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

TUESDAY, MAY 8, 2001

EDUCATION CENTER BOARD ROOM, 4850 Pedley Road, 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. Teagarden, Mr. Chavez

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 Board Conference Room pursuant to Government/Education Codes listed below:
LABOR NEGOTIATIONS: Pursuant to Government Code Section 54957.6, the Board will be discussing its positions regarding any matter within the scope of representation and instructing its designated representatives for negotiations with employee groups.
PUBLIC EMPLOYMENT: Pursuant to Government Code Section 54957, the Board will be discussing personnel matters to include Personnel Report #19; public employee discipline/dismissal/ release/non-renewal/reassignment/resignation/retirement/suspension/complaints, and public employee selection: Superintendent.
STUDENT DISCIPLINE: Pursuant to Education Code Sections 48900 and 48915, the Board will be discussing Discipline Cases #01-086, #01-089, #01-090, #01-091, #01-094, #01-095.
PROPERTY ACQUISITION NEGOTIATIONS: APN#169-270-003 & #169-270-004, Owners: Miles & New.

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 Board Members: President Knight, Mrs. Adams, Mrs. Burns, Mr. Chavez, Mr. Teagarden

Roll Call Student Members: Richard Dean, Jessica Wills, Alexandra Hernandez

Flag Salute (President Knight)

Inspirational Comment (Mr. Chavez)

COMMUNICATIONS SESSION

1. **Student Reports**

   a. Hear Reports from 2000-01 Student Board Members (Mrs. Roberts)
   The Board welcomes Richard Dean, Jurupa Valley High Student Board Member, Jessica Wills, Rubidoux High Student Board Member, and Ms. Alexandra Hernandez, Student Board Member from Nueva Vista Continuation High. Student Board Members may wish to address the Board regarding student achievements, interests, or other matters.

2. **Recognition**

   a. Recognize Celebration of Cinco de Mayo (Mrs. Roberts)
   In the Jurupa Unified School District, schools celebrate Cinco de Mayo in a variety of ways. This evening, the District would like to highlight the Cinco de Mayo celebration held at West Riverside Elementary School. Ms. Elsa Buenrostro, a teacher at West Riverside Elementary School, will provide a musical dance presentation with a group of 15 West Riverside Elementary School students. Information only.

   b. Recognize Student Drug Use Prevention Poster Contest Winner (Mrs. Roberts)
   Yesenia Tirado, a 6th grade student from Pedley Elementary School, won 1st place in the 17th Annual Carol Addiss Student Drug Use Prevention Poster Contest conducted by the Riverside County Office of Education. Yesenia will be presented with a certificate and recognized by the Riverside County Board of Supervisors. Ms. Sheppy, who coordinates drug, alcohol, and tobacco education for the district, would like to present a certificate to Yesenia for her efforts in promoting a safe and drug free school and serving as a positive role model to other students.

   c. Recognize Teaching As A Priority (SB 1666) Grant Award (Mr. Campbell)
   The District was notified that the Teaching As A Priority (SB 1666) Grant application submitted in February 2001 was approved for full funding in the amount of $675,402. The competitive grant program was created to provide school districts with teacher recruitment and retention incentives to hire and retain credentialed teachers for low performing schools.

   Under the leadership of Ellen French, the District grant application was written to provide signing bonuses of $4,500 for each new fully-credentialed teacher hired and assigned to a District school with an API rating of 1-3, and $3,000 for each new fully-credential teacher hired and assigned to a District school with an API rating of 4-5. Signing bonuses will be disbursed after the first contracted month of service and may be used for any combination of the following: computer hardware and/or software; fitness club membership; travel; tuition payments for continuing education; or cash payment.

c. Recognize Teaching As A Priority (SB 1666) Grant Award (Mr. Campbell)
(Continued)

In addition, to further develop the teacher applicant pool, a referral fee of $300/$200 will be paid to any District employee, who recruits a fully-credentialed teacher who is assigned to an underperforming school. The larger ($300) referral fee will be paid for referrals of credentialed teachers assigned to schools with API ratings of 1-3; while the smaller ($200) referral fee will be paid for referrals of credentialed teachers assigned to schools with API ratings of 4-5.

To retain fully-credentialed teachers at these schools and to encourage teachers to complete credentialing requirements, one third of the TAP grant will also provide supplemental instructional materials and a supply budget to each fully-credentialed teacher at these schools. Information only.

* d. Adopt Resolutions for Employee Recognition Weeks (Mrs. Roberts)

Each year, various organizations set aside time for special recognition of specific employee groups. For the past several years, it has been customary to set aside two weeks in May for recognition of the major employee groups.

May 9, 2001 has been declared as "Day of the Teacher," when all public schools in California and educational institutions in California may suitably commemorate and give attention to teachers and their profession. The district will recognize and celebrate in many unique ways at each site, the annual "Day of the Teacher" to express its grateful appreciation to the teachers and other certificated employees including counselors, nurses, speech therapists, and psychologists employed by the district.

May 20-26, 2001 has been set aside as "Classified School Employee Week." During this week, the district will recognize classified employees for their support and care for Jurupa's children through a variety of jobs in the district. The Board and administrative staff wish to personally thank each of the more than 850 full and part-time classified employees for their valuable contribution and commitment to supporting the education of students in the Jurupa Unified School District.

Two resolutions are included in the supporting documents to recognize both employee groups who are especially important in promoting the education of students. Administration recommends that the Board adopt Resolution #01/34, in recognition of "Day of the Teacher, May 9, 2001," and Resolution #01/35, in recognition of "Classified School Employee Week, May 20-26, 2001."

e. 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.

Lisa Reimer, Jurupa PTA Council Auditor, wishes to donate $50.00, with the request the funds be used as needed for student programs at Glen Avon Elementary School.

Riverside Cement Company of Diamond Bar, wishes to donate $500.00, with the request the funds be used to purchase literature books and classroom supplies for the Head Start classrooms of Joan Jordan and Zenaida Amaro at Ina Arbuckle Elementary School.

Target Stores wish to donate $198.13, with the request the funds be used for field trips to benefit Ina Arbuckle Elementary School students.

Ms. Dawn Green, of Riverside, wishes to donate $121.42, with the request the funds be used for field trips to benefit Ina Arbuckle Elementary School students.

The Indian Hills Elementary School PTA wishes to donate a storage unit, with the request it be used to provide additional storage for various school supplies. The unit is 40-feet by 8-feet by 8-feet, and is valued at approximately $2,580.00.

Parents of Indian Hills Elementary School second and fifth grade students wish to donate $570.70, with the request the funds be used to pay expenses for student field trips and classroom supplies.

Shakey's Pizza, on Van Buren in Riverside, wishes to donate $40.00, with the request the funds be used to purchase classroom materials and supplies for Peralta Elementary School students.

Lisa Reimer, Jurupa PTA Council Auditor, wishes to donate $50.00, with the request the funds be used as needed for student programs at Peralta Elementary School.

Parents of Stone Avenue Elementary School sixth grade students wish to donate $383.00, with the request the funds be used to pay transportation expenses for Sixth Grade Outdoor Science Camp.

United Way, through an Edison International employer contribution program, wishes to donate $75.00, with the request the funds be used to purchase technology equipment for Sunnyslope Elementary School.

The Troth Street Elementary School PTA wishes to donate $2,394.83, with the request the funds be used to pay for student field trips and classroom supplies.

Mr. Al Zito, on behalf of Al's Rubber Stamps and Specialty Works, Inc., wishes to donate a computer, monitor and scanner, with the request the equipment be used at Mission Middle School. The approximate value of the equipment is $1,000.00.

The Educational Resource Development Trust (ERDT) wishes to donate $1,350.00, with the request the funds be used by the Band ($1,200.00), Agriculture Department ($100.00), and Softball Team ($50.00) to purchase equipment and supplies to benefit Rubidoux High School students.

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

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

3. Administrative Reports and Written Communications

a. Accept Initial Bargaining Proposal from California School Employees Association

(Mr. Campbell)

CSEA leadership has indicated that it will be announcing its contract re-opener proposals for the 2001-2002 fiscal year at tonight's meeting. It is recommended that the Board receive the proposal and withhold comment at this time. A public hearing on the proposal will be scheduled for a future Board meeting. Information only.

b. Hear Presentation on Schematic Design for the Third Comprehensive High School

(Mrs. Roberts)

During the late 1980's the district was fortunate enough to secure full State funding for a third comprehensive high school site located on 50 acres on Jurupa Road near Camino Real. In subsequent years, the growth surge experienced by the District in the earlier part of the decade, which was fueled by a more robust economy, began to subside. During the early 1990's, the District was still adding permanent facilities at Jurupa Valley High School and did not need a new high school. Also, for about eight years, the State was in an economic downturn and student population growth remained at one to two percent per year. As economic recovery became a reality during the latter part of the last decade, District schools once again experienced growth. Our demographic consultant projects that at "build out" the district will grow to about 25,000 students.

In January 2000, the Board authorized administration to begin a design development process for the third comprehensive high school. The initial step in the process was to appoint a committee to develop educational specifications. The Superintendent appointed the Assistant Superintendent Education Services, Dr. DeWayne Mason, to lead this part of the process. Teachers and administrators from both comprehensive high schools met to brainstorm their conception of a high school that would meet the needs of students in the 21st Century. Representatives from this group visited three local high schools built within the last three years, Redlands'- East Valley, Corona Norco's - Santiago, and Fontana's - Henry J. Kaiser. Teachers returned to the district and further refined their ideas.

Architects from Perkins and Will reviewed the committee's suggestions with the Superintendent, the Assistant Superintendents for Business and Education, a high school assistant principal, and the Senior Building Inspector. Other meetings were held with administrators to discuss a schematic design for the high school in light of the educational specifications, site characteristics, and projected public use of the facility. Once again, Bob Lavey, Project Architect, met with teachers representing the various departments at both high schools to review the educational specifications and schematic design. At tonight's Board meeting, Perkins and Will architects, Gaylaird Christopher, Bob Lavey, and Nick Seierup, will be present to describe the schematic design process, present a model, and describe the next steps in the planning cycle. Information only.

c. Hear Report on Districtwide Disaster Drill (Mrs. Roberts)

On April 25th at 9:45 a.m., all school sites participated in a duck, cover, and evacuation drill. This drill, in conjunction with Earthquake Preparedness Month, allowed schools to practice their site disaster plans. Three schools volunteered to run an in-depth drill in order to give district administrators an opportunity to practice their emergency management plan. Ms. Lucinda Sheppy, Administrator of Student and Community Services, will give a brief description of the drill and the district's crisis management plan. Information only.

