a routine and important part of students' daily lives.

The Superintendent or designee shall ensure that administrators and teachers develop and implement an effective homework plan. As needed, teachers may receive training in designing relevant, challenging, and meaningful homework assignments that reinforce classroom learning objectives. Teacher expectations related to homework may be addressed in their evaluations.

Although it is the student's responsibility to do most homework assignments independently, the Board expects teachers at all grade levels to use parents/guardians as a contributing resource. When students repeatedly fail to do their homework, parents/guardians shall be notified and asked to contact the teacher.

Makeup Work

Students shall be given the opportunity to make up school work missed because of an excused absence and shall receive full credit for work that is turned in according to a reasonable make-up schedule. (Education Code 48205)

Suspended students should be given credit for work that is turned in according to a reasonable make-up schedule.

Legal Reference

EDUCATION CODE

48205

48913

58700

Adopted 8/1/87

Readopted 6/21/82

Revised 7/16/84

Readopted/Renumbered 9/4/90

Revised/Renumbered (old No. 6105)

OLD (new 6132)

Instruction
Policy 6105

HOMEWORK

Definition

Homework is that work assigned to the student by the teacher to be completed in other than class time and is considered to be a valuable part of the educational process. Homework which is assigned shall be a meaningful extension of regular classroom work. Assignment of homework should be coordinated within each school in order to gain the goals desired. Attention should be given to length and quantity of homework as related to the total homework requested of students.

Purposes

1. To contribute to students' self-realization through self-discipline, skills, creativity and satisfaction in learning.
2. To extend and reinforce classroom learning.
3. To develop sound independent study habits.
4. To involve parents in what their child is learning.

New
6/32

Adopted 8/1/67
Readopted 6/21/82
Revised 7/16/84
Readopted/Renumbered 9/4/90

HOMEWORK/MAKEUP WORK

1. Homework should be related closely to classroom instruction and district curriculum standards.
2. Homework should be based on students' needs and be within their ability and achievement range.
3. Teachers at various grade levels should gear homework to reasonable amounts of time in relationship to the age of the students, the requirements of the class, homework assignments in other classes, and the purpose of the assignment. Long-term assignments should have intermediate checks by the teacher.
4. Homework should encompass practice and drill, applications, enrichment and creative activities, interest broadening experiences, makeup work, work to increase students' progress, extra credit work, and completion of class assignments that have been thoroughly explained and demonstrated through teacher-directed instruction.
5. Homework should not be assigned as punishment.
6. Homework should not ordinarily be used to introduce new concepts.
7. Homework should be based on resources which are or can be reasonably available to students.
8. Homework should usually involve material on which the child can work independently.
9. Homework should be clear and well-defined.
10. Homework should be monitored and reviewed.
11. Parents should be encouraged to monitor their child's homework assignments.
12. Homework is not expected to teach a student who is not learning in class, but rather to give him/her practice or application experiences on material related to classroom learning.
13. The type and amount of homework that is expected from the children and when it is expected to be done should be regularly and effectively communicated to parents.
14. Printed or photocopied material which is sent home should be appropriate for student use and clearly and easily readable. Teachers should bear in mind that materials sent home reflect on the teacher, the school, and the district.

Adopted 7/16/84
Readopted/Renumbered 9/4/90
Revised/Renumbered

040
HOMEWORK / makeup work

1. Homework should be related closely to class work.
2. Homework should be based on students' needs and be within their ability and achievement range.
3. Teachers at various grade levels should gear homework to reasonable amounts of time in relationship to the age of the students, the requirements of the class, homework assignments in other classes and the purpose of the assignment. Long-term assignments should have intermediate checks by the teacher.
4. Homework should encompass practice and drill, enrichment and creative activities, interest broadening experiences, makeup work, work to increase students' progress, extra credit work and completion of classroom assignments.
5. Homework should not be assigned ~~purely~~ as punishment.
6. Homework should not ordinarily be used to introduce new concepts.
7. Homework should be based on resources which are or can be reasonably available to students.
8. Homework should usually involve material on which the child can work independently.
9. Homework should be clear and well-defined.
10. Homework should be monitored and reviewed.
11. Parents should be encouraged to monitor their child's homework assignments.
12. Homework is not expected to teach a student who is not learning in class, but rather to give him/her practice on material related to classroom learning.
13. Most parents/guardians want to know what homework is expected from their children and when it is expected to be done. These expectations should be regularly and effectively communicated to parents.
14. Printed, dittoed or mimeographed material which is sent home should be appropriate for student use and clearly and easily readable. What is sent home reflects on the teacher and the school.

Adopted 7/16/84

Readopted/Renumbered 9/4/90

Technical change / renumbered



RELIGIOUS BELIEFS AND CUSTOMS

The Governing Board recognizes that students' education would be incomplete without an understanding of the role of religion in history. It is both proper and important for teachers to objectively discuss the influences of various religions, using religious works and symbols to illustrate their relationship with society, literature, or the arts. The Board expects that such instruction will identify principles common to all religions and foster respect for the multiple creeds practiced by the peoples of the world.

In order to respect each student's individual right to freedom of religious practice, religious indoctrination is clearly forbidden in the public schools. Instruction about religion must not favor, promote, or demean the beliefs or customs of any particular religion or sect. Staff shall be highly sensitive to its obligation not to interfere with the religious development of any student in whatever tradition the student embraces.

Staff shall not endorse, encourage, or solicit religious or anti-religious expression or activities among students. They shall not lead students in prayer or participate in student-initiated prayer. However, staff shall not prohibit or discourage any student from praying or otherwise expressing his/her religious belief as long as this does not disrupt the classroom.

Students may express their beliefs about religion in their homework, artwork, and other written and oral reports if the expression is germane to the assignment. Such work shall be judged by ordinary academic standards, free of discrimination based on religious content.

Religious Holidays

Whereas teaching about religious holidays is a permissible part of the educational program, celebrating religious holidays is not allowed in the public schools. School-sponsored programs shall not be, nor have the effect of being, a religious celebration.

School and classroom decorations may express holiday themes that are not religious in nature.

Legal Reference

EDUCATION CODE

51240

51511

UNITED STATES CODE, TITLE 20

6061

UNITED STATES CODE, TITLE 42

2000bb-2000bb4

Lemon v. Kurtzman, (1971) 403 U.S. 602

Walleye v. Gaffer, (1985) 472 U.S. 38

Adopted

RELIGIOUS BELIEFS AND CUSTOMS

Upon written request of the parent/guardian, a student shall be excused from any part of health, family life, or sex education which conflicts with the religious training, beliefs, or personal moral convictions of the parent/guardian or student.

Alternate activities shall be provided for students who are so excused.

Staff shall make every effort to avoid scheduling examinations, school-sponsored trips, special laboratories, picture-taking days, and class parties on established religious holidays.

Programs and Exhibits

When school programs and exhibits are in any way related to instruction about religion or religious holidays, the following guidelines shall be observed:

1. The principal or designee shall ensure that school-sponsored programs are not, or do not have the effect of being, religiously oriented or a religious celebration.
2. The principal or designee shall participate in planning the program or exhibit and shall be kept informed of its development.
3. Program or exhibit planners shall take into consideration the diverse religious faiths represented in the community, student body, and staff.
4. Students and staff whose beliefs prohibit their participation in a program shall be excused without penalty, and an alternate activity shall be provided for any such students.

Adopted

REQUIREMENTS FOR GRADUATION FROM DAY SECONDARY SCHOOL

The Board of Education is authorized to graduate from high school any pupil who has completed the course of study and meets the prescribed standards of competency. Standards of competency in basic skills shall enable individual achievement and ability to be ascertained and evaluated.

I. Diploma of High School Graduation

The Board of Education shall grant a diploma of high school graduation for the completion of the course of study or curriculum which includes satisfactory completion of a minimum of 230 credits of classroom instruction and supervised learning.

II. Reading, Writing and Mathematics Competencies

The students must demonstrate competence in reading, writing, and mathematics prior to graduation by successfully passing competency based examinations.

III. Certificate and/or Waivers

The High School Principal shall have the responsibility and authority to determine graduation requirements and/or eligibility to meet the needs of the individual student.

IV. Time Requirements

The Board of Education shall issue a diploma of high school graduation without regard to time requirements whenever a pupil successfully completes the course of study or curriculum.

Adopted 9/16/74
Revised 7/5/78, 9/2/80, 6/21
Readopted 9/4/90
Revised

-OLD-

REQUIREMENTS FOR GRADUATION FROM DAY SECONDARY SCHOOL

The Board of Education is authorized to graduate from high school any pupil who has completed the course of study and meets the prescribed standards of competency. Standards of competency in basic skills shall be such as will enable individual achievement and ability to be ascertained and evaluated.

I. Diploma of High School Graduation

The Board of Education shall grant a diploma of high school graduation for the completion of the course of study or curriculum which includes satisfactory completion of a minimum of 200 semester ~~periods~~ credits of classroom instruction and supervised learning. 230

II. Reading, Writing and Mathematics Competencies

The students must demonstrate competence in reading, writing and mathematics prior to graduation by successfully passing competency based examinations.

III. Certificate and/or Waivers

The High School Principal shall have the responsibility and authority to determine graduation requirements and/or eligibility to meet the needs of the individual student.

IV. Time Requirements

The Board of Education shall issue a diploma of high school graduation without regard to time requirements whenever a pupil successfully completes the course of study or curriculum.

Adopted 9/16/74

Revised 7/5/78, 9/2/80, 6/21/82

Readopted 9/4/90

GRADUATION REQUIREMENTS FOR COMPREHENSIVE HIGH SCHOOLS

1. The following courses or subject areas are necessary for graduation from comprehensive high schools:

English	40 credits
Mathematics	30 credits
Biological Sciences	10 credits
Physical Sciences	10 credits
United States History and Geography	10 credits
World History, Culture, and Geography	10 credits
Government (United States, State, and Local)	5 credits
Economics	5 credits
Consumer Education	5 credits
Fine Arts or Foreign Language	10 credits
Physical Education	20 credits
Vocational Arts	<u>5 credits</u>
 Total Required Course Credits	 160 credits
Total Elective Course Credits	<u>70 credits</u>

TOTAL CREDITS REQUIRED FOR GRADUATION 230 credits

2. Additional Information

Every student must pass competency requirements in reading, writing, and computation.

- Maximum of 40 credits for Work Experience.
- Maximum of 20 credits for Teacher Assistant (TA) taken during the junior and senior years only.
- No maximum on credits received for Regional Occupational Program (ROP).
- No maximum on credits from accredited colleges and universities (prior approval required).
- Maximum of 10 credits of Physical Education per semester.
- Maximum of 20 credits for courses challenged. (Tests will be regulated and administered by departments.)

Adopted 9/16/74

Revised 7/5/78, 9/2/80, 5/11/81, 7/6/81, 6/21/82, 3/19/84

Revised/Readopted 2/5/90

Readopted 9/4/90

Revised (Renumbered from 6160.1)

- JH -

(new 6161)

GRADUATION REQUIREMENTS FOR COMPREHENSIVE HIGH SCHOOLS
Effective Beginning with the Class of 1993

1. The following courses or subject areas are necessary for graduation from comprehensive high schools:

English	40 credits
Mathematics	30 credits
Biological Sciences	10 credits
Physical Sciences	10 credits
United States History and Geography	10 credits
World History, Culture and Geography	10 credits
Government (United States, State and Local)	5 credits
Economics	5 credits
Consumer Education	5 credits
Fine Arts or Foreign Language	10 credits
Physical Education	20 credits
Vocational Arts	<u>5 credits</u>
 Total Required Course Credits	 160 credits
Total Elective Course Credits	<u>70 credits</u>
 Total Credits Required for Graduation	 230 credits

2. Additional Information

Every student must pass competency requirements in reading, writing, and computation.

- Maximum of 40 credits for Work Experience.
- Maximum of 50 credits for Student Training Program (STP) and Work Experience.
- No maximum on credits received from Regional Occupational Program (ROP).
- No maximum on credits from accredited colleges and universities (prior approval required).
- Maximum of 10 credits of Physical Education per semester.
- Maximum of 5 credits of STP per semester taken during the junior and senior years only.
- Maximum of 20 credits for courses challenged. (Tests will be regulated and administered by department.)

- Old - (New 6161)

GRADUATION REQUIREMENTS FOR COMPREHENSIVE HIGH SCHOOLS (continued)
Effective Beginning with the Class of 1993

3. Required Majors Program (May not include Physical Education)

Students are required to select and complete a 25 credit major consisting of courses in one of three categories: 1) College Preparatory, 2) Vocational, or 3) Other. An English major requires 40 credits. Courses may be completed in any year. A combination of required and elective courses may be used to satisfy this requirement.

College Preparatory

1 year of U.S. History
1 semester of American Government
4 years English (composition
and literature)
3 years mathematics
1 year lab science (in 10th,
11th, or 12th grade)
2 years foreign language
(same language)
4 years college preparatory electives
(in addition to above classes)

Vocational

- Agriculture
- Business
- Home Economics
- Industrial Arts
- Regional
Occupational
Program (ROP)

Other

- English
- Fine Arts
- Foreign
Language
- Mathematics
- Social Sciences

Adopted 9/16/74
Revised 7/5/78, 9/2/80, 5/11/81, 7/6/81, 6/21/82, 3/19/84
Revised/Readopted 2/5/90
Readopted 9/4/90

GRADUATION REQUIREMENTS FOR CONTINUATION HIGH SCHOOL

Effective Beginning with the Class of 1993

1. The following courses or subject areas are necessary for graduation from comprehensive high schools:

English	40 credits
Mathematics	30 credits
Biological Sciences	10 credits
Physical Sciences	10 credits
United States History and Geography	10 credits
World History, Culture, and Geography	10 credits
Consumer Education	5 credits
Fine Arts or Foreign Language	10 credits
Vocational Arts	5 credits
American Government and Economics	10 credits
Career Education	5 credits
Sociology or Psychology	5 credits
Volunteer Community Service	<u>1 credits</u>
 Total Required Course Credits	 151 credits
Total Elective Course Credits	<u>79 credits</u>

TOTAL CREDITS REQUIRED FOR GRADUATION 230 credits

2. Additional Information

Every student must pass competency requirements in reading, writing, and computation.

- Maximum of 40 credits for Work Experience.
- No maximum on credits received for Regional Occupational Program (ROP).
- No maximum on credits from accredited colleges and universities (principal approval required).
- Maximum of 20 credits for courses challenged.
- The basic 230 requirement is reduced up to a maximum of 20 credits, by five credits for each semester enrolled in Nueva Vista High School. This credit reduction is in lieu of physical education credits that would normally be earned at the comprehensive high school.

Adopted 9/21/71

Revised 9/16/74, 5/19/80, 5/11/81, 6/21/82, 3/19/84

Revised/Readopted 2/5/90

Readopted 9/4/90

Revised

-OLD-

(new 6162

GRADUATION REQUIREMENTS FOR CONTINUATION HIGH SCHOOL.
Effective Beginning with the Class of 1993

1. The following courses or subject areas are necessary for graduation from Continuation High School:

English	40 credits
Mathematics	30 credits
Biological Sciences	10 credits
Physical Sciences	10 credits
United States History and Geography	10 credits
World History, Culture and Geography	10 credits
Consumer Education	5 credits
Fine Arts or Foreign Language	10 credits
Vocational Arts	5 credits
American Government and Economics	10 credits
Career Education	5 credits
Sociology or Psychology	5 credits
Volunteer Community Service	<u>1 credit</u>
 Total Required Course Credits	 151 credits
Total Elective Course Credits	<u>79 credits</u>
 Total Credits Required for Graduation	 230 credits

2. Additional Information

Every student must pass competency requirements in reading, writing, and computation.

- Maximum of 40 credits for Work Experience.
- No maximum on credits received from Regional Occupational Program (ROP).
- No maximum on credits from accredited colleges and universities (principal approval required).
- Maximum of 20 credits for courses challenged.
- The basic 230 requirement is reduced by five credits for each semester enrolled in Nueva Vista High School. This credit reduction is in lieu of physical education credits that would normally be earned at the comprehensive high school.

Adopted 6/21/71

Revised 9/16/74, 5/19/80, 5/11/81, 6/21/82, 3/19/84

Revised/Readopted 2/5/90

Readopted 9/4/90

GRADUATION CEREMONY PARTICIPATION

High school graduation ceremonies shall be held to recognize those students who have successfully completed the required course of study, passed all proficiency standards, and thereby earned the right to receive a diploma. The Governing Board believes that these students deserve a public celebration that recognizes the significance of their achievement and encourages them to continue the pursuit of learning throughout their lives.

High school students who have passed the California High School Proficiency Examination or the General Education Development Test must also meet district graduation requirements in order to participate in graduation ceremonies.

Foreign exchange students may receive honorary diplomas during the graduation ceremony.

Participation in high school graduation ceremonies is a privilege, not a right, and in order to encourage high standards of student conduct and behavior, the principal may deny the privilege of participating in graduation ceremonies and/or activities in accordance with school rules. School rules shall ensure that the student and parent/guardian receive written notice of the privilege(s) to be denied, the grounds for such denial and the means whereby a student may appeal this decision through Board Policy 1901, Public Complaint Procedure.

Every graduating senior who wishes to participate must have their school record cleared of all financial obligations to the Jurupa Unified School District or obligations indicated to a district of previous attendance. Financial obligations include, but are not limited to, charges for loss or damage to school district owned books, equipment, and supplies, or to vandalism.

Students must meet these financial obligations at least 24 hours prior to the graduation ceremony. Beginning on the day following the graduation exercises, diplomas will be available to students who choose not to participate in the ceremony, or to students who have a financial obligation to the District when they have paid reparation to the District.

The district board of each high school district shall purchase textbooks and may purchase supplementary books for the use of pupils enrolled in the high schools of the district. The textbooks and supplementary books shall at all times remain the property of the district and shall be supplied to the pupils for use without charge.

The parent or guardian of a minor shall be liable to a school district for all property belonging to the school district, loaned to a minor student and not returned upon demand to an employee of the district authorized to make the demand. Any school district or private school whose real or personal property has been willfully cut, defaced or otherwise injured may, after affording the

pupil his/her due process rights, withhold the grades, diploma and transcripts of the pupil responsible for the damage until the pupil or the pupil's parent or guardian has paid for the damage thereto.

Legal Reference:

EDUCATION CODE

38119

48904-48904.3

51225.5

51410

51411

51412

60411

Adopted 5/15/78

Revised 6/21/82

Readopted 9/4/90

Revised and Renumbered from 6160.6



GRADUATION CEREMONY PARTICIPATION

Education Code 60411. The district board of each high school district shall purchase textbooks and may purchase supplementary books for the use of pupils enrolled in the high schools of the district. The textbooks and supplementary books shall at all times remain the property of the district and shall be supplied to the pupils for use without charge.