* d. Consider Joining Public-Private Partnership with Northwest Riverside County Clean Cities Coalition (Mrs. Roberts)

At the request of Mrs. Burns, the Northwest Riverside County Clean Cities Coalition invited the District to consider membership in Clean Cities. As one of the largest school districts in the county and probably one of the most geographically vulnerable districts to air pollution in the State, the Coalition feels that Jurupa schools would benefit from participation in Clean Cities as a Principal Stakeholder. The supporting documents contain background materials about Clean Cities. In order to become a Clean Cities stakeholder, the district is required to complete the "Information Sheet" and sign the Memorandum of Understanding. There are no assessments or dues connected with becoming a stakeholder. Privileges of becoming a stakeholder include opportunities for rebate programs and other funding set aside specifically for Clean Cities; being a part of their annual event; participating in policy setting; recognizing Jurupa in Clean Cities publications, and the right to use the Clean Cities designation in promotional materials. Following discussion, the Board may wish to provide direction to staff concerning participation in the Northwest Riverside County Clean Cities Coalition.

e. Other Administrative Reports and Written Communications (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.

HEARING SESSION

***Hear Public Comments on NEA-J Initial Negotiating Proposal** (Mr. Campbell)
As required by law and Board Policy, the Board should conduct a public hearing on the proposal of the National Education Association-Jurupa regarding negotiations on a successor contract. The purpose of this public hearing is to provide an opportunity for the public to express its opinion to the Board concerning the NEA-J initial negotiating proposal. The Board President should formally open and close the public hearing on the proposal.

ACTION SESSION

A. Approve Routine Action Items by Consent

Administration recommends the Board approve/adopt Routine Action Items A 1-7 as printed.

* 1. Approve Minutes of April 16, 2001 Regular Meeting
* 2. Disbursement Orders (Mrs. Lauzon)
* 3. Agreements (Mr. Edmunds)
* 4. Notice of Completion for Tilden-Coil Constructors, Inc., Pedley Elementary School Addition and Renovation-Bid #01/10L (Mr. Edmunds)
* 5. Approve Resolution #01/33, Authorization to Conduct Surplus Sale (Mr. Edmunds)

Throughout the year the Warehouse accumulates surplus items from throughout the District, which are old, obsolete, non-repairable or uneconomical to repair. A list of such items is included in the supporting documents. Education Code Section 39520 requires that items, whether one or more, having a value in excess of $2,500 be sold to the highest responsible bidder. Education Code Section 39521-a allows that items, whether one or more, which do not exceed a value of $2,500, may be sold at private sale without advertising. Section 39521-b allows that any items having previously been offered for sale pursuant to Section 39520 for which no qualified bid was received, may be sold at private sale without advertising; and Section 39521-c allows that property of insufficient value to defray the cost of arranging for a sale may be either donated to a charitable organization or disposed of in the local public dump. The list of items included in the supporting documents exceeds $2,500 in value. Administration recommends that the Board approve Resolution #01/33, Authorization to Conduct Surplus Sale. Administration further recommends that the Board direct the Director of Purchasing to dispose of unsold items at private sale pursuant to Education Code Section 39521-a and that any item remaining after previous attempts at sale be donated to a recognized charitable organization or disposed of in the local dump pursuant to Education Code Section 39521-c.

* 6. Approve Out-Of-State Travel Request to Attend Safe & Drug Free Workshops (Dr. Mason)

Ms. Cindy Freeman, Assistant Principal at Mira Loma Middle School, Mr. Stan Rowland, Assistant Principal at Jurupa Middle School, Deputy Toussaint, Deputy Bright, and Deputy Bustamante, Middle School Resource Officers, are requesting Board approval to travel to Las Vegas, Nevada on Wednesday, May 9 through Thursday, May 10, 2001. The purpose of the trip is to attend workshops that will enable the middle school administrators and Resource Officers to enhance their skills in drug awareness and investigation. The cost of this trip will be paid through Safe and Drug Free School funds. A copy of the travel request is included in the supporting documents.

It is recommended that the Board approve the Out-of-State Travel Request from Ms. Cindy Freeman, Mr. Stan Rowland, Deputy Toussaint, Deputy Bright, and Deputy Bustamante to travel to Las Vegas, Nevada on Wednesday, May 9 through Thursday, May 10, 2001 to attend drug awareness and investigation workshops.

A. Approve Routine Action Items by Consent

* 7. Approve Non-Routine Field Trip Request from Jurupa Valley High School (Dr. Mason)
Ms. Karen Wright and Ms. Purvi Sheth, teachers at Jurupa Valley High School, are requesting approval to travel to the Orange Coast College School of Sailing and Seamanship in Newport Beach with sixteen (16) students on Monday, June 25 through Friday, June 29, 2001. The Department of Boating and Water Ways offers "at-risk" students an opportunity to spend five (5) days in classroom instruction and hands-on sailing experience. Core academic skills such as science, math, reading, and writing will be reinforced through the use of sailing, rigging, safety, docking, right-of-way rules, wind and sea conditions, and knot tying. All course costs, including materials and supplies, will be paid through the Department of Boating and Water Ways, transportation will be provided by district vehicles, and supervision will be by staff members and employees of the Orange Coast College School of Sailing and Seamanship. Administration has indicated that no student will be denied an 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.

It is recommended that the Board approve the Non-Routine Field Trip Request from Ms. Karen Wright and Ms. Purvi Sheth to travel to the Orange Coast College School of Sailing and Seamanship in Newport Beach with sixteen (16) students on Monday, June 25 through Friday, June 29, 2001.

** B. Approve Submittal of Action Plans for Immediate Intervention/Underperforming School Program to the California Department of Education (Dr. Mason)

As Board members will recall, the California Public Schools Accountability Act of 1999 provides for schools in the lower half of the statewide distribution of the 1999 STAR achievement tests that did not meet their academic growth targets to be eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP). Schools were invited to apply to participate in the 2000-2001 program and eight schools in the Jurupa District were selected – Ina Arbuckle, Mission Bell, Pacific Avenue, Sunnyslope, and Van Buren Elementary Schools; Jurupa Middle and Mission Middle Schools; and Jurupa Valley and Rubidoux High Schools submitted successful applications.

One of the requirements to participate in the II/USP stipulates that an external evaluator be selected by schools from the California Department of Education's approved list and approved by the local governing board. Our schools selected, and the Board approved, two external evaluators, Data Works and The Pulliam Group. A lead evaluator was assigned to each II/USP school and he/she guided the principal, teacher leaders, staff, and Community-based Planning Committee through the process of reviewing school data, identifying areas that need improvement, selecting improvement efforts, and working with district staff to align resources and support. School-based demographic information and achievement data were collected and the data was triangulated around research-based domains related to student performance. The data were presented to the staff and planning committee and served as the preliminary report of findings to the school and Board of Education.

** B. **Approve Submittal of Action Plans for Immediate Intervention/Underperforming School Program to the California Department of Education** (Continued) (Dr. Mason)

An action plan was developed to identify barriers to improving student academic achievement and improve parental and community involvement. After review and approval by the Board prior to May 15th, the action plan for each school will to be submitted to the California Department of Education for review and recommended for approval by the State Board. Two-year implementation grants are awarded annually at a minimum of $50,000 per school and up to $200 per student each year for two years – the exact amount will be determined by the California Department of Education. A copy of the action plan submitted for approval by Ina Arbuckle, Mission Bell, Pacific Avenue, Sunnyslope, and Van Buren Elementary Schools, Jurupa Middle and Mission Middle Schools, Jurupa Valley and Rubidoux High Schools are included in the supporting documents. This evening, representatives from The Pulliam Group will provide information on the process, action plans, and be available to answer questions.

It is recommended that the Board approve the submittal of the action plans to the California Department of Education from Ina Arbuckle, Mission Bell, Pacific Avenue, Sunnyslope, and Van Buren Elementary Schools, Jurupa Middle and Mission Middle Schools, Jurupa Valley and Rubidoux High Schools.

* C. **Act on Recommendations from Blue Ribbon Committee on Facilities Focus Group**
(Mr. Edmunds)

On Monday, April 23, 2001, a focus group of the Blue Ribbon Committee on Facilities met to discuss several issues related to the financing and construction of school facilities. The focus group is a smaller group of the full Committee which was convened to consider several specific issues related to the feasibility of a general obligation bond election, site acquisition, and near term student housing alternatives.

Mr. Jeremy Thorn, of Education Research, presented the results of the second community opinion survey, as presented to the Board on April 2, 2001. Board members will recall that, based on the survey data, Mr. Thorn's conclusion was that it would be very difficult for the District to pass a 2/3 bond election. In view of these results and after considerable discussion, the focus group determined that a "Proposition 39" general obligation bond requiring only 55% of the vote has a much more realistic chance of passing. Since a Proposition 39 bond cannot be slated for a special election, the group had a very lengthy and thorough discussion regarding the pros and cons of holding an election in November of 2001 versus March of 2002, after which the group concluded that November 2001 was a more desirable date for a bond election. Accordingly, the first recommendation of the focus group is for the Board to authorize staff to prepare appropriate documentation for presentation to the Board to call for a general obligation bond election on the November 2001 ballot in the amount of approximately $52 million. In addition, Administration recommends the Board authorize staff to retain the services of a bond feasibility analyst to research public support and need for various facilities for possible inclusion in the ballot measure.

* C. **Act on Recommendations from Blue Ribbon Committee on Facilities Focus Group**
(Continued) (Mr. Edmunds)

The next issue addressed by the focus group was the acquisition and general location of potential school sites. The group reviewed information in the District's Master Plan for facilities, as presented to the Board on January 18, 2000, indicating that within the next five years the District will need a third high school, a fourth middle school, and two elementary schools. The District currently owns a site for a third high school, and is in the process of developing a schematic design for that facility. The District's demographer, Greg Davis of Davis Demographics, has prepared enrollment projections and maps of future growth indicating that the fourth middle school should be located in the south-central area of the District (the Pedley/Indian Hills area). The focus group also reviewed potential locations for future elementary school sites, and concluded that planning to construct a second elementary school on the 18.5 acre Pedley Elementary School site is a cost effective plan to relieve overcrowding in the central area of the District, saving approximately $1 million in site acquisition costs. A site for an 18th elementary school will be needed at either the east or west end of the District. After discussion of this information, the focus group recommended that the Board authorize Administration to acquire a site for a fourth middle school in the south-central area of the District; to begin planning for an elementary school to be constructed on the Pedley Elementary School site; and to begin searching for a suitable location for an 18th elementary school.

Finally, the focus group reviewed information on projected enrollment and school site capacities and utilization for 2001/2002. The table in the supporting documents indicates that the projected enrollment for next year, including Preschool and Head Start, is 20,730. We will be installing ten leased portables this summer in order to house enrollment growth. After those portables are installed, there will be only four vacant classrooms at the elementary level next year, and the middle schools and high schools will be at full capacity. The classroom inventory contained in the supporting documents indicates that there will be a total of 870 classrooms districtwide, of which 347, or 41% are portables. At virtually every elementary school we have run out of space to install portables, and support facilities such as restrooms and libraries are overextended. It will be possible to install only a very few more portables at secondary schools, and the cost of these will be high because they will impact existing infrastructure and space availability. In light of these considerations, the focus group has recommended that the Board consider implementing a year-round school calendar at several sites to relieve overcrowding in the 2002/2003 school year. The specific school sites to be selected for implementation of a year-round calendar will be studied by the focus group and recommendations will be made to the Board.

Administration recommends the Board approve the recommendations of the Blue Ribbon Committee on Facilities focus group, and the Administrative recommendation, as identified above.

D. Approve Purchase of 672 MS Office Pro Licenses (Mr. Edmunds)

Board members will recall that the District received $1,008,000.00 for the Education Technology Grant Program for High Schools (AB2882), which provides one-time funding to reduce the student-to-computer ratio to 4.7 to 1. The Education Technology Department is requesting authorization to purchase MS Office Pro 2000 licenses for each Dell computer that will be ordered per the Boards approval on April 16, 2001. Board policy requires that purchases in excess of $12,000 be presented to the Board for approval. Quotations were solicited from the following three vendors:

Software Spectrum	**$31,641.12**
CDW-G	$33,952.80
Primary Computer Services	$42,982.80

Administration recommends the Board approve the issuance of Purchase Order #33862 to Software Spectrum in the amount of $31,641.12 (tax included) for the purchase of 672 (six hundred and seventy-two) MS Office Pro 2000 licenses.

E. Review and Act on School Facility Matters

1. Review and Act on Other Timely 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.

F. Act on Student Discipline Cases (Dr. Hovey)
The Board of Education hereby accepts and adopts as its own the Findings of Fact and the Conclusions of Law submitted by the Administrative Hearing Panel in each of the following discipline cases subject to corrections and changes resulting from review in Closed Session.

EXPULSIONS:

** 1. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #01-086 for violation of Education Codes 48900 (a1), (a2), (i), (k), & (.7) and 48915 (a5) for Spring Semester 2001 and Fall Semester 2001; and that the pupil be referred to 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 January 21, 2002.

** 2. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #01-089 for violation of Education Codes 48900 (b) & (k) and 48915 (a2) for Spring Semester 2001 and Fall Semester 2001. However, the Board of Education may wish to consider that the enforcement of the expulsion order be suspended for the Fall Semester 2001 and the pupil be placed on school probation contingent upon the pupil meeting the requirements of the rehabilitation plan. The pupil be referred to Community Day School, operated at the District Learning Center, for the Spring Semester 2001 and Summer School program. 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 September 4, 2001.

F. **Act on Student Discipline Cases** (Continued) (Dr. Hovey)

** 3. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #01-090 for violation of Education Codes 48900 (b) & (k) and 48915 (a2) for Spring Semester 2001 and Fall Semester 2001; and that the pupil be referred to 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 January 21, 2002.

** 4. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #01-091 for violation of Education Code 48900 (f) & (k) for Spring Semester 2001 and Fall Semester 2001. However, the Board of Education may wish to consider that the enforcement of the expulsion order be suspended for the Fall Semester 2001 and the pupil be placed on school probation contingent upon the pupil meeting the requirements of the rehabilitation plan. The pupil be referred to Community Day School, operated at the District Learning Center, for the Spring Semester 2001 and Summer School program. 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 September 4, 2001.

** 5. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #01-094 for violation of Education Code 48900 (a1), (j) & (k) for Spring Semester 2001 and Fall Semester 2001. However, the Board of Education may wish to consider that the enforcement of the expulsion order be suspended for the Fall Semester 2001 and the pupil be placed on school probation contingent upon the pupil meeting the requirements of the rehabilitation plan. The pupil be referred to Community Day School, operated at the District Learning Center, for the Spring Semester 2001 and Summer School program. 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 September 4, 2001.

** 6. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case #01-095 for violation of Education Code 48900 (b) & (k) and 48915 (a2) for Spring Semester 2001 and Fall Semester 2001. However, the Board of Education may wish to consider that the enforcement of the expulsion order be suspended for the Fall Semester 2001 and the pupil be placed on school probation contingent upon the pupil meeting the requirements of the rehabilitation plan. The pupil be referred to Community Day School, operated at the District Learning Center, for the Spring Semester 2001 and Summer School program. 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 September 4, 2001.

Administration recommends the discipline actions as described and listed above subject to corrections and changes resulting from review in Closed Session.

G. Act on Personnel Matters

* 1. Approve Personnel Report #19 (Mr. Campbell)

Administration recommends approval of Personnel Report #19 as printed subject to corrections and changes resulting from review in Closed Session.

H. Review Routine Information Reports

* 1. Review Approval of 2000-01 Second Interim Financial Report (Mr. Edmunds)

The Riverside County Office of Education has notified the District that the 2000-01 Second Interim Financial Report has received positive certification, and they have also notified the California Department of Education accordingly. The County Office also recommends that the Board continue to review updated multi-year financial projections to assist in providing for the long-range stability of the District. Information only.

* 2. 2001 Graduation & Promotion Ceremonies (Mrs. Roberts)

The supporting documents include the 2001 Graduation and Promotion Exercises chart. Information only.

ADJOURNMENT

JURUPA UNIFIED SCHOOL DISTRICT

Resolution #01/34
In Recognition of "Day of the Teacher "
May 9, 2001

WHEREAS, certificated employees have the utmost respect and admiration for dedicating their lives and talents to the education of children--California's most precious and important resource; and

WHEREAS, certificated employees are recognized for their truly vital role in realizing the vision for California public education; and

WHEREAS, the Jurupa Unified School District acknowledges the limitless and lasting ways in which outstanding certificated employees contribute to their students' lives; and

WHEREAS, the Jurupa Unified School District recognizes that the quality of all students' educational experiences depends significantly and vitally upon the quality of their certificated employees;

NOW, THEREFORE, BE IT RESOLVED, that the Jurupa Unified School District Board of Trustees expresses their grateful appreciation to all certificated employees for their contributions to the education of youth in the Jurupa Unified School District and hereby declares May 9, 2001 as "DAY OF THE TEACHER" in the Jurupa Unified School District.

Passed and adopted by the Governing Board of Education at a regular meeting held on May 8, 2001.

BOARD OF EDUCATION

Sam D. Knight, Sr., President	John J. Chavez, Member
Carolyn A. Adams, Clerk	Ray E. Teagarden, Member
Mary L. Burns, Member	Benita B. Roberts, Superintendent

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Pg 1

JURUPA UNIFIED SCHOOL DISTRICT

Resolution #01/35
In Recognition of Classified School Employee Week
May 20-26, 2001

WHEREAS, Classified Professionals provide valuable services to the students and schools of the Jurupa Unified School District; and

WHEREAS, Classified Professionals contribute to the establishment and promotion of a positive instructional environment; and

WHEREAS, over 850 Classified Professionals represented by the California School Employees Association - Jurupa Chapter #392 serve a vital role in providing for the welfare and safety of Jurupa Unified School District's students; and

WHEREAS, Classified Professionals employed by the Jurupa Unified School District strive for excellence in all areas relative to the educational community;

NOW, THEREFORE, BE IT RESOLVED, that the Jurupa Unified School District Board of Trustees hereby recognizes and honors the contributions of the Classified Professionals to quality education in the State of California and in the Jurupa Unified School District, and declares May 20-26, 2001 as CLASSIFIED SCHOOL EMPLOYEE WEEK in Jurupa Unified School District.

Passed and adopted by the Governing Board of Education at a regular meeting held on May 8, 2001.

BOARD OF EDUCATION

Sam D. Knight, Sr., President	John J. Chavez, Member
Carolyn A. Adams, Clerk	Ray E. Teagarden, Member
Mary L. Burns, Member	Benita B. Roberts, Superintendent

2.d pg2

NORTHWEST RIVERSIDE COUNTY CLEAN CITIES COALITION

Staff Phone Number: (909) 787-7985

Principal Stakeholders

City of Corona
City of Moreno Valley
City of Norco
City of Riverside
Western Riverside Council of Governments
Southern California Gas Co
Mutual Propane
Southern California Edison
Schwan's Sales Enterprises
County of Riverside
Univ of California Riverside
Burrtec Industries
UCR CE-CERT
Riverside County Transportation Commission
South Coast Air Quality Management District
Ken Calvert, US Congress
Mary Bono, US Congress
Riverside Transit Agency
Eastern Muni Water Dist
Historic Mission Inn Corp
Western Muni Water Dist
Southern States Power Co
Riverside Press-Enterprise
Fritts Ford
Pacific Ford of Long Beach
Wondries Chevrolet & Ford
Unicare Honda
Riverside Public Utilities
United Parcel Service
Riverside Comm'ty College
Taormina Industries

Associate Stakeholders
(Selected)

American Lung Association
Adams Kart Track
Val Verde School Dist
Alvord Unified School Dist
US Dept of Energy Region 9
Riverside Unified Sch Dist
Calif Air Resources Board
Pickens Fuels Corp
Auto Club of Southern Calif
Western Propane Gas Assn
Greater Riverside Chambers of Commerce
Southern California Association of Governments
The Galleria at Tyler
Clean Air Now!

MISSION STATEMENT

Northwest Riverside County Clean Cities Coalition

The governments of Northwest Riverside County will take leadership roles in this Clean City coalition, coordinating efforts between government and industry to recognize the value of partnership in achieving air quality, energy security, economic development, and transportation goals. In this endeavor, the partnership will work together to create new jobs, expand economic development and commercial opportunities, provide a variety of fuel choices, facilitate and promote alternative-fuel vehicle infrastructure, acquisition and use while advancing the clean air and energy security goals of the national Clean Cities program.

County of Riverside
Cities of Corona, Norco,
Moreno Valley and Riverside

June 6, 1999

The Original Riverside Clean City was officially designated October 24, 1997

Mailing Address ◆ 3880 Lemon St., Suite #300, Riverside CA 92501
Administered through the Western Riverside Council of Governments * (909) 787-7985

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March 2001 STAKEHOLDER LIST:
NORTHWEST RIVERSIDE COUNTY CLEAN CITIES COALITION

Principal Stakeholders:

Burrtec Waste Industries
Bono, Mary, Member of US Congress
California Dept. of Transportation ("Caltrans")
Calvert, Ken, US Congressman
CE-CERT Labs at UC Riverside
Corona, City of
Eastern Municipal Water District
Fritts Ford
Historic Mission Inn Corp.
MGM Texaco
Moreno Valley, City of
Mutual Propane Inc.
Norco, City of
Pacific Ford of Long Beach
Riverside County Transportation Commission
Riverside Transit Agency
Riverside, City of
Riverside, County of
Riverside Press-Enterprise Co
Riverside Public Utilities
Schwan's Sales Enterprises Inc
South Coast Air Quality Management District
Southern California Edison
Southern California Gas Co
Southern States Power Co.
Sparkletts Water/McKesson Water Products
Taormina Industries
Unicars Honda
United Parcel Service
University of California at Riverside
US General Services Admin
US Postal Service
Western Municipal Water District
Western Riverside Council of Governments
Wondries Chevrolet/Bob Wondries Ford

Count: **35** Principal Stakeholders/Organizations

Principal Stakeholders are individuals, businesses, agencies or organizations that may operate medium to large fleets or are agencies playing leadership roles in Coalition activities.