Education Code 48909. The parent or guardian of a minor shall be liable to a school district for all property belonging to the school district, loaned to a minor student and not returned upon demand to an employee of the district authorized to make the demand..... Any school district or private school whose real or personal property has been willfully cut, defaced or otherwise injured may, after affording the pupil his/her due process rights, withhold the grades, diploma and transcripts of the pupil responsible for the damage until the pupil or the pupil's parent or guardian has paid for the damage thereto...

Participation in high school graduation ceremonies is a privilege, not a right.

Every graduating senior who wishes to participate must have their school record cleared of all financial obligations to the Jurupa Unified School District or obligations indicated to a district of previous attendance. Financial obligations include, but are not limited to, charges for loss or damage to school district owned books, equipment, supplies or vandalism.

Students must meet these financial obligations at least 24 hours prior to the graduation ceremony. On the day following the graduation exercises, diplomas will be available to students who choose not to participate in the ceremony or who failed to meet their financial obligation and who did not willfully cut, deface or otherwise injure school district real or personal property.

Adopted 5/15/78
Revised 6/21/82
Readopted 9/4/90

CONTINUATION SCHOOL

The Governing Board provides a continuation education program to meet the special needs of students sixteen (16) and seventeen (17) who are not attending a high school or other appropriate educational institution and who are not legally exempted from compulsory school attendance. (Education Code 48400) Continuation education classes shall provide:

1. An opportunity for the student to complete courses required for high school graduation.
2. A program of instruction that emphasizes requirements for a high school diploma including occupational orientation, a work-study program, and guidance services.
3. A program designed to meet each student's educational needs, with classroom instruction supplemented by independent study, regional occupational programs, work-study, career counseling, and/or job placement services.

The Board further expects this program to help students develop self-confidence, a sense of responsibility, and tolerance for a variety of viewpoints. Students shall be encouraged to understand and obey laws, to manage money wisely, and to engage in constructive recreational activities.

The Superintendent or designee shall develop administrative procedures (Procedure 207) governing the involuntary transfer of students into the continuation program, including students under the age of sixteen (16).

Minimum Attendance Requirement

Each student in the continuation education program shall attend classes for not less than four (4) sixty-minute hours per week for the regular school term. The requirement may be met by attendance in a continuation education class and/or regional occupational center or program.

If a student subject to compulsory attendance in continuation education classes cannot give satisfactory proof of regular employment, the student shall attend continuation education classes and/or a regional occupational center or program for not less than fifteen (15) hours per week.

Reenrollment

Any person sixteen (16) or seventeen (17) years old who left school after obtaining a certificate of proficiency may reenroll in the district without prejudice. If the student leaves a second time, the district may deny reenrollment until the beginning of the next semester.

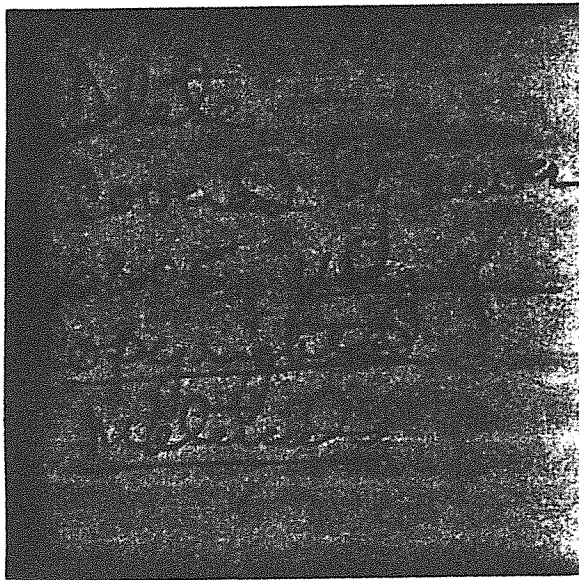
Legal Reference
EDUCATION CODE
48400-48454
48903
FAMILY CODE
7000-7002
7050

Adopted

VIDEOCASSETTE AND COMPUTER SOFTWARE DUPLICATION

Videocassettes and computer software are valuable means of providing support to the instructional program. However, the ease with which they may be duplicated makes it appropriate to develop regulations for the "fair use" of copyrighted materials that assure District compliance with the Copyright Act of 1976, P.L. 94-553.

The principal of each school site is responsible for establishing practices which will enforce this policy and regulation at the school level.



Adopted 11/19/84
Revised 6/10/85
Revised/Readopted 9/4/90

VIDEOCASSETTE AND COMPUTER SOFTWARE DUPLICATION

All District staff shall adhere to the provisions of the federal copyright law and maintain the highest ethical standards in using copyrighted materials. The District shall provide no legal support to any employee who violates the copyright law. Willful infringement of this law by students or staff may result in disciplinary action.

Section 110 (1) of the U.S. copyright law clearly permits the showing of motion pictures and other audiovisual materials in the classroom of a non-profit educational institution as long as the showing is part of "face-to-face" instruction and not presented for recreational or entertainment purposes. Whether purchased or rented, videocassettes bearing the label "For Home Use Only" come under this provision and may be used for planned, direct classroom instruction. They may not be used for entertainment, fund-raisers or time fillers unless such use was negotiated at the time of purchase or rental, usually in the form of a licensing agreement. When renting from a video store, the renter agrees to all stated or implied conditions of the rental agreement; renters may therefore wish to request a release statement from the rental agency specifically granting permission for instructional use of the rented cassette.

Duplication of Copyrighted Videocassettes

Employees may not duplicate copyrighted videocassettes without obtaining prior written consent from the owner of the copyright of the videocassette. A copy of the written permission must be maintained in the school office.

Television Off-Air Taping

Permitted Uses:

1. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained for a period not to exceed 45 days. All off-air recordings shall be erased or destroyed at the end of the retention period. Broadcast programs are television programs transmitted for reception by the general public without charge. The copying or use of programs transmitted via subscription television cable services, such as HBO or Showtime, is illegal. Such programs are licensed for private/home use only and may not be used in public schools.
2. Off-air recording may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary in the classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction, during the first 10 consecutive school days in the 45-day calendar day retention period. "School days" are school session days--not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions--within the 45 calendar day retention period.

Television Off-Air Taping (continued)

3. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
4. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.
5. After the first 10 consecutive school days, off-air recordings may be used up to the end of the 45 calendar day retention period only for teacher evaluation purposes; i.e., to determine whether or not to include the broadcast program in the teaching curriculum; they may not be used for student exhibition or any other non-evaluation purpose without authorization.
6. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies of compilations.
7. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

Prohibited Uses:

1. Off-air recording in anticipation of teacher requests.
2. Using the recording for instruction after the 10-day use period.
3. Holding the recording for weeks or indefinitely because:
 - a. Units needing the program concepts are not taught within the 10-day period.
 - b. An interruption or technical problems delayed its use.
 - c. Another teacher wishes to use it, or for any other supposedly "legitimate" educational reason.
4. On occasion, a special notice is provided with some materials specifically prohibiting reproduction of any kind. Permission to use any part of such works must be secured in writing from the author or producer in accordance with this regulation.

Software Copyright

Permitted Uses:

Copies of District-owned software may be made only when:

1. The copy is needed as an essential step in using the computer program with a particular machine. This copy is to be used in no other way.
2. The copy is used for archival or "backup" purposes. This copy may be held only as a file copy and must be destroyed when the program is no longer rightfully owned by the District unless the copyright owner authorizes its sale, lease or transfer as part of the sale, lease or transfer of the original program. (United States Code, Title 17, Section 117)
3. When permission is obtained from the copyright holder to use software on a disk-sharing system, efforts will be made to secure software from being copied.

Illegal copies of copyrighted programs shall not be made or used on school equipment.

The ethical and practical problems caused by violation of software copyright laws should be taught in all schools in the District.

License agreements for software to be used at District schools must be signed by the Assistant Superintendent Business Services or his designee.

Adopted: 11/19/84
Revised: 06/10/85
 03/30/87
 09/04/90
 11/18/91
 02/11/92

CEREMONIES AND OBSERVANCES

The Governing Board recognizes the importance of having students join together to celebrate events of historical or cultural significance, or to acknowledge the contributions of outstanding individuals. Besides helping students to appreciate their pluralistic heritage, ceremonies and observances can enhance their sense of patriotism and community, instill pride in our country, and contribute to a positive school climate.

Legal Reference

EDUCATION CODE

37220-37223

45203

45460

52720

GOVERNMENT CODE

430-439

3540-3549.3

UNITED STATES CODE, TITLE 36

174

175

Adopted

CEREMONIES AND OBSERVANCES

Holidays

District schools shall be closed in observance of the following holidays:

New Year's Day -- January 1

Dr. Martin Luther King, Jr. Day -- Third Monday in January or the Monday or Friday of the week in which January 15 occurs

Lincoln Day -- The Monday or Friday of the week in which February 12 occurs

Presidents' Day -- Third Monday in February

Memorial Day -- Last Monday in May

Independence Day -- July 4

Labor Day -- First Monday in September

Veterans Day -- November 11

Thanksgiving Day -- That Thursday in November designated by the President

Christmas Day -- December 25

Holidays which fall on a Sunday shall be observed the following Monday. Holidays which fall on a Saturday shall be observed the preceding Friday. If any of the above holidays occurs under federal law on a date different from that indicated above, the Board may close the schools on the date recognized by federal law instead of on the date above.

Commemorative Exercises

District schools shall hold exercises to commemorate the following special days:

U.S. Constitution Day -- On or near September 17

Dr. Martin Luther King Jr. Day -- The Friday before the day schools are closed for the holiday

Lincoln's Birthday -- The school day before the day schools are closed for this holiday

George Washington's Birthday -- The Friday preceding the third Monday in February

Arbor Day -- March 7

Classified Employee Week -- Third Week in May

Cesar Chavez Day -- March 31

Day of the Teacher -- Second Wednesday in May

Patriotic Exercises

Each school shall conduct patriotic exercises daily. The Pledge of Allegiance to the flag will fulfill this requirement.

Display of Flag

The flag of the United States and the flag of California shall be displayed during school days at the entrance or on the grounds of every school. At all times, the national flag shall be placed in the position of first honor.

Upon order of the President, the national flag shall be flown at half-mast upon the death of principal figures of the United States government and the Governor of the state, as a mark of respect to their memory. When so flown, the flag shall be hoisted to the top of the staff for an instant before being lowered to half-mast. It should be hoisted to the peak again before being lowered for the night.

The national flag shall fly at half mast:

1. For 30 days from the death of the President or a former President.
2. For ten days from the death of the Vice President, the Chief Justice or a retired Chief Justice, or the Speaker of the House of Representatives.
3. From the day of death until burial of an Associate Justice of the Supreme Court, a former Vice President, a member of the Cabinet, a Secretary of the Army, Navy or Air Force, and the Governor of the state.
4. On the day of death and the following day for a Member of Congress.

Adopted



RECOGNITION OF RELIGIOUS EVENTS

The board believes that recognition of religious holidays, anniversaries, and events can be a culturally and educationally enriching experience for students. Such recognitions are encouraged at all grade levels in the District.

Any program or recognition related to religion which is carried on in the district shall be for the purpose of broadening student understanding of religion and its place in society. Any attempt to recruit membership in any religious organization is prohibited.

Legal Reference

EDUCATION CODE

51240

51511

UNITED STATES CODE, TITLE 20

6061

UNITED STATES CODE, TITLE 42

2000bb-2000bb4

Adopted 7/19/71

Readopted 6/21/82, 9/4/90

Revised



RELIGIOUS OBSERVANCES

Observance of religious holidays, anniversaries and events can be a culturally and educationally enriching experience for school children. Such observances are encouraged at all grade levels in the District.

Any program or observance related to religion which is carried on in the district shall be for the purpose of broadening student understanding of religion and its place in society. Any attempt to recruit membership in any religious organization is prohibited.

Adopted 7/19/71
Readopted 6/21/82, 9/4/90

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

The Governing Board recognizes that extracurricular and cocurricular activities enrich the intellectual and social development of students. The district shall encourage and support student participation in extra/cocurricular activities without compromising the integrity and purpose of the educational program.

No student shall be prohibited from participating in extra/cocurricular activities related to the educational program because of inability to pay fees associated with the activity.

The Superintendent or designee shall ensure that disabled students have access, to the extent possible, to extracurricular and cocurricular activities, student organizations, and school-related social events, regardless of the severity or nature of their disabilities.

Extra/cocurricular activities shall be supervised by district employees whenever they are conducted under the name of the district.

The Board shall annually review this policy.

Legal Reference

EDUCATION CODE

35160.5

35179

48930-48938

CODE OF REGULATIONS, TITLE 5

350

5531

Adopted 8/1/67

Revised 9/15/75, 12/18/78, 6/21/82

Revised/Readopted 9/4/90

Revised

RECREATIONAL ACTIVITIES

The Board recognizes the values in extracurricular activities. Each elementary school principal is responsible for developing and organizing the type of extracurricular recreational program that best meets the needs of that school community. Student participation should be encouraged and the total recreational program should not be limited to athletics.

No student shall, on the basis of sex or handicap, be excluded from participation in or denied the benefits of any extracurricular recreational activity. No student shall be discriminated against or excluded from any activity on the basis of such student's pregnancy, childbirth, false pregnancy, or termination of pregnancy. The District may, however, require the student to obtain a physician's certificate that the student is physically and emotionally able to participate in the recreation program activities.

Student participation in extracurricular recreational activities shall be arranged to minimize interference with the school program and study requirements.

The building principal shall be responsible for making assignments of teachers and staff for adequate supervision of all extracurricular recreational activities.

Adopted 8/1/67
Revised 9/15/75, 12/18/78, 6/21/82
Revised/Readopted 9/4/90



PERFORMANCES AND EXHIBITS

and exhibits
Performances are a legitimate extension of the institutional program. Performances by student groups shall be arranged to encourage broad participation and to ~~eliminate~~ *minimize* interference with regular schedules of instruction.

John
covered in
new 6302

Adopted 8/1/67
Readopted 6/21/82
Revised/Readopted 9/4/90

MINIMUM ACADEMIC STANDARDS FOR PARTICIPATION IN SECONDARY SCHOOL ACTIVITIES

Students are encouraged to participate in organizations and activities as a part of the total school program. Such activities are an integral part of school life.

Care must be taken that these activities not interfere with the actual courses of study.

In order to participate in extracurricular activities in grade 7-12, students must maintain at least a 2.0 grade point average, on a 4.0 scale, in all enrolled courses and maintain minimum progress as defined in the accompanying regulation toward meeting the high school graduation requirements.

Adopted 7/1/85
Revised 11/3/86
Readopted 9/4/90
Revised/Renumbered

(old No. 6302.5)

MINIMUM ACADEMIC STANDARDS FOR PARTICIPATION IN SECONDARY SCHOOL ACTIVITIES

6304

Students are encouraged to participate in organizations and activities as a part of the total school program. Such activities are an integral part of school life.

Care must be taken that these activities *not come to interfere with* remain in the position of supplementing the actual courses of study.

grade 7-12
In order to participate in extracurricular activities, students must maintain at least a 2.0 grade point average, on a 4.0 scale, in all enrolled courses and maintain minimum progress as defined in the accompanying regulation toward meeting the high school graduation requirements.

Adopted 7/1/85
Revised 11/3/86
Readopted 9/4/90

Revised/Readopted ——— (ed 6302.5)

MINIMUM ACADEMIC STANDARDS FOR PARTICIPATION IN SECONDARY SCHOOL ACTIVITIES

This regulation applies to activities in which performing groups of students represent the school at public events. Activities such as the interscholastic athletic program, cheerleading, color guard, and tall flags are affected. This regulation also applies to Associated Student Body Officers.

This regulation does not apply to Future Farmers of America (FFA), drama productions, vocal and instrumental music performances, and Air Force JROTC.

1. A student participating in a high school athletic program shall meet all California Interscholastic Federation (CIF) eligibility requirements.
2. The eligibility date for all high school activities will be the same as that determined by CIF and League ruling.
3. Quarter grades shall be the basis for determining the grade point average (GPA). The GPA shall be determined by dividing the accumulated grade points from all classes in which the student is enrolled during the quarter by the number of classes attempted.
4. The student shall obtain at least a 2.0 GPA the quarter prior to participation. A probationary period of one school quarter shall be in effect for students who fall below the 2.0 GPA, whether or not they have previously participated in an activity. A student whose quarter GPA remains below 2.0 at the end of the probationary period shall go onto "ineligible status" until she/he obtains at least a 2.0 GPA at a subsequent quarter grading period. Seventh graders and high school freshmen shall be exempt from this standard until the end of their first quarter.
5. At the high school level, the student shall maintain progress toward graduation. Minimum progress is defined as follows:

At the comprehensive high school, by the opening of school of any given year a second year student will have earned 30 credits; a third year student will have earned 80 credits; and a fourth year student will have earned 160 credits.

At the continuation high school, students will have completed one and one half (1 1/2) credits the preceding week. On the third incidence of ineligibility in a quarter, the student becomes ineligible for the remainder of the quarter.
6. Except to rectify errors, grades once issued may not be changed. Receiving an Incomplete shall have no effect on a student's academic eligibility as long as the resolution of the Incomplete would not lower his/her grade point average below 2.0. If the resolution of an Incomplete could lower the student's grade point average to below 2.0, the student shall be considered ineligible until the Incomplete is removed and the grade point average determined. Teacher agreements with students to improve grades by additional work or testing after grades are issued will not affect eligibility.



7. The second semester GPA of students on probationary or ineligible status may be recalculated to include summer school grades to determine eligibility for fall activities. Credit for courses taken at an accredited college or university may be used to raise quarter or semester GPA's if students received approval from their high school principal or designee prior to attending classes. Each semester unit equals three and one-third (3 1/3) high school credits.
8. Handicapped students must make appropriate progress as delineated in their Individualized Education Program (IEP).
9. Transfer students must meet the same requirements as non-transfer students.
10. While under suspension, students shall be ineligible to participate in any activities.
11. Appeals or exceptions to these standards shall be determined by a district administrator designated by the Superintendent. The decision of the administrator shall be final.

Adopted 7/1/85
Revised 11/3/86, 12/15/86, 9/4/90
Revised/Readopted 6/21/93
Revised/Renumbered (old No. 6302.5)

OLD

MINIMUM ACADEMIC STANDARDS FOR PARTICIPATION IN SECONDARY SCHOOL ACTIVITIES

This regulation applies to activities in which performing groups of students represent the school at public events. Activities such as the interscholastic athletic program, cheerleading, drill team and tall flags are affected. This regulation also applies to Associated Student Body officers.

This regulation does not apply to Future Farmers of America (FFA), drama productions, vocal and instrumental music performances, and other activities.