Associate Stakeholders:

Adams Kart Track
Alvord Unified School District
American Lung Assn. of the Inland Counties
Automobile Club of Southern California
Building Industry Assn. Of Riverside County
California Air Resources Board
California Fuel Cell Partnership
Clean Air Now!
Clean Cities National Office, Washington
Eyeball Engineering
Gladstein and Associates
Greater Riverside Chambers of Commerce
Honda Motors of America
Inland Empire (Refuse) Disposal Association
Inland Empire Foods
Lancaster, City of, Clean Cities Coalition
La Sierra University
Long Beach Clean Cities
Los Angeles, City of, Clean Cities Coalition
Natural Gas Vehicles Co.
Natural Gas Systems Inc
Pacific Bell
Pickens Fuel Corp
Power Systems Associates
Radke & Tomberlin Distribution Inc
Ralphs Grocery Company
Riverside Unified School District
Riverside Community College
Riverside Auto Center Association
San Bernardino Clean Cities Coalition
Saturn of Loma Linda
Southern California Regional Rail Authority
Southern California Association of Governments
Temecula Clean Cities (under SCAG)
The Galleria at Tyler
US Department of Energy
Val Verde Unified School District
Waste Management of Inland Empire
Western Propane Gas Association

Count: **40** Associate Stakeholders

Associate Stakeholders support the goals of Clean Cities but are currently not involved in the purchase and operation of AFVs due to limitations

in size, by virtue of geographic distance, scope of interest or legal considerations. This category includes neighboring Clean Cities coalitions, as requested by the National office.

A complete list of stakeholder names, staff contacts, addresses, phone and fax numbers is available.

Total Stakeholders: **75**

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File Name:
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NORTHWEST RIVERSIDE COUNTY CLEAN CITIES COALITION

Staff Phone Number: (909) 787-7985

Principal Stakeholders

◆ ◆ ◆

City of Corona
City of Moreno Valley
City of Norco
City of Riverside
Western Riverside Council of Governments
Southern California Gas Co
Mutual Propane
Southern California Edison
Schwan's Sales Enterprises
County of Riverside
Univ of California Riverside
Burntec Industries
UCR CE-CERT
Riverside County Transportation Commission
South Coast Air Quality Management District
Ken Calvert, US Congress
Mary Bono, US Congress
Riverside Transit Agency
Eastern Muni Water Dist
Historic Mission Inn Corp
Western Muni Water Dist
Southern States Power Co
Riverside Press-Enterprise
Fritts Ford
Pacific Ford of Long Beach
Wondries Chevrolet & Ford
Unicars Honda
Riverside Public Utilities
United Parcel Service
Riverside Comm'ty College
Taormina Industries

Associate Stakeholders
(Selected)

◆ ◆ ◆

American Lung Association
Adams Kart Track
Val Verde School Dist
Alvord Unified School Dist
US Dept of Energy Region 9
Riverside Unified Sch Dist
Calif Air Resources Board
Pickens Fuels Corp
Auto Club of Southern Calif
Western Propane Gas Assn
Greater Riverside Chambers of Commerce
Southern California Association of Governments
The Galleria at Tyler
Clean Air Now!

This Executive Summary is excerpted from the Coalition's original 1997 Program Plan

CHAPTER II

Executive Summary

WHAT IS CLEAN CITIES?

Clean Cities is a voluntary program for expanding the use of alternatives to gasoline and diesel fuel. Its goals are to improve regional air quality and protect the nation's energy security. Founded in 1992 with the intention of creating a sustainable, nationwide alternative fuels market, Clean Cities is coordinated by the U. S. Department of Energy and is implemented locally through partnerships of government and industry. By establishing the alternative fuels infrastructure and converting a significant portion of the total vehicle fleet to natural gas, propane, electric and other lower-emission fuels, Clean Cities can advance clean air objectives while reducing our dependence on costly imported oil. This program officially designates the Northwest Riverside County as a "Clean City" Region and recognizes its leadership role in building an effective alternative fuels program.

WHY SHOULD COMMUNITIES IN NORTHWEST RIVERSIDE COUNTY JOIN CLEAN CITIES?

This program is particularly appropriate for cities of Northwest Riverside County for a number of reasons. First, it seeks to improve air quality in this area that is disproportionately affected by motor vehicle pollutants transported from distant population centers. To help remedy this situation, Northwest Riverside County communities can assume a leadership role by employing Clean Cities to acquire funds, apply its management and technical skills and take the necessary action to maximize program goals.

Second, many local government agencies, businesses and community groups are already working toward alternative fuels goals. Through "interagency cooperation" under the Northwest Riverside County Clean Cities Program, these ongoing air quality and clean fuel programs can be more effectively coordinated and expanded by creating partnerships. For example, sharing electric vehicle Quick Charge resources between regional Clean Cities organizations would be mutually beneficial to advance this worthy program.

Third, Clean Cities enhances eligibility and competitiveness to acquire and maximize funding resources earmarked for air quality, energy conservation and alternative transportation. California's Air Resources Board, for example, supports the use of Motor Vehicle Registration Funds for capital projects and related administration under the Clean Cities program. By utilizing such revenues, expansion of alternative fuel vehicles and their support systems can create new jobs and commercial opportunities in Northwest Riverside County.

Mailing Address ◆ 3880 Lemon St., Suite #300, Riverside CA 92501
Administered through the Western Riverside Council of Governments * (909) 787-7985

Based on the preceding discussion, each jurisdiction in the Northwest County will have an opportunity to advance its unique goals and community image. As the first local jurisdiction to formally join Clean Cities, Riverside's participation presents a unique opportunity for the community to further advance its "Quality City" philosophy. Since public-private partnerships and a long-standing commitment to citizen involvement are already a way of doing business in Northwest Riverside County, the Clean Cities program would be a natural enhancement and expansion of these policies.

WHAT DOES THE PROGRAM DO?

Clean Cities builds on local initiative. It provides options to local problems and creates partnerships to develop viable solutions to air quality, traffic congestion and energy security concerns. Community participants, called "stakeholders", share innovation both locally and along the nationwide Clean Cities network to set goals, build coalitions, and design a program to actualize the long-term alter-native fuels market. For example, in the Corona-Riverside area, Clean Cities would help establish a full-service, public-private refueling station near The Galleria commercial nexus to serve a growing demand for electric vehicle and compressed natural gas recharging. Instead of one agency absorbing all expense and risks for such a project, Clean Cities would coordinate partnerships that would distribute these burdens. The station's design, operation and maintenance would be spread among several stakeholders to maximize benefits and minimize impacts to any one participant.

HOW WILL CLEAN CITIES BE FUNDED?

Following official designation in 1997, a combination of government revenues, grants, voluntary participation, and financial incentives will fund the Clean Cities program. Overall coordination and primary staff resources are currently funded by State of California AB 2766 revenues administered by the South Coast Air Quality Management District and the jurisdictions of Northwest Riverside County. Additionally, in cooperation with the Department of Energy, available Federal dollars will be directed towards effective Clean Cities programs. In general, capital improvements and fleet alternate-fuel vehicles will continue using existing budgeted funds or grants available to stakeholders.

WHY IS AN MOU NEEDED?

The Memorandum of Understanding (MOU) between the Northwest Riverside County Clean Cities Coalition Stakeholders and the Department of Energy is required to comply with the alternative fuel goals of the U.S. Energy Policy Act of 1992 authorizing the Clean Cities program. The MOU expresses the voluntary commitments each participant will contribute to the success of the program. Once signed, the MOU document and/or letters of commitment will affirm the agreements, responsibilities, organizational structure and procedures by which the stakeholders will carry out the objectives of Clean Cities. The text of the MOU is included at the end of this Executive Summary.

WHAT ACTION STEPS MUST BE TAKEN?

Clean City designation will be granted once specific actions are completed to the satisfaction of the Department of Energy (DOE). For the initial Riverside program, a Clean Cities Coordinator responsible to the office of the Mayor of Riverside has contacted prospective stakeholders. The following steps have been completed:

- ☐ Held an initial stakeholder meeting to evaluate community support for Clean Cities
- ☐ Appointed interested stakeholders to a Steering Committee to develop a strategic plan
- ☐ Organized Working Groups to set goals and objectives for specific components of the plan
- ☐ Developed a Program Plan document that outlines implementation of Clean Cities objectives
- ☐ Drafted a Memorandum of Understanding (MOU) for consideration by stakeholders
- ☐ Presented a Clean Cities Application including the Program Plan, Goals and Objectives, AFV purchasing commitments and the MOU to the Department of Energy
- ☐ Incorporated DOE and stakeholder suggestions into the final Clean Cities Application
- ☐ Stakeholder leadership has signed Memorandum of Understanding or other documents

- ❒ Riverside Clean Cities L ignation Ceremonies were held Octo 24, 1997
- ❒ Begin accelerating implementation of Clean Cities Program Plan
- ❒ Accepted entry of Cities of Moreno Valley, Norco and Corona into the Northwest Riverside County Clean Cities Coalition

At present, the Clean Cities official designation process still requires:

- ❒ Continued recruitment of additional stakeholders from Northwest Riverside County
- ❒ Conduct annual Clean Cities program reviews under DOE guidance

TEXT OF MEMORANDUM OF UNDERSTANDING (MOU)
**** For reference... new stakeholders are requested to sign official copy, elsewhere in this package of background material) (Official version follows page 100 of the Coalition's original Clean Cities Application)**

This non-binding Memorandum of Understanding is between the following parties (see list of Stakeholders) This MOU unites these Federal, State, Local and private entities, through the Northwest Riverside County Clean Cities Program Steering Committee whose membership may change over time as the program evolves, who, in the interest of:

- Improving the air quality of the sub-region;
- Reducing the dependence of motor vehicle fleets in Northwest Riverside County on petroleum-based and imported fuels as specified in the Energy Policy Act of 1992;
- Working towards meeting vehicle emission standards of the Clean Air Act of 1990;
- Educating the public on alternative fuels and alternative-fueled vehicles (AFVs);
- Encouraging the development of an accessible AFV infrastructure;
- Stimulating AFV-related economic development in the community;
- Developing the community into a model Clean City recognized for implementation of advanced transportation technology; and
- Encouraging increased use of public transit ...

will join together, to the extent fiscally and reasonably practical, to acquire, operate and maintain alternative fuel vehicles (AFVs) in Northwest Riverside County in the forthcoming years. The acquisition of AFVs will be supported by the expansion and distribution of fueling facilities and maintenance services.