1. A student participating in a high school athletic program shall meet all California Interscholastic Federation (CIF) eligibility requirements.
2. The eligibility date for all high school activities will be the same as that determined by CIF and League ruling.
3. Quarter grades shall be the basis for determining the grade point average (GPA). The GPA shall be determined by dividing the accumulated grade points from all classes in which the student is enrolled during the quarter by the number of classes attempted.
4. The student shall obtain at least a 2.0 GPA the quarter prior to participation. A probationary period of one school quarter shall be in effect for students who fall below the 2.0 GPA, whether or not they have previously participated in an activity. A student whose quarter GPA remains below 2.0 at the end of the probationary period shall go onto "ineligible status" until she/he obtains at least a 2.0 GPA at a subsequent quarter grading period. Seventh graders and high school freshmen shall be exempt from this standard until the end of their first quarter.
5. At the high school level, the student shall maintain progress toward graduation. Minimum progress is defined as follows:

At the comprehensive high school, by the opening of school of any given year a second year student will have earned 30 credits; a third year student will have earned 80 credits; and a fourth year student will have earned 160 credits.

At the continuation high school, students will have completed five (5) LAP's (Learning Activity Packages) the preceding week. On the third incidence of ineligibility in a quarter, the student becomes ineligible for the remainder of the quarter.

6. Except to rectify errors, grades once issued may not be changed. Incomplete grades become complete in accordance with school practice. Teacher agreements with students to improve grades by additional work or testing after grades are issued will not affect eligibility.

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pg 5

OLD

MINIMUM ACADEMIC STANDARDS FOR PARTICIPATION IN SECONDARY SCHOOL ACTIVITIES

7. The second semester GPA of students on probationary or ineligible status may be recalculated to include summer school grades to determine eligibility for fall activities. Credit for courses taken at an accredited college or university may be used to raise quarter or semester GPA's if students received approval from their high school principal or designee prior to attending classes. Each semester unit equals three and one-third (3 1/3) high school credits.
8. Handicapped students must make appropriate progress as delineated in their Individualized Education Program (IEP).
9. Transfer students must meet the same requirements as non-transfer students.
10. While under suspension, students shall be ineligible to participate in any activities.
11. Appeals or exceptions to these standards shall be determined by a district administrator designated by the Superintendent. The decision of the administrator shall be final.

Adopted 7/1/85,
Revised 11/3/86, 12/15/86, 9/4/90
Revised/Readopted 6/21/93

Revised/Readopted ——— (OLD 6302.5)

C-38
pg 6

STUDENT ASSESSMENT

The Governing Board believes that the primary purpose of student assessments should be to help students, parent/guardians, and teachers identify the academic strengths, weaknesses, and progress of individual students in order to improve teaching and learning. Assessments should also serve to determine the effectiveness of school and district programs as measured by students' knowledge, understanding, fundamental skills, and their ability to apply those skills.

The Board recognizes that a variety of evaluation measures are needed in order to reach the above goals. A single test or testing method cannot be expected to always take ethnic, cultural, or gender differences into account or to conclusively identify the academic strengths and weaknesses of each student. To have validity, tests must correspond to the material that is being taught and measure the extent to which students meet clearly specified standards of achievement.

When districtwide and school-level results of student assessments are published, the Superintendent or designee may provide supplementary information to assist the local community in interpreting test results and evaluating school performance.

Assessment of Applied Academic Skills

The Superintendent or designee shall administer mandatory student assessments as provided by the State Board of Education to all students in grades 4,5,8 and 10 as required by law.

Upon written request by the parent/guardian, a student shall be excused from any or all parts of student assessments administered for the statewide testing system.

Golden State Examinations

The Board's intent is for principals and teachers to strongly encourage students to accept the challenge these examinations present.

School award programs shall be held to recognize all students who receive honors and school recognition.

Legal Reference

EDUCATION CODE

51041

51513

60600-60652

CODE OF REGULATIONS, TITLE 5

4400

Adopted 8/1/67

Revised 9/3/74, 9/15/75, 9/4/84

Revised/Readopted/Renumbered 9/4/90

Revised

TESTING PROGRAM

The Board of Education believes that a district testing program serves at least three purposes:

1. To show the extent to which students, schools, or programs have met specified objectives;
2. To indicate areas of strength or need; and
3. To select promising students, schools, or programs for recognition.

Further, the Board recognizes that schools must consider each student as an individual and that testing by itself cannot determine the best educational choices for a student. Major conclusions about students, schools, and district programs shall be based on a variety of evaluation measures.

Adopted 8/1/67
Revised 9/3/74, 9/15/75, 9/4/84
Revised/Readopted/Renumbered 9/4/90

TESTING PROGRAM

Annual Testing Calendar

An annual testing calendar shall be presented to the Board for review. The calendar shall list each test authorized by the Superintendent/designee, the beginning and ending dates for test administration, and the grade levels affected.

State Required Tests

The district shall administer all tests required by State law and mandated proficiency-competency tests at designated grade levels.

Districtwide and school-level results of statewide student assessments shall be reported to the Governing Board at least once a year at a regularly scheduled Board meeting. This report shall not specify the score or relative position of individual students.

Categorical Project and District Required Tests

Standardized and criterion referenced tests for district program planning, evaluation requirements, and state-federal categorical projects shall be administered annually. Project regulations shall govern the grade levels designated to meet program purposes.

The Superintendent/designee shall determine the grades tested to meet district program planning and evaluation requirements.

Individual Record of Accomplishment (Transcript)

The Superintendent or designee shall ensure that each student, by the end of grade 12, has an individual record of accomplishment. (Education Code 60607)

TESTING PROGRAM

Annual Testing Calendar

An annual testing calendar shall be presented to the Board for review. The calendar shall list each test authorized by the Superintendent/designee, the beginning and ending dates for test administration, and the grade levels affected.

State Required Tests

The district shall administer all tests required by State law, including those developed for the California Assessment Program and mandated proficiency/competency tests at designated grade levels.

Categorical Project and District Required Tests

Standardized and criterion referenced tests for state/federal categorical projects and district program planning, and evaluation requirements shall be administered annually. Project regulations shall govern the grade levels designated to meet program purposes.

The Superintendent/designee shall determine the grades tested to meet district program planning and evaluation requirements.

Parent Notification

Whenever standardized tests are given, parents/guardians shall receive a written explanation of the standardized achievement test's use and purpose, along with the student's individual test scores. Parents/guardians shall also be invited to contact the school staff for further information about how best to help the student improve his/her performance.

Public Reporting of Test Scores

When district scores are published, the Superintendent/designee shall provide supplementary information to interpret the results.

Adopted 9/4/90

SUMMER SCHOOL

The Governing Board recognizes that summer school provides valuable opportunities for students to improve their skills and make academic progress. When the need is demonstrated and funds are available, the Superintendent or designee, with Board approval, shall establish summer school classes for purposes of remediation, enrichment, or acceleration.

Summer school services will be offered to students who qualify the District for reimbursement. Summer school may only be offered to other groups with specific annual advance authorization by the Board of Education.

Selection of staff for such teaching positions shall give preference to Jurupa Unified School District teachers when desirable and necessary qualifications are equal. Applications from all interested teachers shall be reviewed and selection for assignments be made by the administrators in charge of summer school programs.

Summer school classes for high school students provide course credits toward graduation.

Student transportation to and from summer school may be the responsibility of the parent except for certain special education students, who shall be provided transportation.

Admission

Summer high school openings shall be open to private school students to the extent that space is available after district students have enrolled.

Attendance

Because courses taught during the summer condense and concentrate the instructional content of those courses offered during the regular school year, faithful attendance during the summer session is crucial.

Students who have more than three absences may not receive credit for their summer session classes. Exceptions must be approved by the summer school principal.

Legal Reference

EDUCATION CODE

37252	51730
37253	51731
41976.5	51732
42239	58700-58702
42239.5	58806
42239.6	CODE OF REGULATIONS, TITLE 5
46010	3043
51220	11470-11472
	70 Ops. Cal. Atty. Gen. 282 (1987)

Adopted 3/15/71

Revised 6/21/82

Revised/Readopted 9/4/90

Revised

SUMMER SCHOOL.

Summer school services will be offered to students who qualify the District for reimbursement. Summer school may only be offered to other groups ~~pending~~ *with* specific annual advance authorization by the Board of Education.

Selection of staff for such teaching positions shall give preference to Jurupa Unified School District teachers when desirable and necessary qualifications are equal. Applications from all interested teachers shall be reviewed and selection for assignments be made by the administrators in charge of summer school programs.

Summer school ^{*James*} for high school students ^{*provide*} ~~may offer~~ course credits toward graduation.

Student transportation to and from summer school ^{*is the responsibility*} ~~may be offered in situations~~ which qualify for state reimbursement.

of the parent except for certain special education students,

Adopted 3/15/71

Revised 6/21/82

Revised/Readopted 9/4/90

SUMMER SCHOOL

At the elementary level, the district may offer instruction in any area of study authorized and prescribed for elementary schools.

At the secondary level, the district shall offer summer instruction in the following areas:

1. Programs for high school seniors who need course credits for graduation prior to September of the calendar year
2. Programs for students enrolled in grades 7 through 12 who were assessed as not meeting the district's adopted standards of proficiency in basic skills, including students who were seniors during the prior school year

For the purposes of these programs, a student shall be considered to be enrolled in a grade immediately upon completion of the preceding grade.

Upon completing the summer program, students who were seniors during the prior school year may be reassessed for their ability to meet the district's standards of proficiency. (Education Code 37252)

Secondary classes also may be offered in mathematics, science, English, social sciences, foreign language, physical education, visual and performing arts, applied arts, vocational-technical education, driver education, and other studies that have been prescribed by the Board.

Approved

IDENTIFICATION OF INDIVIDUALS FOR SPECIAL EDUCATION

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth to age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The Superintendent or designee shall establish a means whereby parents/guardians, teachers and others may request screening for any child they believe to have a disability that significantly interferes with his/her learning. The Superintendent or designee shall identify screening processes to determine when an individual's academic, behavioral or other difficulties may be related to disabilities and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review and triennial assessment.

For assessment purposes, staff shall use appropriate tests to identify specific information about the student's abilities in skill areas. In addition, staff shall use multiple measures, including direct observation, to study the effect of interventions or modifications to the regular instructional program. Staff also shall consider the student's personal history, development and adaptive behavior.

The Superintendent or designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation and review, including the district's procedures for initiating a referral for assessment to identify individuals who need special education services.

Legal Reference

EDUCATION CODE

44265.5
56000-56001
56026
56026.5
56029
56136
56300
56301
56302
56303
56320-56329
56321
56321.5
56333
56337-56338
56339
56340-56347
56350-56352
56381
56425-56431
56441.11

56445
56500
56506
GOVERNMENT CODE
95000-95030
CODE OR REGULATION, TITLE 5
3021-3029
3030-3031
UNITED STATES CODE, TITLE 20, Chapter 33
1232g
1400 et. seq.
CODE OF FEDERAL REGULATIONS, TITLE 34
104.35
104.36
300.530
303

Adopted

IDENTIFICATION OF INDIVIDUALS FOR SPECIAL EDUCATION

A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate.

All referrals from school staff shall include a brief reason for the referral and describe the regular program resources that were considered and/or modified for use with the student, and their effect.

Within 15 days of a referral for assessment, the student's parent/guardian shall receive a notice of parental rights and a written proposed assessment plan explaining the types of assessments to be conducted.

The assessment plan must be provided in a language easily understood by the general public. It also must be provided in the parent/guardian's primary language or other mode of communication unless this is clearly not feasible.

Upon receiving the proposed assessment plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the assessment. The assessment may begin as soon as parental consent is given.

Personnel assessing the student shall prepare a written report of assessment results which specifies:

1. Whether the student may need special education and related services.
2. The basis for making this determination.
3. Relevant behavior noted while observing the student in an appropriate setting.
4. The relationship of the student's behavior to his/her academic and social functioning.
5. Educationally relevant health, development and medical findings, if any.
6. For students with learning disabilities, whether the discrepancy between achievement and ability cannot be corrected without special education and related services.
7. Where appropriate, a determination concerning the effects of environmental, cultural or economic disadvantage.
8. The need for specialized services, materials and equipment for students with low incidence disabilities, consistent with California Department of Education guidelines.

The parent/guardian shall receive written notice that he/she may obtain a copy of the assessment findings upon request. This notice shall inform the parent/guardian that an individualized education program team conference, including the parent/guardian and his/her representatives, shall be scheduled to discuss the assessment, education recommendations, and reasons for these

recommendations. The notice also shall inform the parent/guardian of his/her rights related to obtaining an independent educational assessment.

If the parent/guardian disagrees with the district's assessment, he/she has the right to obtain an independent education assessment, at public expense, from qualified specialists. However, the district may initiate a state due process hearing to show that its assessment is appropriate. If this hearing results in a decision that the district's assessment is appropriate, the parent/guardian still has the right to obtain an independent education assessment, but not at public expense. The results of an assessment obtained at private expense must be considered by the district and may be presented as evidence at a due process hearing.

Students with exceptional needs shall be reassessed at least every three years, or more frequently if requested by the parent/guardian or teacher.

Before entering kindergarten or first grade, children with exceptional needs who are in a preschool program shall be reassessed to determine if they still need special education and services.

SCHOOL IMPROVEMENT PROGRAM

The goal of the School Improvement Program at participating schools shall be to improve instruction, auxiliary services, school environment, and school organization so as to meet the needs of all the school's students. The school site council shall develop a school improvement plan to guide the improvement activities. Upon Governing Board approval of the plan, the site council shall assume responsibility for the ongoing review of its implementation and a periodic evaluation of the program's effectiveness. The council shall annually review the plan, establish the plan budget, and update the plan to reflect changing improvement needs and priorities.

Evaluation

The Board of Education recognizes the importance of evaluating programs which are conducted for the benefit of the District's pupils. Therefore, a method of objectively evaluating the effectiveness of the School Improvement Program shall be developed.

Legal Reference

EDUCATION CODE

52000-52049

62000-62007

CODE OF REGULATIONS, TITLE 5

4000-4091

Adopted 4/16/79

Revised 5/21/84

Readopted 9/4/90

Revised

SCHOOL IMPROVEMENT PROGRAM

Identifying Students With Special Needs

Educationally disadvantaged youth, limited English proficient students' and students with special education needs and abilities will be identified annually.

Adopted 4/16/79
Revised 5/21/84
Readopted 9/4/90

SCHOOL IMPROVEMENT PROGRAM

Identifying Educationally Disadvantaged Students

Educationally disadvantaged students (those pupils who score on or below the district standard in reading or mathematics at a compensatory education school) will receive supplementary program services designed by each school staff and School Site Council, Advisory, or Consultation group. Project participants will be identified annually, at the beginning of the academic year from spring testing results.

Compensatory Education funds shall be:

- A. Concentrated on students with the greatest educational needs.
- B. Provided to the youngest of the eligible students when funds are insufficient to provide for all those who are eligible.

Evaluation

- 1. Schools are required by law to evaluate the effectiveness of their own programs. District level evaluation shall be based on the same criteria as a school level evaluation:
 - a. Degree to which the school is meeting its improvement objectives
 - b. Student achievement
 - c. Improved school environment
 - d. Staff development to increase skills of teachers and aides
 - e. Ongoing monitoring/evaluation
 - f. Degrees to which fiscal expenditures meet the criteria of the school improvement plan
 - g. Documentation that at least 85% of the site categorical budget is expended for direct services to pupils in accordance with Education Code Section 63001.
- 2. School level evaluation shall be conducted by the School Site Council.
- 3. The district level evaluation, coordinated by the Director of Research and Categorical Projects, also will be based on school site councils' ratings of the programs at the individual schools. It will also contain:
 - a. Comparison scores between the school, the district, and the state (where appropriate)
 - b. Comparison scores between the school and like schools in California and other states (if applicable)

- c. Recommendations for improvement of the school site/district program(s) (if applicable)

This report will be forwarded to the originating School Site Council and to the Board of Education for review.

Adopted 4/16/79
Revised 5/21/84
Readopted 9/4/90
Revised/Renumbered (old No. 6502)



SCHOOL IMPROVEMENT PROGRAM

Identifying Educationally Disadvantaged Students

Educationally disadvantaged students (those pupils who score on or below the district standard in reading or mathematics at a compensatory education school) will receive supplementary program services designed by each school staff and School Site Council, Advisory or Consultation group. Project participants will be identified annually--at the beginning of the academic year from spring testing results and in November from fall makeup testing results.

Compensatory Education funds shall be:

- A. Concentrated on students with the greatest special educational needs.
- B. Provided to the youngest of the eligible students when funds are insufficient to provide for all those who are eligible.

Adopted 4/16/79
Revised 5/21/84
Readopted 9/4/90

delete
included in reg
6501

GIFTED AND TALENTED STUDENT PROGRAM

The Governing Board believes that all students deserve an education that matches their abilities. The district shall participate in the California Gifted and Talented Pupil Program in order to give gifted and talented students opportunities to acquire skills and understanding at levels commensurate with their potential. By cultivating their exceptional abilities or talents, these students may contribute significantly to our society's progress in diverse fields.

Gifted and talented programs may offer special classes; part-time grouping; enrichment activities; cluster grouping; acceleration; postsecondary education opportunities; services for underachieving, linguistically or culturally divergent and/or economically disadvantaged eligible students; and special counseling or instruction not offered in the regular classroom.

The Superintendent or designee shall establish procedures which ensure parent/guardian participation in planning, evaluating and implementing the program.

The Board shall conduct an annual assessment of the gifted and talented program.

Legal Reference
EDUCATION CODE
52200-52212
CODE OF REGULATIONS, TITLE 5
3820-3870

Adopted

GIFTED AND TALENTED STUDENT PROGRAM

To carry out the district's gifted and talented program, the Superintendent or designee shall develop a written plan which meets the standards of law.

The Superintendent or designee shall develop methods for examining a student's range of capacities and identifying students from varying backgrounds whose capacities far exceed those of their age group by virtue of one or more of the following:

1. Intellectual ability.
2. Creative ability.
3. Specific academic ability.
4. Leadership ability.
5. High achievement.
6. Talent in visual or performing arts.

Multiple criteria will be used to identify pupils in the intellectual, high achievement and specific academic categories. Screening and nominating forms include consideration of: results of (1) achievement and (2) individual intelligence testing; (3) academic performance; (4) demonstrated talent; (5) teacher ratings, and (6) parent ratings; (7) factors that inhibit performance including environment, language, health, learning disability, economics, and/or under-achievement; and (8) advocacy by parent and/or professional.

"Qualitatively different" learning opportunities shall be provided by a designated staff member(s) for at least 200 minutes per week in compliance with state and district program elements.

Each participating student's gifted and talented program shall include an academic component and, where appropriate, instruction in basic skills.

Written parental consent shall be secured before students participate in the program.

Adopted

041

SCHOOL IMPROVEMENT PROGRAM

Identifying Gifted and Talented Students

Identification:

Multiple criteria will be used to identify pupils in the intellectual, high achievement and specific academic categories. Screening and nominating forms include consideration of: results of (1) achievement and (2) individual intelligence testing; (3) academic performance; (4) demonstrated talent; (5) teacher ratings, and (6) parent ratings; (7) factors that inhibit performance including environment, language, health, learning disability, economics, and/or under-achievement; and (8) advocacy by parent and/or professional.