The vehicle operators using alternative fuels will share in data collection and analysis to determine the environmental, economic and performance attributes of their alternative fuel vehicles. The signing parties will also endeavor to leverage additional resources by recruiting other public and private parties to support the program. The signing parties will continue to provide direction and define the objectives of this program through a Stakeholders' Committee of the Whole comprised of all signatories. Each signing party will designate at least one person to serve on a Working Committee.

The Memorandum of Understanding (MOU) is not intended to and does not create any contractual rights or obligations with respect to the signatories or any other parties. This MOU may be amended with the consent of the signing parties and may be terminated by the mutual consent of the signing parties or by any party upon 30-day written notice to the other parties. This MOU shall become effective upon the latter date of signature of the parties.

The responsibilities of participating parties are set forth in the Program Plan attached to this MOU, copies of which will be provided upon request. The directory of current stakeholders and interested parties in Appendix A may be attached. Signing parties are indicated either by attached signature blocks or separate and specific letters of commitment. These signatures and letters are recognized as valid attachments to the MOU by action of the Steering Committee of the Northwest Riverside County Clean Cities Coalition.

This concludes the Executive Summary.

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INFORMATION SHEET

POTENTIAL MEMBERSHIP AS A STAKEHOLDER IN THE NORTHWEST RIVERSIDE COUNTY CLEAN CITIES COALITION

Date: _____

Name of your Organization: _____

Nature of Organization: ❒ Business or private sector ❒ Non-profit organization ❒ Government agency ❒ Other

Other details: _____

Name of person contacted about membership: _____
(Please print -- this is a person in your organization)

Title or Position of person contacted: _____

Street Address: _____

City, State and ZIP Code: _____

Phone no. of Contact Person: _____ Fax: _____

E-mail or internet site: _____

We were referred to Clean Cities by: _____

Please attach this filled-out information sheet to the signed Memorandum of Understanding (MOU) package and return it to Mike McCoy, c/o WRCOG, 3880 Lemon St., #300, Riverside CA 92501. If there are any questions about this document or about Clean Cities, please contact Mr. McCoy, at (909) 787-7985 or at e-mail mccoy@wrcog.cog.ca.us

Thank you for your interest in Clean Cities.

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CLEAN CITIES MEMO

Northwest Riverside County Clean Cities Coalition

To: Interested Parties
From: Mike McCoy, Clean Cities Staff

April 16, 2001

Re: **WHAT'S THIS MOU ALL ABOUT AND WHY ARE WE SIGNING IT?**

You are being requested to sign the Coalition's Memorandum of Understanding (MOU) to demonstrate your organization's commitment to sustainable markets for alternative fuels in support of the Nation's energy security and clean air goals. Your signing the MOU will help advance the Northwest Riverside Clean Cities Program.

When the Coalition was originally organized, the MOU was unanimously approved by the Riverside City Council in April, 1997. By this action, The Mayor was authorized to sign the document on behalf of the City. The US Department of Energy endorsed this action. The Coalition Steering Committee authorized recruitment of additional members through the MOU process. Membership has grown since 1997 from 45 charter stakeholders to 75, currently.

WHAT IS A MEMORANDUM OF UNDERSTANDING?

A copy of the MOU is attached. Within the National Clean Cities Program, a Memorandum of Understanding, or "MOU", is a written agreement stating general recognition of, and agreement towards, certain tasks charged to member stakeholders describing how they plan to accomplish Clean Cities goals. An MOU, in this case, is not a binding contract and cannot be used to obligate, commit or transfer funds. For more details of the MOU-based Program Plan for Northwest Riverside County, please contact one of the persons mentioned at the bottom of this page.

WHAT'S NEXT?

There is a signatures area on the last page of the MOU. Please sign the MOU at that place. Once your signature is obtained, the Steering Committee or the Clean Cities Coordinator will consider your membership. If membership is approved, the Northwest Riverside County Clean Cities Coalition will notify the Department of Energy (DOE) and our member stakeholders and your organization will be awarded a Clean Cities Stakeholder's Plaque at an appropriate gathering. Your representative or contact person will be asked to join one of our Working Subcommittees and participate in some activities that will advance our goals and objectives.

For further information, please contact the Coordinator of the Northwest Riverside County Clean Cities Coalition, Ruthanne Taylor Berger or Michael McCoy at the Western Riverside Council of Governments at (909) 787-7985.

THANK YOU FOR SUPPORTING CLEAN CITIES!

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NORTHWEST RIVERSIDE COUNTY CLEAN CITIES COALITION

Staff Phone Number: (909) 787-7985

Principal Stakeholders

◆ ◆ ◆

City of Corona
City of Moreno Valley
City of Norco
City of Riverside
Western Riverside Council of Governments
Southern California Gas Co
Mutual Propane
Southern California Edison
Schwan's Sales Enterprises
County of Riverside
Univ of California Riverside
Burrtec Industries
UCR CE-CERT
Riverside County Transportation Commission
South Coast Air Quality Management District
Ken Calvert, US Congress
Mary Bono, US Congress
Riverside Transit Agency
Historic Mission Inn Corp
Western Muni Water Dist
Southern States Power Co
Eastern Muni Water District
Riverside Press-Enterprise
Fritts Ford
Pacific Ford of Long Beach
Wondries Chevrolet & Ford
Unicars Honda
Riverside Public Utilities
United Parcel Service
Riverside Comm'ty College
Taormina Industries

Associate Stakeholders
(Selected)

◆ ◆ ◆

American Lung Association
Adams Kart Track
Inland Empire Dispos. Assn
Alvord Unified School Dist
US Dept of Energy Region 9
National Clean Cities
Calif Air Resources Board
Pickens Fuels Corp
Auto Club of Southern Calif
Western Propane Gas Assn
Greater Riverside Chambers of Commerce
Southern California Association of Governments
The Galleria at Tyler
Clean Air Now!

MEMORANDUM OF UNDERSTANDING

(Revision of April 1, 2001 – 12th Version)

This non-binding Memorandum of Understanding (MOU) is between the following parties:

City of Corona
City of Moreno Valley
Southern California Gas Company
Mutual Propane
Western Riverside Council of Governments
University of California at Riverside (UCR)
Southern California Edison
Riverside County Transportation Commission
Office of Congressman Ken Calvert, 43rd District CA
California Air Resources Board
La Sierra University
Alvord Unified School District
Western Municipal Water District
United States Postal Service
Western Propane Gas Association
California State Department of Transportation (Caltrans)
US Department of Energy - Region 9
Southern States Power Company
Burrtec Industries
Ralphs Grocery Company
Schwan's Sales Enterprises Inc
American Lung Association
Gladstein and Associates
Pickens Fuels Corporation
Inland Empire Foods
Power Systems Associates
Southern California Regional Rail Authority
City of Riverside
City of Norco
The National Clean Cities Program
County of Riverside
Riverside Transit Agency
The Historic Mission Inn Corporation
UCR College of Engineering, Center for Environmental Research and Technology (CE-CERT)
South Coast Air Quality Management District
Southern California Association of Governments
The Galleria at Tyler
Riverside Community College
The Riverside Press-Enterprise
Automobile Club of Southern California
United Parcel Service
Riverside Chambers of Commerce
U.S. EPA - Region 9
Clean Air Now!
Office of Congresswoman Mary Bono
Taormina Industries
Val Verde Unified School District
Office of State Senator Ray Haynes
Adams Kart Track
Building Industry Assn of Riverside Co
Greater Riverside Chambers of Commerce
March Air Reserve Base Joint Powers Authority
Coachella Valley Clean Cities Coalition
MGM Texaco

(Memorandum of Understanding continues)

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List of Parties continues:

Unicars Honda
Fritts Ford
Wondries Chevrolet & Ford
Eastern Municipal Water District
Riverside Public Utilities
Pacific Ford of Long Beach
Inland Empire Disposal Association

This non-binding MOU unites these Federal, State, Local and private entities, through the Northwest Riverside County Clean Cities Program Steering Committee, whose membership may change over time as the program evolves, who,

In the interest of:

- Improving the air quality of the sub-region;
- Reducing the dependence of motor vehicle fleets in Northwest Riverside County on petroleum-based and imported fuels as specified in the Energy Policy Act of 1992;
- Working towards meeting vehicle emissions standards of the Clean Air Act of 1990;
- Educating the public on alternative fuels and alternative-fueled vehicles (AFVs);
- Encouraging the development of an accessible AFV infrastructure;
- Stimulating AFV-related economic development in the community;
- Developing the community into a model Clean City recognized for implementation of advanced transportation technology; and
- Encouraging increased use of public transit;

will join together, to the extent fiscally and reasonably practical, to acquire, operate and maintain alternative fuel vehicles (AFVs) in Northwest Riverside County Clean Cities Coalition Area in the forthcoming years. The acquisition of AFVs will be supported by the expansion and distribution of fueling facilities and maintenance services.

The vehicle operators using alternative fuels will share in data collection and analysis to determine the environmental, economic, and performance attributes of their alternative fuel vehicles. The signing parties will also endeavor to leverage additional

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resources by recruiting other public and private parties to support the program.

The signing parties will continue to provide direction and define the objectives of this program through a Stakeholder's Committee of the Whole comprised of all signatories. Each signing party will designate at least one person to serve on a Working Committee or Subcommittee.

The Memorandum of Understanding (MOU) is not intended to and does not create any contractual rights or obligations with respect to the signatories or any other parties. This MOU may be amended with the consent of the signing parties and may be terminated by the mutual consent of the signing parties or by any party upon 30-day written notice to the other parties. This MOU shall become effective upon the latter date of signature of the parties.

The responsibilities of participating parties are set forth in the Executive Summary or Program Plan that may be attached to this MOU, or copies of which will be provided upon request. The directory of current stakeholders in Appendix A may be attached. Signing parties are indicated either by attached signature blocks or separate and specific letters of commitment. These signatures and letters are recognized as valid attachments to the MOU by action of the Steering Committee of the Northwest Riverside County Clean Cities Coalition.

SIGNATURES: (May be affixed upon or attached to this MOU for the Northwest Riverside County Clean Cities Coalition by arrangement with the Clean Cities Coordinator)

(Signature) (Title or Position)	(Signer's Printed Name and Organization Name)
(Second Signature if necessary) (Title or Position)	(Printed Name)

Annotations or amendments: Add below or use additional sheets as necessary

For general questions about the content of the MOU or the Clean Cities Program, please contact the Coordinator, Ruthanne Taylor Berger at (909) 787-7985. Please return the form to Michael McCoy at the Northwest Riverside County Clean Cities Coalition. Phone Michael McCoy at (909) 787-7985 for other information. Mr. McCoy's fax is 909.787.7991

Thank you for your support of Clean Cities, improved air quality and national energy independence.

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pg 11

National Education Association – Jurupa
9227 Orco Parkway, Suite E
Riverside, CA 92509 • (909) 681-7997
JURUPA

Bargaining Proposal
Collective Bargaining Agreement
April 16, 2001

Article VI - Safety

_ Modify language in Section 4 – Temperature and Smog, to include maximum working temperatures.