"Qualitatively different" learning opportunities shall be provided by a designated staff member(s) for at least 200 minutes per week in compliance with state and district program elements.

Adopted 4/16/79
Revised 5/21/84
Readopted 9/4/90

243
193

SCHOOL IMPROVEMENT PROGRAM

Identifying Special Education Students

Special education students, after referral, identification and placement will be provided a free and appropriate education. Each child's individualized education program will be designed to insure that it is in the least restrictive setting which will meet his/her educational needs. Public Law 94-142, relevant state laws and regulations, policies of the Special Education Local Plan Area, and district policies and procedures will be observed.

*Delete
covered by
new policy and reg 6420.2*

Adopted 4/16/79
Revised 5/21/84
Readopted 9/4/90

Jurupa Unified School District

**(criterion-referenced tests of
standards)**

**District totals by grade - percent
correct, item analysis by subject
with grade level matrix of standards**

**Jurupa Unified School District
CRT - Percent Correct
District Totals - 1998 - 2000**

Grade	1998			1999			2000		
	N	LA	Math	N	LA	Math	N	LA	Math
PreK				362	91.9	91.9			
K	722	75.6	70	1491	81.8	79.1			
1				1466	77	82.4			
2				1546	67.8	79.4			
3				1602	66.1	73			
4				1502	53.5	56.9			
5				1501	56.9	55.6			
6				1369	62.8	53.4			
7									
8									
9									
10									
11									

CRT - Criterion - referenced test of standards

N = Number

LA = Language Arts

Math = Mathematics

SECOND GRADE CRT - May 99
Roster Report On All Test Categories

Course #: 2nd - JUSD
 Course Title: LA/Math
 Day/Time:

Instructor: Jurupa Elementary
 Description: 2nd Gr CRT
 Term/Year: May99

Score Type: Percent LangArts1 Math1 Total Grade
 Possible Points: 100 100 100

No.	Student ID	Code									
1	279XXXXX	0	61	78	69						
2	703XXXXX	0	28	35	32						
3	703XXXXX	0	78	94	86						
4	703XXXXX	0	91	94	93						
5	703XXXXX	0	98	98	98						
6	703XXXXX	0	89	96	93						
7	703XXXXX	0	80	96	88						
8	703XXXXX	0	80	98	89						
9	703XXXXX	0	76	98	87						
10	703XXXXX	0	70	98	84						
11	703XXXXX	0	89	96	93						
12	703XXXXX	0	85	100	93						
13	703XXXXX	0	74	98	86						
14	703XXXXX	0	91	100	96						
15	703XXXXX	0	78	98	88						
16	703XXXXX	0	52	86	69						
17	703XXXXX	0	72	98	85						
18	703XXXXX	0	89	96	93						
19	703XXXXX	0	78	98	88						
20	703XXXXX	0	43	65	55						



Standard Item Analysis Report On LangArts1 Version A

Course #: 2nd - JUSD

Instructor: Jurupa Elementary

Course Title: LA/Math

Description: 2nd Gr CRT

Day/Time:

Term/Year: May99

Total Possible Points:	46.00	Median Score:	36.17	Highest Score:	45.00
Student in this group:	20	Mean Score:	34.60	Lowest Score:	13.00
Standard Deviation:	7.82	Reliability Coefficient (KR20):	0.90		

No.	Correct Group Responses			Point Biserial	Correct Answer	Response Frequencies										Non Distractor
	Total	Upper 27%	Lower 27%			A	B	C	D							
1	85.00%	100.00%	60.00%	0.52	A	17	1	1	1							
2	90.00%	100.00%	80.00%	0.47	C	1	1	18	0							D
3	90.00%	80.00%	80.00%	0.15	A	18	0	0	1							BC
4	80.00%	100.00%	40.00%	0.52	C	1	2	16	1							
5	80.00%	100.00%	40.00%	0.73	B	3	16	1	0							D
6	80.00%	100.00%	40.00%	0.73	A	16	2	2	0							D
7	90.00%	100.00%	60.00%	0.77	A	18	1	1	0							D
8	75.00%	100.00%	40.00%	0.58	B	4	15	1	0							D
9	95.00%	100.00%	80.00%	0.31	B	1	19	0	0							CD
10	95.00%	100.00%	80.00%	0.63	C	0	1	19	0							AD
11	95.00%	100.00%	80.00%	0.63	A	19	0	1	0							BD
12	75.00%	80.00%	60.00%	0.09	A	15	5	0	0							CD
13	85.00%	100.00%	100.00%	0.01	B	2	17	1	0							D
14	90.00%	100.00%	60.00%	0.60	B	2	18	0	0							CD
15	80.00%	100.00%	60.00%	0.49	A	16	4	0	0							CD
16	80.00%	100.00%	80.00%	0.05	B	4	16	0	0							CD
17	55.00%	80.00%	0.00%	0.54	C	4	5	11	0							D
18	60.00%	80.00%	0.00%	0.62	A	12	6	1	1							
19	50.00%	60.00%	0.00%	0.46	C	6	1	10	3							
20	60.00%	100.00%	20.00%	0.45	B	2	12	4	2							
21	60.00%	100.00%	60.00%	0.19	C	1	3	12	4							
22	80.00%	80.00%	40.00%	0.58	D	2	0	2	16							B
23	65.00%	80.00%	60.00%	0.11	A	13	7	0	0							CD
24	60.00%	100.00%	20.00%	0.65	B	2	12	2	3							
25	85.00%	100.00%	60.00%	0.43	C	1	2	17	0							D
26	90.00%	100.00%	60.00%	0.69	C	1	1	18	0							D
27	75.00%	80.00%	60.00%	0.34	C	1	0	15	4							B
28	85.00%	100.00%	60.00%	0.53	A	17	0	1	2							B
29	80.00%	100.00%	60.00%	0.52	B	2	16	0	2							C
30	75.00%	80.00%	40.00%	0.58	D	3	1	1	15							
31	60.00%	80.00%	40.00%	0.43	B	0	12	2	6							A
32	75.00%	100.00%	20.00%	0.75	C	4	1	15	0							D
33	70.00%	80.00%	40.00%	0.51	B	3	14	2	1							
34	85.00%	100.00%	60.00%	0.34	B	3	17	0	0							CD
35	55.00%	100.00%	20.00%	0.47	C	6	2	11	1							
36	90.00%	100.00%	80.00%	0.28	B	2	18	0	0							CD

Standard Item Analysis Report On LangArts1 Version A

Course #: 2nd - JUSD

Instructor: Jurupa Elementary

Course Title: LA/Math

Description: 2nd Gr CRT

Day/Time:

Term/Year: May99

Total Possible Points:	46.00	Median Score:	36.17	Highest Score:	45.00
Student in this group:	20	Mean Score:	34.60	Lowest Score:	13.00
Standard Deviation:	7.82	Reliability Coefficient (KR20):	0.90		

No.	Correct Group Responses			Point Biserial	Correct Answer	Response Frequencies										Non Distractor
	Total	Upper 27%	Lower 27%			A	B	C	D							
37	40.00%	40.00%	40.00%	0.20	D	5	2	5	8							
38	75.00%	100.00%	60.00%	0.19	B	0	15	3	2							A
39	80.00%	100.00%	40.00%	0.50	B	1	16	0	3							C
40	70.00%	100.00%	20.00%	0.72	D	2	3	1	14							
41	20.00%	60.00%	0.00%	0.38	B	4	4	6	6							
42	70.00%	100.00%	40.00%	0.34	D	2	2	2	14							
43	70.00%	80.00%	80.00%	-0.12	A	14	2	3	1							
44	75.00%	80.00%	80.00%	0.10	A	15	5	0	0							CD
45	95.00%	100.00%	80.00%	0.63	A	19	0	0	1							BC
46	85.00%	100.00%	60.00%	0.44	B	1	17	0	2							C



CRT Standards Matrix – Grade 2

Language Arts – Spring 1999

<u>Item</u>	<u>Description</u>	<u>Item</u>	<u>Description</u>
1.	make words from onsets and rimes	28.	identify setting, character, and/or sequential events in a literature selection
2.	make words from onsets and rimes	29.	identify setting, character, and/or sequential events in a literature selection
3.	make words from onsets and rimes	30.	predict and infer outcomes in a reading passage
4.	make words from onsets and rimes	31.	predict and infer outcomes in a reading passage
5.	identify correct regular or irregular plural noun	32.	recall facts from a literature passage
6.	identify correct regular or irregular plural noun	33.	recall facts from a literature passage
7.	identify correct regular or irregular plural noun	34.	classify a reading selection as realism or fantasy
8.	identify correct regular or irregular plural noun	35.	identify main idea and/or one supporting detail in a literature passage
9.	identify base word in words with prefixes/suffixes	36.	classify a reading selection as realism or fantasy
10.	identify base word in words with prefixes/suffixes	37.	identify nouns and/or verbs in a sentence
11.	identify base word in words with prefixes/suffixes	38.	identify nouns and/or verbs in a sentence
12.	choose period or question mark for a sentence	39.	identify nouns and/or verbs in a sentence
13.	choose period or question mark for a sentence	40.	identify nouns and/or verbs in a sentence
14.	choose period or question mark for a sentence	41.	identify main idea and/or one supporting detail in a literature passage
15.	choose period or question mark for a sentence	42.	recall facts from a literature passage
16.	choose period or question mark for a sentence	43.	recall facts from a literature passage
17.	capitalize sentence correctly	44.	classify a reading selection as realism or fantasy
18.	capitalize sentence correctly	45.	locate information in a table of contents or glossary
19.	capitalize sentence correctly	46.	locate information in a table of contents or glossary
20.	identify task in each of three written directions		
21.	distinguish important and unimportant details in a literature passage		
22.	classify a reading selection as realism or fantasy		
23.	classify a reading selection as realism or fantasy		
24.	locate information in a table of contents or glossary		
25.	locate information in a table of contents or glossary		
26.	predict and infer outcomes in a reading passage		
27.	predict and infer outcomes in a reading passage		

STAR Reports
norm-referenced test

District and School
(percentile ranks)



JURUPA UNIFIED SCHOOL DISTRICT

Stanford 9 (STAR) - May 1998 - 99

National Percentile Rank - All Students

District

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 2	1386	30	30	31	1427	37	45	40				
Grade 3	1396	25	28	30	1555	29	37	33				
Grade 4	1298	30	25	34	1393	30	31	36				
Grade 5	1266	31	30	35	1461	29	32	34				
Grade 6	1273	35	41	40	1327	37	49	44				
Grade 7	1250	32	32	41	1244	34	38	41				
Grade 8	1177	37	32	38	1302	39	37	41				
Grade 9	1135	27	41	38	1148	26	39	39				
Grade 10	1031	23	31	25	1021	23	35	28				
Grade 11	856	30	35	34	912	26	34	35				

N= Number
R= Reading
M= Mathematics
L= Language

E
B2

JURUPA UNIFIED SCHOOL DISTRICT

Stanford 9 (STAR) – May 1998 – 2001

National Percentile Rank – LEP Students

	1997-98				1998-99				1999-00				2000-01			
	N	R	M	L	N	R	M	L	N	R	M	L	N	R	M	L
Grade 2	347	14	19	15	414	21	32	23								
Grade 3	392	10	16	15	456	14	26	20								
Grade 4	274	12	14	19	363	13	19	22								
Grade 5	266	12	15	18	343	12	19	20								
Grade 6	247	16	26	22	308	19	33	27								
Grade 7	260	12	19	20	260	12	21	19								
Grade 8	206	18	20	21	239	17	24	22								
Grade 9	174	9	23	19	210	10	23	22								
Grade 10	184	8	19	11	157	7	21	10								
Grade 11	108	10	18	16	126	11	23	18								

N – Number

R – Reading

M – Mathematics

L – Language



JURUPA UNIFIED SCHOOL DISTRICT

Stanford 9 (STAR) - May 1998 - 99

National Percentile Rank - All Students

Camino Real Elementary

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 2	85	47	47	56	102	64	69	71				
Grade 3	95	57	55	61	83	61	66	64				
Grade 4	99	54	48	53	106	60	60	64				
Grade 5	86	45	52	51	98	49	54	50				
Grade 6	93	50	53	50	76	50	59	48				

N= Number
R= Reading
M= Mathematics
L= Language



JURUPA UNIFIED SCHOOL DISTRICT

Stanford 9 (STAR) - May 1998 - 99

National Percentile Rank - All Students

Glen Avon Elementary

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 2	86	29	32	26	101	37	50	39				
Grade 3	92	27	38	34	97	32	45	27				
Grade 4	87	31	33	42	80	33	32	42				
Grade 5	71	39	39	41	99	33	36	36				
Grade 6	67	35	45	43	92	34	53	48				

N= Number
R= Reading
M= Mathematics
L= Language



JURUPA UNIFIED SCHOOL DISTRICT

Stanford 9 (STAR) - May 1998 - 99

National Percentile Rank - All Students

Granite Hill Elementary

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 2	72	22	29	23	91	35	37	37				
Grade 3	117	22	30	25	91	26	34	30				
Grade 4	81	26	18	28	116	25	26	31				
Grade 5	90	24	20	29	105	18	23	25				
Grade 6	94	34	37	34	99	31	45	38				

N= Number
R= Reading
M= Mathematics
L= Language



JURUPA UNIFIED SCHOOL DISTRICT

Stanford 9 (STAR) - May 1998 - 99

National Percentile Rank - All Students

Ina Arbuckle Elementary

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 2	94	23	25	23	116	31	40	41				
Grade 3	89	8	10	13	124	16	22	20				
Grade 4	79	11	10	18	79	13	15	22				
Grade 5	83	14	13	18	110	18	18	21				
Grade 6	82	16	22	22	81	20	21	25				

N= Number
R= Reading
M= Mathematics
L= Language

JURUPA UNIFIED SCHOOL DISTRICT

Stanford 9 (STAR) - May 1998 - 99

National Percentile Rank - All Students

Indian Hills Elementary

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 2	103	49	50	55	96	49	55	52				
Grade 3	96	42	40	45	113	45	48	52				
Grade 4	116	41	35	47	105	43	38	50				
Grade 5	79	43	37	49	121	44	43	49				
Grade 6	98	48	46	55	83	49	56	51				

N= Number
R= Reading
M= Mathematics
L= Language



JURUPA UNIFIED SCHOOL DISTRICT

Stanford 9 (STAR) - May 1998 - 99

National Percentile Rank - All Students

Mission Bell Elementary

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 2	68	43	26	43	91	34	40	28				
Grade 3	78	29	30	32	78	28	36	31				
Grade 4	67	41	28	38	86	36	42	47				
Grade 5	72	30	29	31	65	29	29	35				
Grade 6	68	35	42	40	68	45	48	48				

N= Number
R= Reading
M= Mathematics
L= Language

JURUPA UNIFIED SCHOOL DISTRICT

Stanford 9 (STAR) - May 1998 - 99

National Percentile Rank - All Students

Pacific Avenue Elementary

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 2	84	18	19	16	60	23	31	21				
Grade 3	67	23	22	19	84	23	25	20				
Grade 4	57	27	20	26	59	22	20	23				
Grade 5	59	26	24	30	62	24	22	29				
Grade 6	51	33	28	42	59	30	37	40				

N= Number
R= Reading
M= Mathematics
L= Language

JURUPA UNIFIED SCHOOL DISTRICT

Stanford 9 (STAR) - May 1998 - 99

National Percentile Rank - All Students

Pedley Elementary

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 2	90	23	16	16	106	25	18	23				
Grade 3	90	22	25	28	111	23	27	22				
Grade 4	89	24	15	24	97	24	22	31				
Grade 5	83	27	21	23	106	24	22	27				
Grade 6	92	35	42	47	85	30	37	33				

N= Number
R= Reading
M= Mathematics
L= Language



JURUPA UNIFIED SCHOOL DISTRICT

Stanford 9 (STAR) - May 1998 - 99

National Percentile Rank - All Students

Peralta Elementary

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 2	48	36	49	35	56	41	56	49				
Grade 3	47	45	47	43	51	39	61	45				
Grade 4	45	36	34	41	55	41	44	41				
Grade 5	46	42	34	38	54	34	41	39				
Grade 6	41	46	54	45	51	48	59	52				

N= Number
R= Reading
M= Mathematics
L= Language

JURUPA UNIFIED SCHOOL DISTRICT

Stanford 9 (STAR) - May 1998 - 99
National Percentile Rank - All Students

Rustic Lane Elementary

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 2	91	31	35	27	93	31	40	32				
Grade 3	93	17	19	16	121	19	23	23				
Grade 4	83	18	18	27	94	20	22	26				
Grade 5	90	21	19	22	96	21	24	28				
Grade 6	80	22	27	21	96	32	44	36				

N= Number
R= Reading
M= Mathematics
L= Language

JURUPA UNIFIED SCHOOL DISTRICT

Stanford 9 (STAR) - May 1998 - 99

National Percentile Rank - All Students

Sky Country Elementary

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 2	96	47	42	56	88	46	50	57				
Grade 3	80	45	46	45	99	51	57	57				
Grade 4	108	49	38	49	89	44	39	39				
Grade 5	105	47	41	50	107	43	41	48				
Grade 6	101	44	47	51	112	53	51	54				

N= Number
R= Reading
M= Mathematics
L= Language



JURUPA UNIFIED SCHOOL DISTRICT

Stanford 9 (STAR) - May 1998 - 99
National Percentile Rank - All Students

Stone Avenue Elementary

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 2	73	32	37	39	67	54	76	57				
Grade 3	73	26	29	29	76	38	55	49				
Grade 4	75	34	26	37	77	35	40	44				
Grade 5	79	39	46	42	81	39	49	46				
Grade 6	74	45	57	44	79	41	69	53				

N= Number
R= Reading
M= Mathematics
L= Language

JURUPA UNIFIED SCHOOL DISTRICT

Stanford 9 (STAR) - May 1998 - 99

National Percentile Rank - All Students

Sunnyslope Elementary

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 2	109	28	29	29	95	42	50	45				
Grade 3	103	23	21	28	113	25	26	30				
Grade 4	74	31	28	34	89	39	35	40				
Grade 5	76	41	48	53	83	30	29	35				
Grade 6	107	35	44	42	94	43	63	57				

N= Number
R= Reading
M= Mathematics
L= Language



JURUPA UNIFIED SCHOOL DISTRICT

Stanford 9 (STAR) - May 1998 - 99

National Percentile Rank - All Students

Troth Street Elementary

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 2	98	16	23	18	94	24	35	23				
Grade 3	104	11	19	23	114	16	30	25				
Grade 4	92	23	20	28	102	15	23	21				
Grade 5	90	22	24	27	107	21	30	29				
Grade 6	80	30	40	32	93	34	48	39				

N= Number

R= Reading

M= Mathematics

L= Language



JURUPA UNIFIED SCHOOL DISTRICT

Stanford 9 (STAR) - May 1998 - 99

National Percentile Rank - All Students

Van Buren Elementary

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 2	86	28	23	29	58	43	49	50				
Grade 3	68	27	24	28	94	31	46	42				
Grade 4	87	29	24	36	66	29	31	37				
Grade 5	83	23	27	32	99	28	37	37				
Grade 6	69+	35	37	37	90	32	56	46				

N= Number

R= Reading

M= Mathematics

L= Language



JURUPA UNIFIED SCHOOL DISTRICT

Stanford 9 (STAR) - May 1998 - 99

National Percentile Rank - All Students

West Riverside Elementary

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 2	103	21	26	27	113	26	38	34				
Grade 3	104	16	23	23	106	21	31	29				
Grade 4	59	14	17	22	93	23	24	32				
Grade 5	74	24	26	36	68	17	25	24				
Grade 6	76	28	32	34	69	38	45	46				

N= Number

R= Reading

M= Mathematics

L= Language



JURUPA UNIFIED SCHOOL DISTRICT
Stanford 9 (STAR) - May 1998 - 99
National Percentile Rank - All Students

Jurupa Middle School

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 7	412	35	34	41	417	38	39	44				
Grade 8	386	42	34	39	430	42	37	42				

N= Number
R= Reading
M= Mathematics
L= Language

JURUPA UNIFIED SCHOOL DISTRICT
Stanford 9 (STAR) - May 1998 - 99
National Percentile Rank - All Students

Mira Loma Middle School

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 7	434	34	32	46	430	38	42	45				
Grade 8	459	35	30	39	442	43	39	47				

N= Number
R= Reading
M= Mathematics
L= Language

JURUPA UNIFIED SCHOOL DISTRICT
Stanford 9 (STAR) - May 1998 - 99
National Percentile Rank - All Students

Mission Middle School

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 7	401	25	29	37	379	26	32	35				
Grade 8	331	34	33	36	434	33	34	35				

N= Number
R= Reading
M= Mathematics
L= Language

JURUPA UNIFIED SCHOOL DISTRICT

Stanford 9 (STAR) - May 1998 - 99

National Percentile Rank - All Students

Jurupa Valley High School

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 9	561	28	42	40	605	27	39	40				
Grade 10	531	25	33	25	504	24	37	30				
Grade 11	386	33	36	37	423	28	38	38				

N= Number
R= Reading
M= Mathematics
L= Language



JURUPA UNIFIED SCHOOL DISTRICT

Stanford 9 (STAR) - May 1998 - 99

National Percentile Rank - All Students

Rubidoux High School

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 9	562	26	39	37	533	25	39	39				
Grade 10	454	22	30	25	485	23	34	28				
Grade 11	369	31	38	35	368	29	37	37				

N= Number
R= Reading
M= Mathematics
L= Language

JURUPA UNIFIED SCHOOL DISTRICT

Stanford 9 (STAR) - May 1998 - 99

National Percentile Rank - All Students

Nueva Vista High School

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 9												
Grade 10		15	15	14								
Grade 11		16	20	16	110	15	17	18				

N= Number
R= Reading
M= Mathematics
L= Language



JURUPA UNIFIED SCHOOL DISTRICT

Stanford 9 (STAR) - May 1998 - 99
National Percentile Rank - All Students

Rio Vista High School

	1997-98				1998-99				1999-00			
	N	R	M	L	N	R	M	L	N	R	M	L
Grade 9												
Grade 10		13	26	16	18	16	23	15				
Grade 11												

N= Number
R= Reading
M= Mathematics
L= Language

STAR Reports
(augmented tests of standards)

District and School
(percent correct)

JURUPA UNIFIED SCHOOL DISTRICT

STAR - Augmented Tests - May 1999

Percent Correct by Grade

State Standards

DISTRICT

	1998 - 99			1999 - 00			2000 - 01		
	N	LA	M	N	LA	M	N	LA	M
Grade 2	1513	51.5	52.6						
Grade 3	1591	49.1	47.2						
Grade 4	1490	44.6	41.2						
Grade 5	1510	44.7	36.2						
Grade 6	1368	50.3	43.4						
Grade 7	1327	52.9	38.6						
Grade 8	1350	53.9	NA						
Grade 9	1213	48.6	NA						
Grade 10	1094	51.4	NA						
Grade 11	965	48.3	30.2						

N= Number

LA= Language Arts

M= Mathematics

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JURUPA UNIFIED SCHOOL DISTRICT
STAR – Augmented Tests – May 1999 – 2002
Percent Correct – Jurupa/State Average
State Content Standards

	1998-99						1999-00						2000-01						2001-02					
	Jurupa			State			Jurupa			State			Jurupa			State			Jurupa			State		
	N	LA	M	LA	M	N	LA	M	LA	M	N	LA	M	LA	M	N	LA	M	N	LA	M	N	LA	M
Grade 2	1513	51.5	52.6	54.9	54.4																			
Grade 3	1591	49.1	47.2	54.8	53																			
Grade 4	1490	44.6	41.2	50.3	46.8																			
Grade 5	1510	44.7	36.2	51.1	41.6																			
Grade 6	1368	50.3	43.4	53.3	44.2																			
Grade 7	1327	52.9	38.6	56.9	41																			
Grade 8	1350	53.9	NA	57.1	NA																			
Grade 9	1213	48.6	NA	53.1	NA																			
Grade 10	1094	51.4	NA	55.8	NA																			
Grade 11	965	48.3	30.2	53.7	34.4																			

N = Number
LA = Language Arts
M = Mathematics



JURUPA UNIFIED SCHOOL DISTRICT

STAR - Augmented Tests - May 1999

Percent Correct by School

ALL STUDENTS

LA = Language Arts

M = Mathematics

	Gr.2		Gr.3		Gr.4		Gr.5		Gr.6		Gr.7		Gr.8		Gr.9		Gr.10		Gr.11	
	LA	M	LA	M	LA	M	LA	M	LA	M	LA	M	LA	M	LA	M	LA	M	LA	M
Camino Real	67.9	62.0	65.5	61.6	59.0	55.4	54.1	44.4	54.7	47.0										
Glen Avon	51.7	59.2	49.1	51.0	44.6	40.8	47.3	38.4	49.3	45.6										
Granite Hill	49.9	48.0	47.7	45.4	41.1	39.0	38.3	33.0	47.7	43.0										
Ina Ar buckle	48.5	51.8	39.5	40.0	34.4	31.8	37.0	31.0	41.2	33.8										
Indian Hills	58.3	57.4	58.8	54.0	52.0	44.6	52.1	38.2	55.4	45.6										
Mission Bell	48.4	47.2	47.6	45.2	48.0	46.8	44.7	34.2	52.9	40.8										
Pacific Avenue	42.8	42.4	42.5	39.4	38.2	35.8	43.0	32.0	48.4	38.8										
Pedley	43.7	38.0	43.7	43.2	41.8	34.8	40.8	32.4	45.6	37.4										
Peralta	53.2	57.0	57.2	56.4	47.0	49.0	47.7	39.4	55.8	52.0										
Rustic Lane	45.7	54.4	41.2	38.4	37.1	36.2	39.2	33.2	45.4	40.6										
Sky Country	57.3	57.6	62.1	58.8	49.9	44.6	51.3	38.4	57.0	42.6										
Stone Avenue	60.5	60.8	55.7	53.4	47.4	42.2	50.4	41.0	52.7	50.6										
Sunnyslope	53.2	57.0	47.3	42.8	47.2	42.8	45.4	36.4	54.7	48.8										
Troth Street	44.5	49.8	41.5	45.6	35.9	39.0	40.3	35.8	47.7	43.6										
Van Buren	58.0	53.2	52.4	48.2	45.0	41.2	45.0	38.2	48.6	44.4										
West Riverside	43.6	48.8	43.5	44.0	41.1	36.8	37.8	35.6	50.2	42.4										
Jurupa Middle									53.4	38.6	54.3	NA								
Mira Loma Middle									55.8	40.2	57.9	NA								
Mission Middle									49.1	36.6	49.3	NA								
Jurupa Valley H.S.													48.7	NA	52.3	NA	50.3	31.2		
Rubidoux H.S.													48.7	NA	51.1	NA	49.8	30.6		
Nueva Vista H.S.																	38.7	26.0		
DISTRICT	51.5	52.6	49.1	47.2	44.6	41.2	44.7	36.2	50.3	43.4	52.9	38.6	53.9	NA	48.6	NA	51.4	NA	48.3	30.2

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STAR Reports
(norm-referenced test)

JUSD and Benchmark Districts
(percentile rank)

JURUPA UNIFIED SCHOOL DISTRICT
STAR Comparison - Benchmark Districts
National Percentile Rank

READING

District	Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	98	99	00	98	99	00	98	99	00	98	99	00	98	99	00
Alameda City	53	62		55	58		57	57		53	57		53	53	
Alvord Unified	32	36		25	31		31	31		34	33		37	40	
Chaffey High School															
Desert Sands Unified	31	38		26	35		32	36		32	38		36	38	
East Whittier Elementary	40	40		36	41		37	43		41	39		39	43	
Elk Grove Unified	50	57		44	50		43	47		44	46		49	50	
Hollister Elementary	35	40		31	37		33	37		33	34		37	37	
<i>Jurupa Unified</i>	30	37		25	29		30	30		31	29		35	37	
Los Baños Unified	19	30		23	26		26	30		23	26		30	33	
Monterey Peninsula	44	46		43	44		47	47		46	48		47	50	
Moreno Valley Unified	29	36		27	30		32	31		31	33		36	33	
Newman-Crows Landing	61	50		33	44		35	43		30	41		33	35	
Oak Grove	50	56		45	51		52	52		50	51		54	55	
Porterville Union	21	31		20	26		24	27		26	27		31	33	
Santa Maria High School															
State of California	39	43		36	40		40	42		40	41		43	45	
Riverside County	34	41		30	36		35	37		36	38		39	41	



JURUPA UNIFIED SCHOOL DISTRICT
STAR Comparison - Benchmark Districts
National Percentile Rank

MATHEMATICS

District	Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
	98	99	00	98	99	00	98	99	00	98	99	00	98	99	00
Alameda City	55	62		+7	54	59	+5	52	54	+2	53	56	+3	55	57
Alvord Unified	32	38		+6	28	35	+7	30	33	+3	31	35	+4	42	48
Chaffey High School															
Desert Sands Unified	39	50		+11	35	50	+15	35	43	+8	39	46	+7	40	45
East Whittier Elementary	43	55		+12	42	55	+13	35	45	+10	38	40	+2	41	44
Elk Grove Unified	49	54		+5	44	56	+12	37	42	+5	41	43	+2	50	53
Hollister Elementary	35	40		+5	34	43	+9	30	35	+5	30	35	+5	39	38
<i>Jurupa Unified</i>	30	45		+15	28	37	+9	25	31	+6	30	32	+2	41	49
Los Baños Unified	18	28		+10	20	26	+6	24	32	+8	22	28	+6	33	35
Monterey Peninsula	42	48		+6	42	50	+8	40	45	+5	44	47	+3	44	48
Moreno Valley Unified	30	38		+8	28	37	+9	28	30	+2	27	35	+8	36	33
Newman-Crows Landing	65	59		-6	47	53	+6	40	52	+12	33	43	+10	41	43
Oak Grove	54	69		+15	52	68	+16	55	62	+7	57	61	+4	66	70
Porterville Union	29	40		+11	25	34	+9	23	28	+5	31	32	+1	37	45
Santa Maria High School															
State of California	43	50		+7	42	49	+7	39	44	+5	41	45	+4	48	52
Riverside County	38	48		+10	36	46	+10	34	40	+6	37	41	+4	43	48

JURUPA UNIFIED SCHOOL DISTRICT
STAR Comparison - Benchmark Districts
National Percentile Rank

READING

District	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11		
	98	99	00	98	99	00	98	99	00	98	99	00	98	99	00
Alameda City	52	54		55	53		40	42		31	35		40	35	
Alvord Unified	31	36		34	40		27	27		21	26		27	29	
Chaffey High School							30	32		27	27		32	32	
Desert Sands Unified	33	39		35	42		31	29		25	27		32	32	
East Whittier Elementary	40	42		41	45										
Elk Grove Unified	44	45		45	46		36	34		30	31		32	31	
Hollister Elementary	39	41		43	48										
<i>Jurupa Unified</i>	32	34		37	39		27	26		23	23		30	26	
Los Baños Unified	34	32		32	38		21	22		18	18		25	22	
Monterey Peninsula	49	48		47	50		35	36		31	30		39	38	
Moreno Valley Unified	35	34		38	37		27	29		29	27		32	33	
Newman-Crows Landing	37	36		39	42		24	25		24	23		28	26	
Oak Grove	55	55		54	56										
Porterville Union	27	29		33	35		26	29		22	24		28	28	
Santa Maria High School							33	32		30	30		33	34	
State of California	41	43		44	46		34	34		32	32		37	36	
Riverside County	38	39		40	42		30	31		28	29		33	33	

JURUPA UNIFIED SCHOOL DISTRICT
STAR Comparison - Benchmark Districts
National Percentile Rank

MATHEMATICS

District	Grade 7			Grade 8			Grade 9			Grade 10			Grade 11		
	98	99	00	98	99	00	98	99	00	98	99	00	98	99	00
Alameda City	53	56		54	53		57	58		49	51		50	51	
Alvord Unified	34	37		32	40		42	40		32	35		33	38	
Chaffey High School							45	48		39	41		39	42	
Desert Sands Unified	41	47		33	44		46	45		34	43		35	40	
East Whittier Elementary	43	47		45	45										
Elk Grove Unified	45	46		46	48		54	50		42	44		43	44	
Hollister Elementary	38	44		43	51										
<i>Jurupa Unified</i>	32	38		32	37		41	39		31	35		35	34	
Los Baños Unified	36	34		32	38		35	34		27	31		32	34	
Monterey Peninsula	43	47		38	43		45	50		37	41		38	42	
Moreno Valley Unified	33	35		33	34		41	41		40	37		39	43	
Newman-Crows Landing	35	41		32	39		40	37		35	35		41	42	
Oak Grove	61	65		64	69										
Porterville Union	32	34		35	41		41	44		35	41		39	42	
Santa Maria High School							48	48		39	43		39	42	
State of California	45	47		45	48		50	51		43	45		46	48	
Riverside County	38	41		36	41		44	45		37	40		38	41	



STAR Reports
(norm-referenced test)

JUSD and Local Districts
(percentile rank)

Ranking by percentile and growth

JURUPA UNIFIED SCHOOL DISTRICT

STAR Comparison - Local Districts

National Percentile Rank

READING

District	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	98	99 00	98	99 00	98	99 00	98	99 00	98	99 00
Alvord Unified	32	36	+4	25 31	+6	31 31	0	34 33	-1	37 40
Colton Joint Unified	24	31	+7	23 27	+4	28 30	+2	29 32	+3	35 39
Corona - Norco Unified	40	50	+10	36 42	+6	40 44	+4	39 43	+4	47 50
Fontana Unified	20	27	+7	18 23	+5	21 24	+3	22 25	+3	24 29
<i>Jurupa Unified</i>	30	37	+7	25 29	+4	30 30	0	31 29	-2	35 37
Moreno Valley Unified	29	36	+7	27 30	+3	32 31	-1	31 33	+2	36 33
Rialto Unified	21	27	+6	20 26	+6	23 26	+3	25 25	0	28 29
Riverside Unified	35	42	+7	32 37	+5	40 39	-1	42 41	-1	45 47
San Bernardino Unified	23	32	+9	21 26	+5	22 25	+3	23 24	+1	26 30

Rank - percentile,growth 3/9 3/9 5/9 7/9 5/9 6/9 6/9 5/9 6/9

JURUPA UNIFIED SCHOOL DISTRICT
 STAR Comparison - Local Districts
 National Percentile Rank

MATHEMATICS

District	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	98	99 00	98	99 00	98	99 00	98	99 00	98	99 00
Alvord Unified	32	38	28	35	30	33	31	35	42	48
Colton Joint Unified	30	38	32	39	31	33	34	39	46	49
Corona - Norco Unified	40	56	38	49	35	44	40	46	51	58
Fontana Unified	24	34	27	34	23	30	25	27	27	33
<i>Jurupa Unified</i>	30	45	28	37	25	31	30	32	41	49
Moreno Valley Unified	30	38	28	37	28	30	27	35	36	33
Rialto Unified	24	34	24	38	23	30	24	28	33	35
Riverside Unified	39	46	37	45	38	38	45	41	50	53
San Bernardino Unified	25	37	26	34	24	29	26	30	32	37

Rank - percentile, growth 3/9 2/9 5/9 3/9 5/9 4/9 6/9 7/9 3/9 1/9

JURUPA UNIFIED SCHOOL DISTRICT
STAR Comparison - Local Districts
National Percentile Rank

READING

District	Grade 7			Grade 8		
	98	99	00	98	99	00
Alvord Unified	31	36		34	40	+6
Colton Joint Unified	29	33		34	33	-1
Corona - Norco Unified	44	45		45	48	+3
Fontana Unified	23	27		29	33	+4
<i>Jurupa Unified</i>	32	34		37	39	+2
Moreno Valley Unified	35	34		38	37	-1
Rialto Unified	28	24		31	29	-2
Riverside Unified	43	41		45	43	-2
San Bernardino Unified	25	27		30	32	+2

Rank - percentile, growth **4/9** **4/9** **4/9** **4/9**

JURUPA UNIFIED SCHOOL DISTRICT
 STAR Comparison - Local Districts
 National Percentile Rank

MATHEMATICS

District	Grade 7			Grade 8			Gap
	98	99	00	98	99	00	
Alvord Unified	34	37		32	40		+8
Colton Joint Unified	30	35		32	32		0
Corona - Norco Unified	43	45		42	46		+4
Fontana Unified	26	31		27	32		+5
<i>Jurupa Unified</i>	32	38		32	37		+5
Moreno Valley Unified	33	35		33	34		+1
Rialto Unified	28	29		29	30		+1
Riverside Unified	41	42		40	40		0
San Bernardino Unified	29	32		30	32		+2

Rank - percentile, growth **3/9** **1/9** **4/9** **2/9**

JURUPA UNIFIED SCHOOL DISTRICT

STAR Comparison - Local Districts

National Percentile Rank

READING

District	Grade 9			Grade 10			Grade 11		
	98	99	00	98	99	00	98	99	00
Alvord Unified	27	27	0	21	26	+5	27	29	+2
Colton Joint Unified	24	25	+1	25	27	+2	31	29	-2
Corona - Norco Unified	35	37	+2	28	34	+6	34	33	-1
Fontana Unified	20	21	+1	16	16	0	22	22	0
<i>Jurupa Unified</i>	27	26	-1	23	23	0	30	26	-4
Moreno Valley Unified	27	29	+2	29	27	-2	32	33	+1
Rialto Unified	21	22	+1	20	21	+1	26	26	0
Riverside Unified	34	34	0	37	34	-3	41	41	0
San Bernardino Unified	21	23	+2	20	22	+2	28	28	0