Article VII - Hours of Duty

_ Modify language in Section 1 – Regular Work Day, to eliminate the requirement that Continuation High School teachers be assigned student supervision during non-instructional time during one session of a double session work day.

_ Modify language in Section 1 – Regular Work Day, to increase preparation time for teachers in grades 4-6.

- Modify language in Section 1 - Regular Work Day, to provide equity between elementary and secondary planning time.

- Modify language in Section 1-P-Regular Work Day-Staff Meetings to meet the guidelines in an agreement signed by both Parties as a result of previous negotiations.

_ Language in Section 2 – Temporary Exceptions, regarding elementary minimum days shall be clarified.

_ Modify language in Section 7 – Individualized Education Program Meetings, to eliminate the 120 minute requirement before teachers are compensated for IEP meetings which extend beyond their regular work day.

Article VIII – Class Size

_ Modify language in Section 2 – Class Size Maximums, to limit the class size of Video Production to 30 students or the number of operable work stations, whichever is lower.

- Modify language in Section 2 – Class Size Maximums, to add ASB to the list of classes with unlimited class size with instructor's approval.

- Modify language in Section 2 – Class Size Maximums, to reduce the maximum class size of PE classes.

- Modify language in Section 2 – Class Size Maximums, to provide 1/5 per diem extra compensation for class overages in RSP, LSH, and APE caseloads.

- Modify language in Section 5 – Elementary Combination Class Stipend, to increase the amount of this stipend and reduce the number of days needed to qualify for it.

Article IX – Evaluation Procedures

- Review and modify as needed language in Peer Assistance and Review.

Article XI – Absences and Leaves

- Modify language in Section 3 – Bereavement Leave, to allow 5 days of leave in the case of the death or imminent death of an immediate family member.

- Modify language in Section 11 – Personal Necessity Leave, to increase from 3 to 9 the number of days of non-accumulating personal necessity leave that may be used each school year for personal business without providing a specific description to the District.

Article XIII – Work Years

- Modify language in Schedule II: Responsibility/Qualification Ratios, to include the position of Speech, Language and Hearing specialist at a 1.09 ratio.

Article XIV – Basic Compensation

- The Association will propose an adjustment to the Basic Certificated Salary Schedule based upon the State Education Budget which preserves Jurupa's competitive standing among surrounding districts.

- Modify language in Section 1 – Basic Certificated Salary Schedule (Schedule 1), to allow for column advancement at any time during the school year within 30 days after receipt of verification.

- Modify language in Section 6 – Bilingual/English-Immersion Stipend, to provide a stipend for teachers of Limited English Speaking students in non-District-designated bilingual, English-immersion, or ESL classes.

Article XV – Extra Compensation

- Modify language in Section 4 – Computation of Extra Compensation Amounts, to create distinct hourly rates for instructional and non-instructional assignments.

- Increase the compensation for high school golf coach from 6.00% of B-1 to 8.00% of B-1 to match other head coaches.

- The following positions shall be compensated at the District's hourly rate for hours worked: District Science Fair Coordinator, math Field Day Coordinator, Academic Olympics Coordinator, and Spelling Bee Coordinator.

Article XVI – Reimbursements

- Add new language to provide for District reimbursement of the required testing fees for unit members receiving National Board Certification.

Article XVII – Health and Welfare Benefits

- District Health and Welfare benefits for 2001-02 shall be improved/increased.

Article XVIII – Supplemental Retirement Benefits

- Modify language in Section 2 – Health Insurance Benefits After Age 65, to provide retirees with lifetime health and dental benefits.

To add a new article entitled School Accountability with the following language.

Section 1 – Performance Awards.

A. State funds that are awarded to school/site as part of the School Accountability Act shall be given to the school site council, and spending decisions shall be in accordance with previously approved site council plans and By-Laws.

B. A school/site that participates in the Governor's Performance Award Program under the School Accountability Act, shall not seek a waiver of any Education Code Section, regulation or program that would, in any way, diminish the statutory and/or contractual rights of members of the bargaining unit.

Section 2 – Underperforming Schools Program

Sanctions involving bargaining unit members, that may be imposed on a school that fails to meet its growth targets as provided for in the School Accountability Underperforming Schools Program, shall be applied in accordance with all of the provisions contained in this Agreement.

JURUPA UNIFIED SCHOOL DISTRICT
RIVERSIDE, CALIFORNIA

MINUTES OF THE REGULAR MEETING
MONDAY, APRIL 16, 2001
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 5:09 p.m. on Monday, April 16, 2001, in the Multi-Purpose Room at Mira Loma Middle School, 5051 Steve Street, 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. Rollin Edmunds, Assistant Superintendent Business Services** **Dr. Mitch Hovey, Director of Administrative Services** **Ms. Pam Lauzon, Director of Business 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 TEACHERS' LOUNGE FOR THE FOLLOWING PURPOSES: TO DISCUSS ITS POSITIONS REGARDING ANY MATTER WITHIN THE SCOPE OF REPRESENTATION AND INSTRUCTING ITS DESIGNATED REPRESENTATIVES FOR NEGOTIATIONS WITH EMPLOYEE GROUPS; PERSONNEL REPORT #18; PUBLIC EMPLOYEE DISCIPLINE/ DISMISSAL/ REASSIGNMENT/ RELEASE/NONRENEWAL/ RESIGNATION/ RETIREMENT/ SUSPENSION/COMPLAINTS, AND PUBLIC EMPLOYEE SELECTION: SUPERINTENDENT; STUDENT DISCIPLINE CASES #01-072, #01-073, #01-074, #01-088, #01-079, #01-075, #01-076, #01-080, #01-082. At 5:10 p.m., the Board recessed to Closed Session in the Teachers' Lounge. At 7:12 p.m., the Board adjourned from Closed Session.
	OPENING OF REGULAR BOARD MEETING
CALL TO ORDER	At 7:20 p.m., President Knight called the meeting to order in Public Session.
ROLL CALL BOARD MEMBERS	President Knight, Mrs. Adams, Mrs. Burns, Mr. Teagarden, Mr. Chavez
ROLL CALL STUDENT BOARD MEMBERS	Richard Dean, Jessica Wills, present. Alexandra Hernandez, absent.
FLAG SALUTE	Sana Farooq, Mira Loma Middle School student, led the audience in the Pledge of Allegiance.
INSPIRATIONAL COMMENT	President Knight provided an Inspirational Comment.
	The Superintendent noted that Sana Farooq placed 7th in the Riverside County Spelling Bee.

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	COMMUNICATIONS SESSION
HEAR REPORT FROM RUBIDOUX HIGH STUDENT BOARD MEMBER	Jessica Wills, Rubidoux High Student Board member, reported that STAR testing would take place on May 1, 2, and 3. Cheer tryouts are next week with new coach, Ms. Kim Wheeler. The ASB will hold Nominating Convention next Monday; Board members are invited to attend. A computer has been placed in every classroom (except one) with internet access as a result of the school's Digital High School grant award. Remaining funds will be used to purchase instructional software. The Prom is scheduled for May 12 in Laguna Hills with a Prom Fashion Show to be held on April 18. Queen candidates are Crystal Hadden, Vy Nygun, Amber Wilkerson, Rosa Yomans, Ilene Hernandez, and Holly Smith. King candidates are Danny Flores, Martin Anderson, J. R. Davila, Jake Knight, Luis Najaro, and Joel Vercelles.
HEAR REPORT FROM JURUPA VALLEY HIGH STUDENT BOARD MEMBER	Richard Dean, Jurupa Valley High Student Board member, reported that 23 parents and students attended the New Visions retreat hosted by School Resource Officer, Deputy Craig Hampton. SAT9 and AP exams will be held in approximately 3 weeks. The Prom Pep Rally is scheduled for April 18 with the Prom on April 21 in Irvine. Richard personally thanked the teachers present for all that they do to assist students.
WELCOME AND REPORT FROM MIRA LOMA MIDDLE	Mr. Garry Packham, Mira Loma Middle School Principal, welcomed the Board, administrators, students, parents, and staff to the Board meeting. He thanked his staff for the cleanliness of the facility. Mr. Packham reviewed the school's History Day under the direction of Ms. Karen Stokoe, teacher. The day featured a variety of banners, foods, costumes, clothing, and interactive learning opportunities for students to learn about the customs of other countries. Mr. Packham introduced Ms. Mary Ward, Science teacher, and her Science Olympiad students: Joshua Chavez, Travis Callahan, Colleen Harland, Shawn Diaz, Christina Derabin and Jamie Sedillo. The students demonstrated their project to test acceleration and velocity. Ms. Ward highlighted the competition that the students participated in to include 21 different events.
RECOGNIZE RHS DELTA ALLIANCE CORPS	Mr. Charles Gray presented a plaque from the Band and Color Guard's participation in the 111th Tournament of Roses Parade. He expressed his appreciation to the Board for their support of the band program.
RECOGNIZE JOHN CHAVEZ – CSBA DELEGATE ASSEMBLY RE-ELECTION	The Superintendent congratulated Mr. John Chavez for his re-election to the CSBA Delegate Assembly. She noted that he would serve as a Delegate Assembly member until April 30, 2001.
RECOGNIZE ED TECH STAFF DEVELOPMENT GRANT AWARD	The Superintendent recognized the following eleven schools for their successful grant application to receive Education Technology Staff Development grant funds: Glen Avon, Ina Arbuckle, Mission Bell, Pacific Avenue, Rustic Lane, Stone Avenue, Sunnyslope, West Riverside, Jurupa Middle, Mira Loma Middle, and Mission Middle. Grant funds will be used to provide training in the area of Education Technology.
RECOGNIZE BUS DRIVERS' DAY	The Assistant Superintendent Business Services announced that April 24, 2001 is the annual celebration of "School Bus Drivers' Day." Board members are invited to attend the breakfast in the Transportation Department at 9:30 a.m.
RECOGNIZE INTENSIVE ENGLISH ACADEMY GRANT AWARD	The Assistant Superintendent Education Services indicated that the District would receive $400,000 in grant funds to implement an Intensive English Academy. The program will assist approximately 1,000 students with 60 hours of instruction in an after school literacy program. Teachers providing instruction will receive at least 4 ½ hours of training to provide effective instruction. The Academy will be held during the month of August with a 6-hour day. The Assistant Superintendent commended Ms. Lopez, Ms. Garavito, Ms. Gomez, and Ms. Porter, Language Services, for coordinating this effort.