Rank - percentile, growth 5/9 9/9 6/9 7/9 9/9

JURUPA UNIFIED SCHOOL DISTRICT

STAR Comparison - Local Districts

National Percentile Rank

MATHEMATICS

District	Grade 9			Grade 10			Grade 11		
	98	99	00	98	99	00	98	99	00
Alvord Unified	42	40	-2	32	35	+3	33	38	+5
Colton Joint Unified	37	37	0	33	35	+2	35	35	0
Corona - Norco Unified	46	50	+4	36	43	+7	39	42	+3
Fontana Unified	34	38	+4	30	32	+2	31	34	+3
<i>Jurupa Unified</i>	41	39	-2	31	35	+4	35	34	-1
Moreno Valley Unified	41	41	0	40	37	-3	39	43	+4
Rialto Unified	34	35	+1	29	30	+1	30	33	+3
Riverside Unified	46	47	+1	43	42	-1	47	49	+2
San Bernardino Unified	36	37	+1	33	38	+5	39	39	0

Rank - percentile, growth 5th 8th 3rd 7th 9th

STAR Report (norm-referenced test)

- percentile growth comparison to benchmark and local districts
 - JUSD school growth

Total STAR Gain Scores (Reading, Mathematics, Language Arts, Spelling) Comparison of JUSD with Area School Districts

(Percentile Growth Comparison of 1997-1998 Cohorts to 1998-1999 Cohorts)

Grades 2-6		Grades 7-8		Grades 9-12		Totals	Lep Tested	
Redlands	7.75		4.88		6.67	Redlands	6.86	9 96
Norco	7.00		4.00		4.33	Corona N	5.14	6 98
Lake Els.	5.70		3.63	CN	3.77	Per. Elem.	4.95	34 97
San Bern	5.45		3.00	Alv.	2.88	Lake Els.	4.43	9 96
Fontana	5.35	JUSD	2.38		2.33	Perris HS	4.33	5 84
Perris Ele	4.95		2.25		1.79	Fontana	4.08	28 97
JUSD	4.40		2.00		1.44	San Bern.	3.78	22 95
Rialto	4.30	CA	2.00		1.33	Alvord	3.43	21 94
Colton	4.15		1.38	MV	1.11	Colton	2.95	10 91
Hemet	4.00		.50	CA	1.00	JUSD	2.91	23 94
Alvord	3.85	MV	ND		.77	Rialto	2.73	21 95
CA	3.70		-.13		.44	CA	2.68	21 93
Riverside	3.05	Riv	-.50	JUSD	.11	Hemet	2.37	6 95
Moreno	2.75			Riv.	ND	MV	1.75	14 92
						Riverside	1.54	14 95

Total Percentile Gains (1997-1998 to 1998-1999):

Reading (Same Cohort Comparisons)

(4-Year Minimum Standard: > 20 Percentile Gain)

Elementary

West Riverside	6.0
Stone Avenue	5.5
Camino Real	4.3
STATE AVERAGE	4.0
Sunnyslope	3.5
Troth Street	3.5
Van Buren	3.3
Ina Arbuckle	2.8
JUSD AVERAGE	2.3
Glen Avon	2.0
Indian Hills	1.5
Granite Hill	1.5
Pacific Avenue	1.3
Rustic Lane	1.3
Pedley	1.3
Peralta	.8
Sky Country	.8
Mission Bell	-1.3

Middle Schools

MLMS (7th to 8th)	9.0
MMS (7th to 8th)	8.0
JMS (7th to 8th)	7.0
JUSD AVERAGE (6th to 8th)	3.0
CA AVERAGE (6th to 8th)	2.5

High Schools

RHS (9th to 11th)	2.00
JVHS (9th to 11th)	-.50
JUSD AVERAGE (9th to 11th)	-.50
CA AVERAGE (9th to 11th)	1.00
STATE AVERAGE (8th to 11th)	-2.66
JUSD AVERAGE (8th to 11th)	-4.00

Total Percentile Gains (1997-1998 to 1998-1999):

Mathematics (Same Cohort Comparisons)

(4-Year Minimum Standard: > than 20 Percentile Gain)

Elementary

Stone Ave.	18.75
Van Buren	18.00
Troth Street	11.25
Mission Bell	10.50
Peralta	10.25
Camino Real	9.25
West Riverside	8.25
Pedley	7.75
Granite Hill	7.75
Sunnyslope	6.75
Glen Avon	6.00
Indian Hills	5.75
Rustic Lane	5.50
Sky Country	5.25
Pacific Avenue	4.75
Ina Arbuckle	4.50

Middle School

MLMS (7th to 8th only)	7.00
MMS (7th to 8th only)	5.00
JMS (7th to 8th only)	3.00
JUSD AVERAGE (7th to 8th)	5.00
CA AVERAGE (7th to 8th)	1.50
JUSD AVERAGE (6th to 8th)	1.00
CA AVERAGE (6th to 8th)	1.00

High School

RHS (9th to 11th)	1.00
JVHS (9th to 11th)	ND
JUSD AVERAGE (9th to 11th)	-1.50
CA AVERAGE (9th to 11th)	ND
STATE AVERAGE (8th to 11th)	2.00
JUSD AVERAGE (8th to 11th)	1.33

Total Percentile Gains (1997-1998 to 1998-1999):

Language Arts (Same Cohort Comparisons)

(4-Year Minimum Standard: > than 20 Percentile Gain)

Elementary

Stone Ave.	11.25
Van Buren	9.25
West Riverside	5.75
Pedley	5.50
Rustic Lane	5.25
Pacific Avenue	5.25
Peralta	5.00
Granite Hills	4.75
Sunnyslope	4.50
Troth Street	4.50
Mission Bell	4.00
Ina Arbuckle	4.00
Glen Avon	2.50
Indian Hills	1.50
Camino Real	1.25
Sky Country	-.50

Middle School

JMS	1.00
MLMS	1.00
MMS	-2.00
JUSD AVERAGE (7th to 8th)	ND
CA AVERAGE (7th to 8th)	ND
JUSD AVERAGE (6th to 8th)	.50
CA AVERAGE (6th to 8th)	2.00

High School

RHS (9th to 11th)	1.50
JVHS (9th to 11th)	1.50
JUSD AVERAGE (9th to 11th)	ND
CA AVERAGE (9th to 11th)	ND
STATE AVERAGE (8th to 11th)	.33
JUSD AVERAGE (8th to 11th)	.33

Total Percentile Gains (1997-1998 to 1998-1999):
Reading, Mathematics, Language Arts (Same Cohort Comparisons)
(4-Year Minimum Standard: > 20 Percentile Gain)

Elementary

Stone Avenue	11.83
Van Buren	10.16
West Riverside	6.66
Troth Street	6.41
Peralta	5.33
Camino Real	4.91
Sunnyslope	4.91
Pedley	4.83
Granite Hill	4.66
Mission Bell	4.50
Rustic Lane	4.00
Pacific	3.75
STATE AVERAGE	3.70
Glen Avon	3.50
Ina Arbuckle	3.50
Indian Hills	2.91
Sky Country	1.83

Middle Schools

MLMS	5.66
JMS	3.66
MMS	3.66
STATE AVERAGE	2.00

High Schools

RHS	1.50
STATE AVERAGE	1.00
JVHS	.33

Total Star Gains (Reading, Math, Lang. Arts, Spelling)
Comparison of JUSD to Benchmark School Districts*
 (Comparison of 1997-1998 Cohorts to 1998-1999 Cohorts)

	Grades 2-6	Grades 7-8	Grades 9-12	TOTAL
6.8	Desert Sands	6.4	3.2	5.54
5.2	Los Banos	3.6	2.8	4.35
5.0	Oak Grove	3.1	2.0	3.71
4.4	JUSD	3.0	1.8	3.46
4.4	Elk Grove	2.9	1.6	3.43 Alv.
4.35	Newman Crows	2.4 JUSD	1.6	3.27
4.0	Alameda	2.3	1.3	2.92 JUSD
3.95	East Whittier	2.1	1.1	2.84
3.85	Alvord	2.0	1.1	2.77
3.7	STATE AVG GAIN	2.0 STATE	1.0 STATE	2.73
3.4	Hollister	.9	.11 JUSD	2.68 CA
3.4	Monterey Pen.	.4	.11	2.27
2.8	Moreno Valley	ND	-.11	1.78 MV
				1.55
				1.33

*Schools with Similar (+ or - 5%) SES, Demographics, LEP, Minority Status

Jurupa Unified School District

Personnel Report #5

September 20, 1999

CERTIFICATED PERSONNEL

Temporary Assignment

Teacher	Mr. Sean Edwards 4186 Canyonside Circle Riverside, CA 92509	Eff. September 13, 1999 through June 16, 2000 Multiple Subject Emergency Credential
Teacher	Ms. Deborah Pekarcik 7435 Pico Avenue Riverside, CA 92509	Effective September 1, 1999 through June 16, 2000 Multiple Subject Emergency Credential

Extra Compensation Assignment

Adult/Alternative Education: to serve as a district JTPA IIC Program Coordinator; September 7, 1999 through May 31, 2000; not to exceed 60 hours total; appropriate hourly rate of pay.

Ms. Kathy Schroeder Mr. Vince Tieri

Adult/Alternative Education: to assist in the School-to-Career Project; October 1, 1999 through September 30, 2000; not to exceed 200 hours total; appropriate hourly rate of pay.

Ms. Kathy Schroeder

Adult/Alternative Education: 1999-2000 school year; to serve as the foreign language site translator; appropriate rate of pay.

Mr. John Radovich

Adult/Alternative Education: 1999-2000 school year; curriculum development and student graduation evaluations; not to exceed five (5) hours per week; appropriate hourly rate of pay.

Mr. John Radovich

Personnel Report #5

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Adult Education Program; 1999-2000 school year; to serve as an instructor; not to exceed 13 hours each per week; appropriate hourly rate of pay.

Ms. Jacqueline Benanti	Ms. Martha Escobar	Ms. Elena Escobar
Ms. Claudia Garcia	Ms. Barbara Godoy	Mr. Jose Guillen
Mr. Jay Hammer	Ms. Vickie Hansen	Mr. John Hill
Ms. Lora Kelly	Mr. Eugene Mitchell	Mr. Armando Muniz
Mr. John Radovich	Mr. Dave Reinalda	Ms. Ofelia Sanchez
Ms. Judy Smith	Mr. Guy Vanderveen	Mr. Jose Vizcarra

Curriculum & Instruction; to attend a two-day class size reduction training session; August 26-27, 1999; not to exceed eight (8) hours per day; appropriate hourly rate of pay.

Ms. Dorothy Baca	Ms. Heather Crane	Ms. Susie Galewski
Ms. Silvana Garcia	Mr. David Garza	Ms. Monica Graves
Ms. Allison Hines	Ms. Aileen Lauritzen	Ms. Diana Martinez
Ms. Kathy Olsen	Ms. Sandra Pedro	Ms. Sandra Penaloza
Ms. Missy Phan	Ms. Maria Saucedo	Ms. Bonnie Werner

Curriculum & Instruction; to attend an assessment facilitators' workshop; August 24, 1999; not to exceed 7 1/4 hours each; appropriate hourly rate of pay.

Ms. Jenelle Benson	Ms. Kathleen Blakley	Ms. Rebecca Brawner
Ms. Rae Ann Brush	Ms. Lisa Cook	Ms. Denise Dawson
Ms. Kristin DeFrance	Mr. Mike Dohr	Mr. Andrew Elliott
Ms. Debbi England	Mr. Gary Ennis	Ms. Laurie Erickson
Ms. Norie Garavito	Ms. Linda Goedhart	Ms. Martha Gomez
Mr. Eric Gruenewald	Ms. Dolores Hernandez	Ms. Jamey Hesler
Mr. Paul Horn	Ms. Harriet Huling	Ms. Torrie King
Ms. Christa Kish	Ms. Karen Lancaster	Ms. Nancy Liverman
Mr. Mark McFerren	Mr. Chris Metzger	Mr. Edward Mills
Mr. Pat Monaco	Ms. Kathy Nitta	Mr. Dan Olguin
Ms. Terese Pisarik	Ms. Susan Ridder	Ms. Christy Rizzo
Mr. Jesus Romero	Mr. Stan Rowland	Ms. Suzanne Rowland
Ms. Margie Sivert	Ms. Kim Sorenson	Mr. Phil Stokoe
Ms. Emily Terry	Ms. Julia Trunnell	Ms. Vera Walker
Ms. Amy Weidman	Ms. Suzanne Wong	Ms. Sherry Zelenka
Ms. Carole Zuloaga		

Personnel Report #5

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Curriculum & Instruction: to attend a voluntary staff development day; August 31, 1999; not to exceed 7 1/4 hours each; \$250.00 each.

Jamie Aballi	Juli Agnew	Jessie Alaniz
Doug Alberga	Karen Alberga-Martinez	Gregory Alexander II
Sandra Allen	Sandra Amatriain	Robyn Anderson
Jacquelyn Andrews	Jamie Angulo	Lucille Arntzen
Gloria Arredondo	Margery Ashwood	Esther Askew
Anita Avellino	Socorro Avila	Dorothy Baca
Sharon Baguyo	Joan Bain	Heather Ballard
Patricia Balteria	Laila Baltgalvis	Hilary Barnett
Patricia Bastiaans	Rhonda Batterton	Irma Beach
Laura Beal	Jim Beckley	Sally Beese
Karen Benites	Cynthia Benitez	Karen Bentley
Judy Berndt	Giovanni Bernier	Christa Biddle
Lynne Bjazevich	Lucinda Blackstone	Kathleen Blakley
Sherry Bockman	Cheryl Boyce	Jodi Brandom
Barry Brandon	Tracy Bratton	Gloria Bravo-Carmona
Rebecca Brawner	Terrilynn Bresette-Neve	Heather Broda
Leslie Brown	Jonathan Brubaker	Joan Bruce
Rae Ann Brush	Jenelle Bryan	Thomas Buchanan
Deborah Buckhout	Doug Buckhout	Elsa Buenrostro
Kent Bukarau	Shawnette Bukarau	Jennifer Bullard
Heidi Burns	Kristie Burson	Thomas Bystrycki
Jessie Caballero	Gloria Cabrera	Carol Camacho
Paula Cannon	Veronica Capata	Andrew Carey
Sharon Carey	Virginia Caro	William Carroll
Michelle Castaneda	Maurice Castro	Victor Centeno
Jennifer Chamberlin	Eric Chavez	Teresa Chavez
Lucia Chavez-Sagasta	Laura Ciesla	Rebeca Clampitt
Claudia Clark	David Clarke	Gary Clem
Robert Cmelak	Franklin Cohens	Andrea Cole
Lisa Cole	Tiffany Coleman	Keri Colgan
Danah Collier	Libbern Cook	Lisa Cook
Tonya Cooper	Alice Cornejo	Daniel Cornejo
Nicholas Cornejo	Lauretta Cortez	Kay Lynne Cox
Heather Crane	Michael Cruz	Teresa Cullen
Sandra Cullum	Louis Cunningham	Stephanie Cunnigham
Donn Cushing	Heather Dailey	Maureen Dalimot
Darwin Dallas	Deborah Dallas	Linda Dalton
Connie Dam	Linda Daniels	Melissa Davis
Denise Dawson	Kristin DeFrance	Brian Delameter
Staci Della-Rocco	John Demor	William Dennis

Personnel Report #5

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Curriculum & Instruction: to attend a voluntary staff development day; August 31, 1999; not to exceed 7 1/4 hours each; \$250.00 each.

Viola Depass	Jana Dexter	Kathleen Dileo
Kelly Dodd	Michael Dohr	Alyce Dooley
Joan Dorn	Kristine Doty	Nicole A. Douty
Kristen Duman	Corri Eakin	Gordon Eckstrom
Katherine Edmond	Chester Edmunds	Faye Edmunds
Maurice Edu	Shelley Edwards	Elizabeth Einecke
Mary Ann Ekbring	Andrew Elliottt	Debora England
Gary Ennis	Darald (Gene) Erickson	Laurie Erickson
Maria Elena Escobar	Martha Escobar	Irene Espinoza
Sherrill Ferguson	Susan Ferraro	Constance Finazzo
Bertha Fletes	Adriana Flores	Melissa Flory
Billy Fong	Lorena Fong	Margie Forward
Shannon Fosgett	Emily Fowler	Larry Franklin
Jon (Chris) Franz	Richard Franz	Sarah Franz
Brian Frazier	Michael Free	Dale Fullerton
Susan Funston	Susan Galewski	Francis Galla
Cathy Galuska	Honorio Garavito	Claudia Garcia
Silvana Garcia	Janet Garcia-Hudson	Mark Gard
Karen Garinger	Richard Garrett	Lorayne Garrison
David Garza	Emma Garza	Ilsa Garza-Gonzalez
Laura Gaumer	Sam Gee	Amy George
Joe Gerez	Cathe Giles	Louise Gillette
Barbara Godoy	Linda Goedhart	Paula Goldberg
Gary Golden	Mary Golden	Michael Goltry
Laura Gomez	Martha Gomez	Mark Gonzales
Kathryn Gonzalez	Shirley Gonzalez	Maudie Gooden
Terry Gotreau	Karen Gotschall	Monica Graves
Charles Gray	Lynell Gray	JoAnn Greeley
Robert Green	Pamela Grethen	Jennifer Griffin
Tracy Grogan	Eric Gruenewald	David Gruidl
Stephanie Guerrero	Susan Guerriero	Jose Guillen
Susan Gurrola	Cherie Gustafson	Nicole Haber
Stacy Hainlen	Zoi Halias	Elizabeth Hall
Yesenia Hall	Connie Halloway	Jay Hammer
Michele Hampton	Suzanne Hanna	Kirstin Hardin
Evelyn Harman	Juliane Haro	Mary Harris
Erin Harrison	Julie Harrison	Stacy Harshman
Dani Hart	Denyse Hart	Richard (Nate) Hass
Vickie Hawkins	Elva Hawkins	Elisa Heany
Terri Heckroth	Beverly Hedin	G. Brian Henry

Personnel Report #5

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Curriculum & Instruction; to attend a voluntary staff development day; August 31, 1999; not to exceed 7 1/4 hours each; \$250.00 each.

Gabrielle Hensley	Julie Herman	Dolores Hernandez
Guadalupe Hernandez	Jamey Hesler	Gloria Hill
John S. Hill	Renee Hill	Sharon Hill
June Hilton	Allison Hines	Theresa Hoag
Carolyn Hoggard	Wendy Holder	Julia Holt
Ji Hong	Lisa Hopkins	Danice Hord
Paul Horn	Kelly Horspool	Traci Horton
Tanja Howard	Rose Howard	Virginia Huckaby
Arthur Huerta	Cynthia Huffman	Michael Hughes
Jung (Ann) Hwang	Melissa Iessi	Sergio Infante
Bridgette Ivory	Jeffrey Jacobs	Larry Jansen
Filemón Jara	Kathleen Jaramillo	Monica Jarcy
Kathryn Jardine	Tamara Jardine	Victoria Jobe
Debra Johnston	Clara Jones	Timothy Jones
Virginia Jones	Michael Jordan	Christa Jorgensen
Mary Kahlefent	Susan Kannor	Susan Kay
Vicky Kaylor	Clifford Keating	Susan Keith
Victoria Kelley	Rainbow Kelly	Flo Kent
Linda Kenyon	Wendy Kerby	Miriam Kim
Linda King	Stephanie King	Torrie King
June Krichner	Christa Kish	Heather Knell
Kelleen Krocke	Paul Kumamoto	Frieda Labrado-Weber
Karen Lancaster	Charles Lantz	Aileen Lauritzen
Joan Lauritzen	Frederick Lawrence	Laura Leal
Amber Lee	Annemarie Lee	Gary Lesh
Shelley Levers	Jamie Lewison	Rachel Lisker
Nancy Liverman	Rodger Liverman	Beverly Loft
Shelley Logan	Alanna Logue	Deanna Long
Bertha Lopez	Imelda Lopez	Nancy Lott
Sally Louis	Charles Loving	Edward Luna
Mary Lunetto	Judy Lynch	Lisa Macdougall
Juan Magno	Cheryl Magnuson	Marie Mains
Michelle Maisel	Joyce Malle	Kathryn Malone
Ron Mangiamelli	Maggie Manning	Laura Martin
Alfonso Martinez	Brooke Martinez	Jovanka Martinez
Barbara Matulich	Kelly McArdle	Kara McCay
Janet McClellan	Jonathan McClure	Maria McCollum
Traci McCracken	Barbara McNutt	DéAnn McWilliams
Sheila Medina	Carmen Mendez	Claudia Mendoza
Maria Eliz. Mendoza	Robert Mercer	Shauna Mermilliod

Personnel Report #5

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Curriculum & Instruction; to attend a voluntary staff development day; August 31, 1999; not to exceed 7 1/4 hours each; \$250.00 each.

Christopher Metzger
Eugene Mitchell
Todd Moerer
Lynette Monaco
Cynthia Moran
Armando Muniz
William Murray
Ermine Nelson
J. A. Newton
Carol O'Dell
Aminta Ortega
Dawn Owen
Joann Papavero
Kim Parker
Sherine Patton
Loretta Pearce
Danielle Pekar
Judy Perez
Missy Phan
Tom Podgorski
Brandi Pricer
Mary Pritchard
Shelly Jo Puckett
Jose Ramirez
Diane Ravelli
Penny Read
LeeAnne Reynolds
Laurie Riemer
Sandra Roberson
Kari Rohr
Vincent Rosse
Suzanne Rowland
Rafael Ruvalcaba
Annette Sanborn
Linda Sanchez
Steven Santiago
Mark Saugstad
Kathleen Schroeder
Craig Sevey
Richard Shannon

Patricia Miller
David Moberly
Gayle Moffitt
Pat Monaco
Melva Morrison
Kay Murphy
Connie Nagle
Hugo Nevarez
Kathy Nitta
Beth Ochs
Alejandro (Alex) Ortiz
Roberta Pace
Diane Parker
Monica Patino
Martha Patton (Smith)
Saundra Pedro
Juan Penaloza
Kathleen Perez
William Pine
Carmelle Poor
Donna Prince
Terence Prosser
John Radovich
Wendy Ramirez
Bruce Ravenscroft
Angela Reid
Gareth Richards
Carmen Rivera
Lorraine Robles
Jesus Romero
Adam Rowland
Lourdes Ruelas
Juan Salas
Hector Sanchez
Denise (Amy) Sanchez
Julia Sanzberro
Andrew Scherrer
Bonnie Schwinghamer
Jessica Sevey
Janice Sheldon

Edward Mills
Hillary Moe
Martha Molina
Gloria Morales
Thomas Morrison
Arrinita Murphy
David Nelson
Corinne New
Robert Norwood
Daniel Olguin
Russell Orwig
Terry Padgett
Joel Parker
Daniel Patterson
Carole Patty
Kathy Pedroza
Sandra Penaloza
Gary Peterson
Terese Pisarik
Maria Preciado
Nanette Prince
Deborah Prutsman
Joseph Ramer
Goerge Ramos
Gayle Ravenscroft
Suzanne Rentfro
Susan Ridder
Christine Rizzo
Andrea Roe
Diane Rose
Stanley Rowland
Esther Ruvalcaba
Triza Samuel
Jorge Sanchez
Ledair Sanner
Maria Saucedo
Carol Schiefer
Kelly Scroggins
Lynne Seymour
Min Shertzer

Personnel Report #5

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Curriculum & Instruction: to attend a voluntary staff development day; August 31, 1999; not to exceed 7 1/4 hours each; \$250.00 each.

Purvi Sheth	Linita Simmons	Donnalee Simpson
Shelly Sinclair	Margie Sivert	Stella Sloan
Bryan Smith	Heather Smith	Charles Snell
Kim Sorenson	Matha Srisamai	Darcee Staiger
Donna Staub	Clifton Steppe	Arlene Stevens
Earl Douglas Stevens	Terri Stevens	Janine Stewart
Monette Stewart	Julie Stice	Marisol Stokes
Karen Stokoe	Philip Stokoe	Allan Stringer
Jennifer Stromdahl	Mervin Tapsfield	Tiffani Taylor
Patrick Thompson	Robin Thompson	Dale Thorpe
Lynnee Tieri	Vincent Tieri	Quenton (Doug) Torbert
Richard Torbert	Nenoise Trotter	Julia Trunnell
Rory Tso	Sandy Tucker	Mary Turman
Denise Turner	Jené Tutton	Joanne Tyler
Maria Unzueta	Kay Vail	Sally Valente
Patricia Valle-Sanchez	June Van Genuchten	Jill Van Hofwegen
Judith Van Train	Dolores Vasquez	Enrique Velasquez
Nancy Velasquez	Norma Velasquez	Gayle Venegas
Carol Veneman	Mariann Vetrhus	Joanne Viafora
Linda Vickers	John Vigrass	Donald Wade
Paul Wakefield	Deborah Waldeck	Darrel Walker
Vera Walker	Mary Ward	Zoe Washburn
James Wat	Daniel Weatherford	Marcia Weaver
Deloris Weible	Amy Weidman	Rhonda Werthman
Monica Werwee	Rhonda West	Dorothy Wheeler
Vera Whitfield	Kristy Williams	Leona Williams
Cynthia M. Wilson	Roxane Winemiller	Marilyn Wior
Charles Wolfe	Suzanne Wong	Nancy Woodhead
Ernest Wright	Karen Wright	Tammy Wright
Ross Yohonn	Alison Young	Sandra Young
Sherry Zelenka	Carl Zitek	Carole Zuloaga

Education Services: to attend PQR institute; June 28-29, 1999; not to exceed 16 hours total; appropriate hourly rate of pay.

Ms. Linda Goedhart

Personnel Report #5

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Education Services; to provide time for CPR training for preschool teachers; August 30, 1999; not to exceed six (6) hours total; appropriate hourly rate of pay.

Ms. Irene Allen

Education Services; to provide end of summer program reports; August 1, 1999 through September 30, 1999; not to exceed two (2) hours each; appropriate hourly rate of pay.

Ms. Paula Goldberg	Ms. Sandra Allen	Ms. Mary Lunetto
Ms. Gabrielle Sznopak	Ms. Kara McCay	Ms. Heather Broda
Ms. Tanja Howard	Ms. Norma Velasquez	Ms. Cynthia Johnson
Ms. Barbara McNutt	Ms. Sandra Cullum	Ms. De'Ann McWilliams
Ms. Judith Van Train	Ms. Rose Howard	Ms. JoAnn Greeley
Ms. Sally Valente	Ms. Maria Preciado	Ms. Carmelle Poor
Ms. Amy George	Ms. Julie Herman	Ms. David Clarke
Ms. Mary Golden	Ms. Maggie Beach	Ms. Kathy Pedroza
Ms. Deborah Dallas	Ms. Sandra Amatriain	Ms. Rosa Santos-Lee
Ms. Jessie Caballero	Ms. Ginger Jones	Ms. Evelyn Harman
Ms. Jodi Brandom	Ms. Elsa Buenrostro	

Learning Center; School to Career training; August 4, 1999; not to exceed 7.5 hours each; appropriate hourly rate of pay.

Mr. Bobbie Arterberry	Ms. Barbara Boatwright	Ms. Cheryl Boyce
Ms. Debbie Bucihout	Ms. Debbie Bush	Mr. Donn Cushing
Ms. Vicky Castillo	Mr. Ernie Garcia	Ms. Larry Jansen
Mr. Dennis Kroeger	Ms. Marie Mains	Ms. Karen Murphy
Mr. Joel Parker	Ms. Karen Pina	Mr. William Pine
Ms. Julie Rosa	Ms. Denise Squires	

Technology Department; budgeted staff development planning and training to implement TLCG; April 13, 1999 through September 30, 1999; not to exceed 772 hours total; appropriate hourly rate of pay.

Ms. Vickie Hawkins	Mr. Sergio Infante	Ms. Sophia Gray
Mr. Dave Doubravsky	Ms. Susan Galewski	Ms. Pam Grethen
Ms. Nicole Haber	Mr. Luis Hernandez	Mr. Roger Liverman
Ms. Marilyn Martinez	Ms. Claudia Penaloza	Ms. Carmen Rivera
Mr. Drew Scherrer	Mr. Rick Shannon	

Personnel Report #5

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Granite Hill Elementary; to attend a structured English Immersion meeting; September 1, 1999; not to exceed one (1) hour total; appropriate hourly rate of pay.

Ms. Sherine Patton

Substitute Assignment

Teacher	Ms. Barbara Adcock 11921 Sugar Creek Court Moreno Valley, CA 92557	As needed Multiple Subject Credential
Teacher	Ms. Wendy Bartczak 1138 N. Paradise Street Anaheim, CA 92806	As needed Emergency 30-Day Permit
Teacher	Ms. Rebecca Devine 5756 Angela Avenue Riverside, CA 92509	As needed CBEST Waiver
Teacher	Ms. Connie Finney 3580 Elmwood Drive Riverside, CA 92506	As needed Emergency 30-Day Permit
Teacher	Ms. Heather Fredrics 9523 Birmingham Avenue Riverside, CA 92509	As needed CBEST Waiver
Teacher	Ms. Alice Harrison 10775 Jerry Court Mira Loma, CA 91752	As needed Emergency 30-Day Permit
Teacher	Ms. Janet Hill 3637 Canyon Crest #1-204 Riverside, CA 92507	As needed Emergency 30-Day Permit
Teacher	Ms. Cheryl Kovalchik 25935 Summerhill Court Murrieta, CA	As needed Emergency 30-Day Permit
Teacher	Ms. Sherri Kposowa 5004 Cherry Hill Drive Riverside, CA 92509	As needed Emergency 30-Day Permit

Personnel Report #5

CERTIFICATED PERSONNEL

Substitute Assignment

Teacher	Mr. Dennis Lloyd 1626 S. Cypress Avenue Ontario, CA 91762	As needed Single Subject-History Credential
Teacher	Ms. Ramona Loynd 4321 Greystone Circle Riverside, CA 92509	As needed Multiple Subject Credential
Teacher	Mr. Roger Ochs 8689 Barton Street Riverside, CA 92508	As needed Single Subject-English Credential
Teacher	Mr. Oscar Reynoso 7991 Janet Avenue Riverside, CA 92503	As needed Emergency 30-Day Permit
Teacher	Ms. Lisa Switzer 1080 Spruce Street #7E Riverside, CA 92507	As needed Emergency 30-Day Permit

Resignation

Teacher	Ms. Zoi Halias 16270 Moon Bow Court Riverside, CA 92503	Effective September 9, 1999
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CLASSIFIED PERSONNEL

Regular Assignment

Bus Driver-Special Students	Ms. Angela Hendricks 6130 Camino Real #299 Riverside, CA 92509	Eff. September 13, 1999 Work Year F Part-time
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Voluntary Demotion

From Elementary Media Center Clerk to Clerk- Typist	Ms. Joanne McKee 5547 Carson Road Riverside, CA 92506	Eff. September 13, 1999 Work Year E1
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Personnel Report #5

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Curriculum & Instruction: to provide campus supervision during districtwide staff development day; August 31, 1999; not to exceed eight (8) hours each; appropriate hourly rate of pay.

Campus Supervisor	Ms. Patricia Hopson
Campus Supervisor	Ms. Chrisa Huerta
Campus Supervisor	Ms. Vicki Umscheid
Campus Supervisor	Ms. Pennilou Wilburg

Substitute Assignment

Elementary Media Center Clerk	Ms. Susan Bush 3405 Tupelo Street Chino Hills, CA 91709	As needed
Secretary	Ms. Laura Egan 3243 Arlington Avenue Riverside, CA 92506	As needed
Custodian	Mr. Michael Esteem 6411 Jade Street Riverside, CA 92509	As needed
Bus Driver	Ms. Rhonda Lott 5565 Skyloft Drive Riverside, CA 92509	As needed
Bus Driver	Ms. Patricia Miller 5618 29th Street Riverside, CA 92509	As needed
Campus Supervisor	Mr. Nicholas McNamee 3383 Chardoney Way Mira Loma, CA 91752	As needed
Custodian	Mr. James Purvis 5887 Mission Blvd. #18 Riverside, CA 92509	As needed
Clerk-Typist	Ms. Consuelo Rojas 7979 Townsend Drive Riverside, CA 92509	As needed

Personnel Report #5

CLASSIFIED PERSONNEL

Substitute Assignment

Custodian	Ms. La'Shell Topps 25574 Casa Encantador Moreno Valley, Ca 92553	As needed
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Leave of Absence

Cafeteria Assistant II	Ms. Veni Halcromb 10420 Latour Lane Mira Loma, CA 91752	Unpaid Special Leave effective September 8, 1999 through November 8, 1999 without compensation, health and welfare benefits, increment advancement or the accrual of seniority for layoff or reduction in force purposes.
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Resignation

Cafeteria Assistant I	Ms. Cindy Andrade 4621 Tomlinson Avenue Riverside, CA 92503	Effective September 9, 1999
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OTHER PERSONNEL

Short-Term Assignment

Adult/Alternative Education; to serve as a Peer Lead Counselor for the JTPA IIC program; September 1, 1999 through June 30, 2000; not to exceed eight (8) hours per day; \$10.00 per hour.

Mr. Wajdie Ahmad

Learning Center; afterschool tutoring; August 23-26, 1999; not to exceed 28 hours total; \$28.25 per hour.

Afterschool Tutor	Mr. Hudena James
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Preschool Department; to provide time for peak load assistance for headstart/preschool registration; August 2-30, 1999; not to exceed 80 hours total; \$8.23 per hour.

Peak Load Assistant	Ms. Maura Navarette
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I-1
M12

Personnel Report #5

OTHER PERSONNEL

Short-Term Assignment

Purchasing Department; to serve as a Peak Load Assistant; August 26-31, 1999; not to exceed eight (8) hours per day; \$8.23 per hour.

Peak Load Assistant Ms. Rhonda Glass

Purchasing Department; to serve as a Peak Load Assistant; September 7-30, 1999; not to exceed four (4) hours per day; \$8.23 per hour.

Peak Load Assistant Ms. Rhonda Glass

Ina Arbuckle Elementary; to serve as a peakload clerical assistant; August 20, 1999 through September 1, 1999; not to exceed three (3) hours per day; \$8.23 per hour.

Peak Load Clerical Assist. Ms. Kathi Garcia

Peralta Elementary; to serve as a Peak Load Instructional Assistant; September 7-30, 1999; not to exceed three (3) hours per day; \$9.081 per hour.

Peak Load Assistant Ms. Jenny Dean

Jurupa Valley High School; 1999-2000 school year; to serve as an AVID Tutor; not to exceed 35 hours per week; \$8.00 per hour.

AVID Tutor	Ms. Katherine Clark
AVID Tutor	Ms. Amy Parker
AVID Tutor	Ms. Giselle Picard

Jurupa Valley High School; 1999-2000 school year; to serve as an AVID Tutor; not to exceed 35 hours per week; \$9.00 per hour.

AVID Tutor Mr. Daniel Fisher

Jurupa Valley High School; 1999-2000 school year; to serve as an AVID Tutor; not to exceed 35 hours per week; \$9.50 per hour.

AVID Tutor	Ms. Norma Garcia
AVID Tutor	Mr. Rogoberto Olasaba
AVID Tutor	Ms. Claudia Rojas
AVID Tutor	Ms. Melissa Zepeda

Personnel Report #5

OTHER PERSONNEL

Short-Term Assignment


Jurupa Valley High School; 1999-2000 school year; to serve as an AVID Tutor; not to exceed 35 hours per week; \$8.50 per hour.

AVID Tutor	Ms. Veronica Gonzalez
AVID Tutor	Mr. Chris Haro
AVID Tutor	Ms. Karen Lopez
AVID Tutor	Mr. Enrique Melgoza
AVID Tutor	Mr. Hector Nilo
AVID Tutor	Ms. Claudia Rivera

Rubidoux High School; to serve as a Lifeguard; September 13, 1999 through October 15, 1999; not to exceed 30 hours per week; \$7.50 per hour.

Lifeguard	Mr. Richard Reed
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The above actions are recommended for approval:



Kent Campbell, Assistant Superintendent-Personnel Services

Jurupa Unified School District

Personnel Report #5

September 20, 1999

CERTIFICATED PERSONNEL

Temporary Assignment

Teacher (SDC)	Mr. Gregory Alexander III 5705 Berkeley Avenue San Bernardino, CA 92407	Effective September 1, 1999 through June 16, 2000 Specialist-Mild/Moderate Emergency Credential
Teacher	Ms. Kathleen Cessna 18167 Harley John Road Riverside, CA 92504	Effective September 23, 1999 through June 16, 2000 Multiple Subject Emergency Credential
Teacher	Ms. Brooke Thompson 5955 Tower Road Riverside, CA 92506	Effective September 23, 1999 through June 16, 2000 Multiple Subject Emergency Credential

Change of Assignment

From Teacher to Bilingual Resource Teacher	Ms. Martha Gomez 268 S. Sutter Avenue San Bernardino, CA 92410	Effective September 20, 1999
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Extra Compensation Assignment

Home Bound Teachers: 1999-2000 school year; appropriate hourly rate of pay.