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ADOPT RES. #01/31, EARTHQUAKE PREPAREDNESS -Motion #205	The Superintendent commented that Ms. Lucinda Sheppy, Administrator of Student and Community Services, and Mr. Bob Iverson, Business Assistant, led a meeting this morning for Education Center administrators to discuss how to prepare for an earthquake districtwide. She announced that on April 25, 2001, Ms. Sheppy and Mr. Iverson plan to conduct a districtwide disaster drill to test the district's readiness in the event of a major disaster. In support of this effort, the Superintendent requested adoption of Resolution #01/31, Earthquake Preparedness. MRS. ADAMS MOVED THE BOARD ADOPT RESOLUTION #01/31, IN SUPPORT OF APRIL AS EARTHQUAKE PREPAREDNESS MONTH. MRS. BURNS SECONDED THE MOTION. PREFERENTIAL VOTES WERE CAST BY STUDENT BOARD MEMBERS: AYE RICHARD DEAN, JESSICA WILLS. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.
RECOGNIZE MARCH "BEST OF THE BEST" EMPLOYEES	The Superintendent congratulated the honorable mention "Best of the Best" employees for the month of March: Terri Bierwirth, Administrative Secretary, Education Center; Debbie Brokar, Cafeteria Manager, Stone Avenue; Bob Cmelak, Teacher, Stone Avenue; Richard Jenkins, Custodian, Camino Real; Cliff Keating, Elementary Music Teacher, Camino Real; Joanne McKee, Clerk-Typist, Training & Support Service Center South; Ermine Nelson, Teacher, Mission Middle; Doris Sanchez, Elementary Media Center Clerk, Troth Street; Cherri Schroeder, Cafeteria Manager, Troth Street, and Denise Turner, Teacher, Camino Real. She announced that Frank De Mello, Cafeteria Assistant II, Rubidoux High School, was selected as the "Best of the Best" employee for the month of March. Mr. De Mello was selected by his co-workers for his kind and pleasant manner as he carries out his duties. He is an ideal employee who is organized, a hard worker, and takes pride in his job.
ACCEPT DONATIONS -Motion #206	The Assistant Superintendent Business Services requested the Board's approval of the donations listed. MR. CHAVEZ MOVED THE BOARD ACCEPT THE FOLLOWING DONATIONS WITH LETTERS OF APPRECIATION TO BE SENT: $10,650.00 FROM THE CAMINO REAL PTA FOR EMERGENCY PREPAREDNESS SUPPLIES, ASSEMBLIES, A COPIER LEASE, FIELD TRIPS, AND 6TH GRADE SCIENCE CAMP; $1,266.75 FROM CAMINO REAL PARENTS FOR 6TH GRADE SCIENCE CAMP; $917.86 FROM GLEN AVON PARENTS FOR SCIENCE BOARDS AND A SEA WORLD FIELD TRIP; $334.00 FROM INDIAN HILLS PARENTS FOR FIELD TRIPS AND CLASSROOM SUPPLIES; $300.00 FROM UNITED WAY FOR TECHNOLOGY EQUIPMENT; $2,053.79 FROM THE MIRA LOMA PTA FOR STUDENT PROGRAMS, INCENTIVES, AND AWARDS; $1,647.00 FROM THE MIRA LOMA SCIENCE CLUB & "BOX TOP FOR EDUCATION PROGRAM" FOR CLASSROOM SCIENCE ACTIVITIES AND FIELD TRIPS; $246.88 FROM THE MISSION MIDDLE MUSIC CLUB FOR A NOVEMBER 17TH FIELD TRIP, AND $100.00 FROM ADLERHORST INTERNATIONAL, INC. FOR THE 2000-2001 TEEN EXPO. MRS. ADAMS SECONDED THE MOTION. PREFERENTIAL VOTES WERE CAST BY STUDENT BOARD MEMBERS: AYE, RICHARD DEAN, JESSICA WILLS. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.
RECOGNIZE DEVELOPMENTAL ASSETS RESEARCH	The Superintendent indicated that at the request of President Knight, Riverside County Office of Education School Community Safety Project Coordinator, Ms. Diane Perez, is present to provide a presentation on "Developmental Assets." She explained that Ms. Perez previously provided training for principals on this research that fosters health development and academic achievement for students and suggests ways to protect students from high-risk behavior.

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RECOGNIZE DEVELOPMENTAL ASSETS RESEARCH (CONTINUED)	Ms. Perez thanked the Board and administration for the opportunity to speak on the important topic, "The Asset Approach – Giving Kids What They Need to Succeed." She stated that training on this subject is part of Search Institute's national Healthy Communities, Healthy Youth initiative to equip communities to build assets for youth. The Riverside County Office of Education has joined this effort to get the message out that we must be more intentional in focusing on the assets of youth. Findings indicate that children in our society feel "alone" and "disconnected" because of various factors. However, research also demonstrates that 40 developmental assets can help young people make wise decisions, choose positive paths, and grow up as competent, caring, and responsible individuals. Assets are grouped into eight categories: young people need to experience support, be valued by their community, know their boundaries and expectations, have opportunities for constructive use of time; have a commitment to learning, positive values, skills to make positive choices, and a strong sense of their own worth. Ms. Perez stated that everyone plays a role in building assets in youth. She provided helpful examples of how teachers, parents, administrators, or community members can accomplish this task: (1) Get to know the names of kids who live around you and find out their interests. (2) Smile at a young person. (3) Get to know what young people around you are really like. (4) Listen to them and play with them. (5) Praise more; criticize less. Ms. Perez commented that "connecting with our kids" is the message and commitment statewide that is being shared through this training; our youth can achieve academically if they are valued personally, and become healthy, competent, caring adults.
ANNOUNCE PROCESS FOR SELECTING NEW SUPERINTENDENT	President Knight stated that the following decision was made in Closed Session concerning the selection process for a new superintendent: An aggressive timeline for the selection of a new superintendent has been determined. The process for selection and appointment is as follows: (1) The Board will solicit input from PTA leaders, leaders of employee unions, and other organization leaders; for example, Chambers of Commerce and others interested in providing input about the personal qualities and/or qualifications they would like to see in the Board's selection of a new superintendent. These letters are due in the Superintendent's office not later than the close of the business day on May 2, 2001. (2) The Board will review information gathered in this process and develop criteria for selection. (3) Letters will be sent to County Office of Education superintendents in Riverside and San Bernardino Counties as well as each school district superintendent in these two counties indicating the Board's interest in accepting letters of interest and current resumes from qualified candidates. This information is due in the Personnel Office by May 15, 2001. An ad will be placed in the Association of California School Administrators Job Information Survey noting the same deadline. (4) During the week of May 15th, the Board will conduct a paper screening and notify candidates of the outcome. Three candidates will be invited for interview. (5) Interviews will be conducted. (6) The Board will conduct follow-up inquiries for the finalist(s). (7) Official appointment of the new Superintendent will take place at the June 18th Board meeting. (8) The new Superintendent will begin his/her duties by July 1, 2001.

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RECOGNIZE SITE "TEACHERS OF THE YEAR"	The Assistant Superintendent Education Services stated that it is a privilege to once again honor those teachers selected to represent their respective school sites as "Teacher of the Year" nominees for their positive contributions to public education. He reviewed the many outstanding qualities of each nominee with a brief commendation written by their respective principals on their behalf; Board members alternately presented plaques, and the Superintendent offered her congratulations to each of following "Teacher of the Year" recipients: Nancy Liverman, Camino Real Elementary; Linita Simmons, Glen Avon Elementary; Brooke Thompson, Granite Hill Elementary; Karen Garinger, Ina Arbuckle Elementary; Rochelle VanDenburgh, Indian Hills Elementary; Annemarie Lee, Mission Bell Elementary; Faye Edmunds, Pacific Avenue Elementary; Lourdes Ruelas, Pedley Elementary; Elva Hawkins, Peralta Elementary; Tammy Patterson, Rustic Lane Elementary; Susan Guerriero, Sky Country Elementary; Robert Cmelak, Stone Avenue Elementary; Robert Mitchell, Sunnyslope Elementary; Shelley Logan, Troth Street Elementary; Terrilynn Bryant, Van Buren Elementary; Jodi Brandom, West Riverside Elementary; Vicki D'Angelo, Jurupa Middle; Roxanne Winemiller, Mira Loma Middle; Ross Yohonn, Mission Middle; Joel Parker, Jurupa Valley High; Charles Gray, Rubidoux High; Louis Cunningham, Nueva Vista Continuation High, and Annette Nickson, Learning Center.
RECOGNIZE DISTRICT "TEACHERS OF THE YEAR"	Following the site "Teacher of the Year" presentations, the Assistant Superintendent announced the District "Teacher of the Year" winners at each level: Mr. Robert Cmelak, Stone Avenue Elementary; Mr. Mark Yohonn, Mission Middle School; and Mr. Charles Gray, Rubidoux High School. Board members presented plaques to the three teachers who will represent the District in the Riverside County competition and County "Celebration of Education" to be held next spring.
RECESS	At 8:35 p.m., President Knight called for a recess to congratulate "Teacher of the Year" recipients. Refreshments were served, and President Knight reconvened the meeting at 8:56 p.m.
ACCEPT NEA-J INITIAL BARGAINING PROPOSAL	President Knight accepted the Initial Bargaining Proposal from National Education Association-Jurupa President, Ms. Fran Rice-Laabs.
DETERMINE PARTICIPATION IN 2001 GRADUATION & PROMOTION CEREMONIES	Board members made the following selections for their 2001 participation in graduation and promotion ceremonies: Jurupa Middle, Sam Knight; Mira Loma Middle, Mary Burns; Mission Middle, John Chavez; Jurupa Valley High, John Chavez and Ray Teagarden; Nueva Vista Continuation High School, Carolyn Adams; Rubidoux High, Sam Knight and Mary Burns.
PUBLIC VERBAL COMMENTS:	President Knight opened the Public Verbal Comments session. There were no comments from the public.
BOARD MEMBER REPORTS & COMMENTS	Mr. Chavez reviewed his attendance at the "Future Latino Teachers" conference held last Saturday at the Norco Campus of Riverside Community College. Approximately 500 students were present to prepare for their teacher-credentialing program. Mr. Chavez indicated that the Joint Study Session held on April 9, 2001 with the Riverside Community College Board and the Jurupa School Board was successful as the two Boards discussed joint ventures to assist students. He thanked Mira Loma Middle Principal, Mr. Garry Packham, for his hospitality.