Ms. Nancy Aden	Ms. Jessie Alaniz	Ms. Connie Ayre-Williams
Ms. Jessie Caballero	Mr. Libbern Cook	Ms. Josie Curiel
Ms. Debbie England	Ms. Toni Fletcher	Mr. Richard Franz
Mr. Chris Franz	Ms. Paula Goldberg	Mr. Gary Golden
Mr. John Gonzalez	Ms. Maudie Gooden	Mr. Art Huerta
Mr. Timothy Jones	Ms. Ermine Nelson	Ms. Nanette Prince
Mr. John Radovich	Ms. Tiffani Taylor	Ms. Tammy Wright-Patterson
Mr. Paul Van Lent		

Personnel Report #5

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Saturday School Program: 1999-2000 school year; appropriate hourly rate of pay.

Ms. Heather Broda	Ms. Josefina Castro	Mr. Maurice Castro
Ms. Kristin DeFrance	Mr. Cris Franz	Mr. Richard Franz
Mr. Mark Gard	Ms. Louise Gillette	Ms. Paula Goldberg
Ms. Maudie Gooden	Mr. Eric Gruenewald	Ms. Bev Hedin
Ms. Gabrielle Hensley	Mr. Art Huerta	Mr. Jeff Jacobs
Mr. Tim Jones	Mr. Paul Kumamoto	Ms. Judith Lynch
Ms. Laura Martin	Mr. Edward Mills	Ms. Jamie Neal
Ms. Kara McCay	Mr. Hugo Nevarez	Ms. Ana Palmer
Mr. John Parker	Ms. Julie Parker	Ms. Monica Patino
Ms. Terese Pisarik	Ms. Nanette Prince	Ms. Patricia Prosser
Mr. Joe Ramer	Mr. Ric Slagle	Ms. Judy Smith
Mr. Jim Smyth	Mr. Cliff Steppe	Mr. Doug Stevens
Mr. John Vigrass	Ms. Vera Walker	Ms. Lauretta Wilson-Cortez
Mr. Todd Moerer	Mr. Ross Yohonn	Mr. Carl Zitek
Ms. Christy Rizzo	Tammy Wright-Patterson	

Curriculum & Instruction: presenters at conference for beginning teachers; August 25, 1999; not to exceed seven (7) hours each; appropriate hourly rate of pay.

Ms. Ellen Finan	Ms. Connie Lubak	Mr. Terence Prosser
Ms. Julia Trunnell		

Curriculum & Instruction: to prepare for the K-1 staff development meeting; August 24, 1999 through September 2, 1999; not to exceed six (6) hours each; appropriate hourly rate of pay.

Ms. Sandra Amatriain	Ms. Lynne Bjazevich	Ms. Jessie Caballero
Ms. Veronica Capata	Ms. Deborah Dallas	Ms. Lorayne Garrison
Ms. Tracy Grogan	Ms. Suzanne Hanna	Ms. Elisa Heany
Ms. Heather Knell	Ms. Annemarie Lee	Ms. Deanna Long
Ms. Sally Louis	Ms. Cheryl Magnuson	Ms. Jovanka Martinez
Ms. Connie Nagle	Ms. Andrea Roe	Ms. Monette Stewart
Ms. Joanne Tyler	Ms. Kay Vail	Ms. Beth VandenRaadt
Ms. Judy Van Train	Ms. Zoe Washburn	

Personnel Report #5

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Curriculum & Instruction; to attend a planning meeting for K-1 staff development; August 24, 1999; not to exceed 1.5 hours each; appropriate hourly rate of pay.

Ms. Sandra Amatriain	Ms. Jessie Caballero	Ms. Veronica Capata
Ms. Deborah Dallas	Ms. Tracy Grogan	Ms. Elisa Heany
Ms. Amber Lee	Ms. Annmarie Lee	Ms. Deanna Long
Ms. Cheryl Magnuson	Ms. De'Ann McWilliams	Ms. Connie Nagle
Ms. Andrea Roe	Ms. Monette Stewart	Ms. Joanne Tyler
Ms. Kay Vail	Ms. Beth VandenRaadt	Ms. Judy Van Train

Language Services; to train new SEI teachers on the English ELD materials; not to exceed three (3) hours each; appropriate hourly rate of pay.

Ms. Janet Garcia-Hudson Ms. Theresa Hoag

Van Buren Elementary; to coordinate programs and provide supplemental services to students and parents; September 7, 1999 through June 16, 2000; not to exceed 180 hours total; appropriate hourly rate of pay.

Ms. Maureen Dalimot

Jurupa Middle School; 1999-2000 school year; to teach an extra period per day; appropriate rate of pay.

Ms. Magdalena Ramirez	Mr. Mike Goltry	Mr. Paul Van Lent
Mr. Gary Golden		

Mission Middle School; to assist with student registration; August 24, 1999; not to exceed one (1) day total; appropriate hourly rate of pay.

Mr. John Papavero

Substitute Assignment

Teacher	Ms. Michele Armstrong 8432 Magnolia Avenue Riverside, CA 92504	As needed Emergency 30-Day Permit
Teacher	Ms. Wendy Bowen 31145 Kahwea Road Temecula, CA 92591	As needed Emergency 30-Day Permit

Personnel Report #5

CERTIFICATED PERSONNEL

Substitute Assignment

Teacher	Ms. Dency Galvez 378 Randy Lane Perris, CA 92571	As needed Emergency 30-Day Permit
Teacher	Ms. Geri Gierlich 4227 Kingsbury Place Riverside, CA 92503	As needed Emergency 30-Day Permit
Teacher	Ms. Helen Hellrich 1215 East 39th Street San Bernardino, CA 92404	As needed Emergency 30-Day Permit
Teacher	Ms. Lucinda Jensen 780 N. University Drive Riverside, CA 92507	As needed Emergency 30-Day Permit
Teacher	Ms. Amy Lopez 2431 Peacock Lane Corona, CA 91720	As needed Emergency 30-Day Permit
Teacher	Ms. Sharon Miller 4274 Madrona Road Riverside, CA 92504	As needed Multiple Subject Credential
Teacher	Mr. Noel Olsen 6364 Frank Avenue Mira Loma, CA 91752	As needed CBEST Waiver
Teacher	Ms. Dana Pfeffer 22796 Supa Court Wildomar, CA 92595	As needed Emergency 30-Day Permit
Teacher	Ms. Maria Sanchez 19320 Envoy Avenue Corona, CA 91719	As needed Emergency 30-Day Permit
Teacher	Ms. Amanda Stamper 28365 Burns Avenue Highland, CA 92346	As needed Emergency 30-Day Permit
Teacher	Ms. Janna Stern 3434 Cote Lane Riverside, CA 92501	As needed Emergency 30-Day Permit

Personnel Report #5

CERTIFICATED PERSONNEL

Substitute Assignment

Teacher	Ms. Michelle Trujillo 3637 Canyon Crest #F-303 Riverside, CA 92507	As needed Emergency 30-Day Permit
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CLASSIFIED PERSONNEL

Short-Term/Extra Work

Food Services: peak load assistance; September 2-18, 1999; not to exceed 48.5 hours total; appropriate hourly rate of pay.

Senior Fiscal Clerk	Ms. Penny Travis
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Food Services: peak load assistance; August 30, 1999 through September 2, 1999; not to exceed eight (8) hours each; appropriate hourly rate of pay.

Cafeteria Assistant II	Ms. Sharon Conrad
Cafeteria Assistant II	Ms. Teresa Vega
Cafeteria Assistant II	Ms. Linda Kibler
Cafeteria Assistant II	Ms. Carolyn Smith
Cafeteria Assistant II	Ms. Doris Starling
Cafeteria Assistant II	Ms. Kathee Chain
Cafeteria Assistant II	Ms. Peggy Junker
Cafeteria Assistant II	Ms. Sally Morris
Cafeteria Assistant II	Ms. Eloise Daniels
Cafeteria Assistant II	Ms. Carolyn Dodd
Cafeteria Assistant II	Ms. Victoria Alessandro
Cafeteria Assistant II	Ms. Ester Garcia
Cafeteria Assistant II	Ms. Gloria Calderon
Cafeteria Assistant II	Ms. Martha Lopez
Cafeteria Assistant II	Ms. Shirley Sinsley

Language Services: peak load testing; September 7-17, 1999; not to exceed 54 hours total; appropriate hourly rate of pay.

Lang. Proficiency Eval.	Ms. Estela Sanchez
Lang. Proficiency Eval.	Ms. Maria Fullerton
Lang. Proficiency Eval.	Ms. Lydia Reese

Personnel Report #5

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Glen Avon Elementary; to attend conferences and workshops in their perceived areas of need; September 3, 1999 through June 16, 2000; not to exceed 60 hours total; appropriate hourly rate of pay.

Activity Supervisor	Ms. Nancy Hicks
Activity Supervisor	Ms. Sherrie Stoddard
Instructional Aide	Ms. Teresa Gibson
Activity Supervisor	Ms. Irma Rangel
Instructional Aide	Ms. Margaret Mahoney
Instructional Aide	Ms. Catherine Bloom
Elem. Media Center Clerk	Ms. Rita Lang

Glen Avon Elementary; to help with student registrations and peak load assistance; August 27, 1999 through September 1, 1999; not to exceed eight (8) hours per day; appropriate hourly rate of pay.

Clerk-Typist	Ms. Dona Hensley
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Glen Avon Elementary; to assist with the extended lunch hour; September 7-8, 1999; not to exceed one (1) hour each; appropriate hourly rate of pay.

Activity Supervisor	Ms. Marie Arce
Activity Supervisor	Ms. Susan Gonzales

Granite Hill Elementary; to communicate with parents through newsletters, handbooks, and flyers; September 1, 1999 through June 16, 2000; not to exceed 40 hours total; appropriate hourly rate of pay.

Bil. Language Tutor	Ms. Lorena Graves
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Granite Hill Elementary; peak load assistance; September 2-3, 1999; not to exceed six (6) hours each; appropriate hourly rate of pay.

Activity Supervisor	Ms. Jody Sarra
Instructional Aide	Ms. Valerie Othon
Bilingual Language Tutor	Ms. Martha Aleman

Personnel Report #5

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Ina Arbuckle Elementary; to prepare for the opening of school, assist with registration, prepare take-home packets, and peakload assistance to meet school deadlines; September 2-20, 1999; not to exceed four (4) hours per day; appropriate hourly rate of pay.

Translator-Clerk-Typist Mr. Gabriel Martinez

Ina Arbuckle Elementary; registration of new students and preparation for new school year; August 23, 1999 through September 1, 1999; not to exceed eight (8) hours per day each; appropriate hourly rate of pay.

Clerk-Typist Ms. Elvera Borders
Translator/Clerk-Typist Mr. Gabriel Martinez

Pacific Avenue Elementary; to assist Spanish-speaking parents with school registration; August 30, 1999 through September 1, 1999; not to exceed six (6) hours per day; appropriate hourly rate of pay.

Bilingual Language Tutor Ms. Beatriz Simonds

Sunnyslope Elementary; school improvement plan for limited English proficient, GATE, and special education students; September 7, 1999 through June 15, 2000; not to exceed 100 hours total; appropriate hourly rate of pay.

Instructional Aide Ms. Ivonne Irving

Van Buren Elementary; to compensate aides who help teachers who provide after school programs which enhance the core curriculum; September 7, 1999 through June 16, 2000; not to exceed 60 hours total; appropriate hourly rate of pay.

Instructional Aide Ms. Donna Johnson
Instructional Aide Ms. Sylvia Hernandez

Van Buren Elementary; parents need to be continually educated on how to be positive role models and how to provide support for their children's educational success; September 7, 1999 through June 16, 2000; not to exceed 20 hours each; appropriate hourly rate of pay.

Bilingual Language Tutor Ms. Patty Griffin
Bilingual Language Tutor Ms. Margarita Mendoza

Personnel Report #5

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Van Buren Elementary; to help Title I teachers prepare materials for student use; September 7, 1999 through June 16, 2000; not to exceed 170 hours total; appropriate hourly rate of pay.

Activity Supervisor Ms. Bertice Roper

Van Buren Elementary; to supervise children when meetings run longer than normal; September 7, 1999 through June 16, 2000; not to exceed 30 hours total; appropriate hourly rate of pay.

Activity Supervisor Ms. Donna Crispin
Activity Supervisor Ms. Bertice Roper
Activity Supervisor Ms. Patty Brown
Activity Supervisor Ms. Sandy Reilly
Activity Supervisor Ms. Sylvia Hernandez

Mission Middle School; to assist with student registration; August 24, 1999; not to exceed five (5) hours each; appropriate hourly rate of pay.

Campus Supervisor Ms. Patricia Hopson
Campus Supervisor Ms. Christa Huerta

Nueva Vista High School; peak load assistance needed for registration; August 19-31, 1999; not to exceed 15 hours total; appropriate hourly rate of pay.

Clerk-Typist Ms. Thelma Umscheid

Jurupa Valley High School; to assist in meeting deadlines for student registration; August 30, 1999; not to exceed eight (8) hours each; appropriate hourly rate of pay.

Campus Supervisor Ms. Karin Russell
Campus Supervisor Ms. Ellen McIntosh

Jurupa Valley High School; to assist with deadlines and Netel conversion related to start of school; August 26, 1999 through September 1, 1999; not to exceed eight (8) hours per day; appropriate hourly rate of pay.

Clerk-Typist Ms. Georgia Fruh

Personnel Report #5

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Jurupa Valley High School: to assist in meeting deadlines for student registration; August 27-31, 1999; not to exceed eight (8) hours per day each; appropriate hourly rate of pay.

Campus Supervisor Mr. Greg Mathews
Campus Supervisor Ms. Nancy Holt

Rubidoux High School: to distribute textbooks to all students; September 9-14, 1999; not to exceed four (4) hours per day; appropriate hourly rate of pay.

Clerk-Typist Ms. Sherri Stewart

Substitute Assignment

Cafeteria Assistant I Ms. June Allen As needed
7341 Sebastian Avenue
Riverside, CA 92509

Secretary Ms. Audrey Catt As needed
4095 Via San Luis
Riverside, CA 92504

Grounds Worker Mr. Raymond Avila As needed
7421 Peggy Avenue
Riverside, CA 92509

Custodian Mr. Winston Henderson As needed
23299 Marshall Road
Perris, CA 92570

Bus Driver Ms. Christine Tomera As needed
8374 Magnolia #12A
Riverside, CA 92504

Custodian Mr. Raymond Villanueva As needed
3715 Pioneer Drive
Riverside, CA 92509

Personnel Report #5

CLASSIFIED PERSONNEL

Leave of Absence

Activity Supervisor	Ms. Gail Isleib 7664 High Prairie Trail Riverside, CA 92509	Unpaid Special Leave September 7, 1999 through December 17, 1999 (seven and one-half hours per week only) without compensation, health and welfare benefits, increment advancement or the accrual of seniority for layoff or reduction in force purposes.
Activity Supervisor	Ms. Theresa Rowe 10234 60th Street Mira Loma, CA 91752	Unpaid Special Leave September 9, 1999 through June 16, 2000 (forty-five minutes per week only) without compensation, health and welfare benefits, increment advancement or the accrual of seniority for layoff or reduction in force purposes.
Instructional Aide	Mr. Daniel Torchia 8400 Tamarind Riverside, CA 92509	Unpaid Special Leave September 7, 1999 through June 19, 2000 (three hours per week only) without compensation, health and welfare benefits, increment advancement or the accrual of seniority for layoff or reduction in force purposes.

Resignation

Bilingual Language Tutor	Ms. Elsa Giron 6253 Grand Valley Riverside, CA 92509	Effective September 2, 1999
Clerk-Typist	Ms. Patricia Jokela 5710 Falling Leaf Lane Riverside, CA 92509	Effective September 2, 1999
Activity Supervisor	Ms. Colette Joslen 8468 56th Street Riverside, CA 92509	Effective September 9, 1999

Personnel Report #5

CLASSIFIED PERSONNEL

Resignation

Administrative Secretary	Ms. Bobbi Hillebert 7950 Paisano Way Riverside, CA 92509	Effective October 1, 1999
Buyer	Mr. Ron Mullins 1283 Stillwater Road Corona, CA 91720	Effective October 1, 1999
Instructional Aide	Ms. Deborah Muro 16875 Rosemary Lane Chino Hills, CA 91709	Effective September 16, 1999
Cafeteria Assistant I	Ms. Ramona Perkins 5741 Mission Blvd. #35 Riverside, CA 92509	Effective September 17, 1999
Activity Supervisor	Ms. Emilia Rodrigues 9400 Stirrup Street Riverside, CA 92509	Effective September 12, 1999

OTHER PERSONNEL

Short-Term Assignment

Maintenance & Operations; gum removal at Mira Loma Middle and Mission Middle Schools; August 27-31, 1999; not to exceed eight (8) hours per day; \$10.385 per hour.

Peak Load Custodial	Mr. Fernando Alvarez
Peak Load Custodial	Mr. Artemio Galvan

Maintenance & Operations Department; peak load for landscape projects at Rubidoux High School and Rustic Lane Elementary; August 8-28, 1999; not to exceed eight (8) hours per day; \$10.639 per hour.

Peak Load Landscape	Mr. Albert Serrato
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Maintenance & Operations Department; peak load for teacher staff development meetings; August 23-27, 1999; not to exceed 40 hours total; \$10.385 per hour.

Peak Load Custodial	Mr. Fausto Lopez
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Personnel Report #5

OTHER PERSONNEL

Short-Term Assignment

Maintenance & Operations Department; peak load for staff development meeting at Mira Loma Middle School; August 31, 1999 through September 3, 1999; not to exceed 32 hours total; appropriate hourly rate of pay.

Peak Load Custodial Mr. Fausto Lopez

Maintenance & Operations Department; to move furniture into new portables at Rubidoux High School; August 30, 1999 through September 2, 1999; not to exceed 112 hours total; \$10.385 per hour.

Peak Load Custodial Mr. Justin Balis
Peak Load Custodial Mr. Artemio Galvan
Peak Load Custodial Mr. Francisco Gaytan
Peak Load Custodial Mr. Richard Martinez
Peak Load Custodial Mr. Daniel Mason

Personnel Services; to serve as a peak load clerical helper; September 16, 1999; not to exceed 1 1/2 hours total; \$8.23 per hour.

Peak Load Clerical Helper Ms. Rhonda Glass

Preschool Department; to provide assistance in the start-up of Headstart/Preschool classes; September 2-14, 1999; not to exceed 30 hours total; \$8.23 per hour.

Peak Load Assistant Ms. Margaret Salomon

Mission Middle School; peak load to assist the librarian with processing books; August 24, 1999 through September 8, 1999; not to exceed seven (7) hours per day; \$8.23 per hour.

Peak Load Assistant Ms. Margaret Myer

Mission Middle School; to be oriented to substitute for the secretary; August 23, 1999; not to exceed eight (8) hours total; \$11.164 per hour.

Peak Load Secretarial Ms. Pamela Whitman

The above actions are recommended for approval:



Kent Campbell, Assistant Superintendent-Personnel Services