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BOARD MEMBER REPORTS & COMMENTS (CONTINUED)	Mr. Chavez expressed his appreciation for the recognition item to congratulate him for his re-election to the CSBA Delegate Assembly. He noted that he has been a Delegate Assembly member since 1989. He thanked Ms. Diane Perez for her outstanding presentation on how to treat students and children, in general, and to help them feel good about themselves.
	Mrs. Burns commented that as the District's Superintendent is planning her retirement in June, she would like to express her appreciation to her and note that she has been a superintendent to model.
	Mrs. Adams agreed with Mrs. Burns' comment regarding the Superintendent. She stated that she has been invited to attend the CSBA Legislative Session on May 7, 2001. Since another Board member, Mr. John Chavez, is also attending the Delegate Assembly meeting on that date, it would be impossible to return in time for the May 7, 2001 Board meeting. Mrs. Adams suggested changing the meeting date to the following day, Tuesday, May 8, 2001. She also indicated that she plans to attend the RCSBA meeting on April 26, 2001.
	President Knight requested the Superintendent to report back to the Board on the process for implementing "Developmental Assets" in the Jurupa School District. In addition, he requested that after a new superintendent is selected, the Board may consider incorporating CSBA's "Professional Governance Standards" into the Board's bi-annual Governance Team Evaluation. President Knight commended the student ambassadors for their excellent reports. He congratulated the Administrator of Information Technology and the eleven schools for their successful grant applications, and he commended the Superintendent for her demonstrated leadership throughout the District focusing on student achievement. President Knight commented that it would be a significant loss for the Jurupa School District when she retires, and he wished her well.
	ACTION SESSION
APPROVE ROUTINE ACTION ITEMS BY CONSENT -Motion #207	MR. CHAVEZ MOVED THE BOARD APPROVE/ADOPT/ AFFIRM ROUTINE ACTION ITEMS A 1-13 AS PRINTED: MINUTES OF APRIL 2, 2001 REGULAR MEETING; DISBURSEMENT ORDERS; PAYROLL REPORT; AGREEMENTS; REJECTION OF CLAIM ON BEHALF OF NATASHA SCHUMACHER, A MINOR; RESOLUTION #01/29, AUTHORIZATION TO ENCUMBER FUNDS FOR THE 2001/2002 FISCAL YEAR; RESOLUTION #01/30, DISPOSAL OF OBSOLETE INSTRUCTIONAL MATERIALS; NON-ROUTINE FIELD TRIP REQUEST FOR 20 RUBIDOUX HIGH STUDENTS TO ATTEND THE ANNUAL RENAISSANCE STATE STUDENT CONFERENCE APRIL 20-21, 2001 IN BUENA PARK; NON-ROUTINE FIELD TRIP REQUEST FOR ONE JURUPA VALLEY STUDENT TO ATTEND THE FUTURE BUSINESS LEADERS OF AMERICA STATE CONFERENCE APRIL 27-29, 2001 IN SANTA CLARA; OUT-OF-STATE CONFERENCE REQUEST FOR MS. TRACI COFFELT, ARDEE MCKIN, PATTI MILLER, AND DANICE HORD TO ATTEND THE NATIONAL TRAINING FOR MIDDLE SCHOOL DRUG PREVENTION AND SCHOOL SAFETY PROGRAM COORDINATORS IN NEW ORLEANS APRIL 30-MAY 4, 2001; NON-ROUTINE FIELD TRIP REQUEST FOR 40 JURUPA VALLEY STUDENTS TO TRAVEL TO MORRO BAY MAY 3-6, 2001 TO OBSERVE MARINE ENVIRONMENTS IN THEIR NATURAL SETTING; NON-ROUTINE FIELD TRIP REQUEST FOR 56 JURUPA VALLEY STUDENTS TO TRAVEL TO FILLMORE, SOLVANG, AND SAN SIMEON MAY 5-6, 2001 TO PARTICIPATE IN PARADE COMPETITIONS AND VISIT HISTORICAL SITES, AND NON-ROUTINE FIELD TRIP REQUEST

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APPROVE ROUTINE ACTION ITEMS BY CONSENT -Motion #207 (CONTINUED)	FOR 105 6TH GRADE STUDENTS TO ATTEND OUTDOOR SCIENCE SCHOOL MAY 21-23, 2001 IN GARNER VALLEY. MRS. ADAMS SECONDED THE MOTION. PREFERENTIAL VOTES WERE CAST BY STUDENT BOARD MEMBERS: AYE, RICHARD DEAN, JESSICA WILLS. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.
CERTIFY 2000-2001 EDUCATION TECHNOLOGY GRANT APPLICATION FOR PERALTA ELEMENTARY -Motion #208	The Superintendent recommended certification of the Education Technology Grant application for Peralta Elementary School. PRESIDENT KNIGHT MOVED THE BOARD CERTIFY THE EDUCATION TECHNOLOGY STAFF DEVELOPMENT 2000-2001 GRANT APPLICATION FOR PERALTA ELEMENTARY SCHOOL FOR GRADES 4-6. MRS. ADAMS SECONDED THE MOTION. PREFERENTIAL VOTES WERE CAST BY STUDENT BOARD MEMBERS: AYE, RICHARD DEAN, JESSICA WILLS. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.
APPROVE 2001-2003 EDUCATIONAL TECHNOLOGY PLANS FOR GRANITE HILL, INDIAN HILLS, AND MISSION BELL -Motion #209	The Superintendent noted that most of the funding received in the area of technology requires school sites to maintain an up-to-date Technology Plan. At this time, three schools are submitting their Technology Plans for approval, Granite Hill, Indian Hills, and Mission Bell. PRESIDENT KNIGHT MOVED THE BOARD APPROVE 2001-2003 EDUCATIONAL TECHNOLOGY PLANS FOR GRANITE HILL, INDIAN HILLS, AND MISSION BELL ELEMENTARY SCHOOLS. MR. TEAGARDEN SECONDED THE MOTION. PREFERENTIAL VOTES WERE CAST BY STUDENT BOARD MEMBERS: AYE, RICHARD DEAN, JESSICA WILLS. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.
APPROVE 2001 SUMMER SCHOOL OFFERINGS -Motion #210	The Assistant Superintendent Education Services indicated that this year's summer school courses for grades 8-12 are listed in the Agenda for Jurupa Valley and Rubidoux High Schools. He noted the date for summer school to begin at both locations is June 25th. The secondary special education program begins July 2nd. The Assistant Superintendent requested approval of the 2001 summer school course offerings. PRESIDENT KNIGHT MOVED THE BOARD APPROVE THE SUMMER SCHOOL OFFERINGS AS PRESENTED. MRS. ADAMS SECONDED THE MOTION. Richard Dean requested the Board to consider adding an ASB class back into the summer school course offerings as well as providing funding to cover the cost of the ASB advisor. The Superintendent clarified that the ASB Advisor does receive a stipend for his position. In addition, she explained that considerable attention was given to determine the courses being offered during the summer school program. The district must adhere to mandates concerning the offering of core academic classes as its main priority. PREFERENTIAL VOTES WERE CAST BY STUDENT BOARD MEMBERS: AYE, RICHARD DEAN, JESSICA WILLS. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.

A-1 B7

APPROVE SITE BLOCK GRANT EXPENDITURES -Motion #211	The Assistant Superintendent Education Services requested approval of each school's Block Grant expenditure plan included in the supporting documents. He noted that individual School Site Councils approved each plan. PRESIDENT KNIGHT MOVED THE BOARD APPROVE ONE-TIME BLOCK GRANT EXPENDITURE PLANS FROM EACH SCHOOL IN THE DISTRICT. MRS. ADAMS SECONDED THE MOTION. PREFERENTIAL VOTES WERE CAST BY STUDENT BOARD MEMBERS: AYE, RICHARD DEAN, JESSICA WILLS. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.
ADOPT RES. #01/32, SUPPORTING SCAQMD PROPOSED RULE 1195 -Motion #212	The Assistant Superintendent Business Services noted that at the last Board meeting, Mrs. Burns requested the Board to consider adopting a resolution in support of the South Coast Air Quality Management District Proposed Rule 1195. He indicated that a sample resolution is included in the supporting documents and is presented for adoption if the Board so wishes to do so. PRESIDENT KNIGHT MOVED THE BOARD ADOPT RESOLUTION #01/32, SUPPORTING THE SOUTH COAST AIR QUALITY MANAGEMENT DISTRICT PROPOSED RULE 1195. MR. TEAGARDEN SECONDED THE MOTION. Mr. Chavez stated that he plans to oppose the resolution because he believes that it should not be mandated that school districts must use CNG buses. He felt that although the Proposed Rule is good for Jurupa because the district is receiving grant funds, other school districts are not receiving this same assistance; therefore, adhering to this Rule will be difficult. The Assistant Superintendent provided clarifying information: Proposed Rule 1195 does not restrict districts to using only CNG fuel; school districts must use a clean fuel that has been certified by the SCAQMD. President Knight referred to the portion of the Rule that also allows for exemptions in the case of the lack of funding sources on the part of school districts. PREFERENTIAL VOTES WERE CAST BY STUDENT MEMBERS: AYE, RICHARD DEAN, JESSICA WILLS. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED 4-1, NAYE, MR. CHAVEZ.
APPROVE PURCHASE OF 1 KONICA COPIER FOR CAMINO REAL -Motion #213	The Assistant Superintendent Business Services stated that Camino Real Elementary School is requesting to purchase one Konica 7055 Digital Copier to be paid for out of their site grant funds for a total cost of $15,260.16. PRESIDENT KNIGHT MOVED THE BOARD APPROVE THE ISSUANCE OF PURCHASE ORDER #33601 TO IMAGE IV FOR THE PURCHASE OF 1 KONICA 7055 DIGITAL COPIER IN THE AMOUNT OF $15,260.16 FOR CAMINO REAL ELEMENTARY SCHOOL. MRS. ADAMS SECONDED THE MOTION. PREFERENTIAL VOTES WERE CAST BY STUDENT MEMBERS: AYE, RICHARD DEAN, JESSICA WILLS. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.
APPROVE PURCHASE OF 12 DELL COMPUTERS FOR GRANITE HILL -Motion #214	The Assistant Superintendent Business Services requested the purchase of 12 Dell Optiplex computers, totaling $27,224.13, for the new reading program at Granite Hill to be housed in the library. PRESIDENT KNIGHT MOVED THE BOARD APPROVE THE ISSUANCE OF PURCHASE ORDER #33611 TO DELL COMPUTERS FOR THE PURCHASE OF 12 DELL OPTIPLEX GX400 MINITOWER COMPUTERS, IN THE AMOUNT OF $27,224.13 FOR GRANITE HILL ELEMENTARY. MRS. ADAMS SECONDED THE MOTION. PREFERENTIAL VOTES WERE CAST BY STUDENT MEMBERS: AYE, RICHARD DEAN, JESSICA WILLS. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY. The Assistant Superintendent Business Services noted for the record that the funding source for the computers is Title I funds.

A-1 P8

APPROVE PURCHASE OF 672 DELL COMPUTERS FOR HIGH SCHOOLS & STEPS COMMUNITY DAY -Motion #215	The Assistant Superintendent Business Services stated that the Education Technology Department is requesting to use a portion of the Education Technology grant funds to purchase 672 computers to reduce the student-to-computer ratio to 4.7 to 1 as per grant requirements. He noted that the computers would be used for instructional purposes at Jurupa Valley, Nueva Vista, Rio Vista, Rubidoux, and the STEPS program for a total cost of $637,634.00. MRS. ADAMS MOVED THE BOARD APPROVE THE ISSUANCE OF PURCHASE ORDER #33600 TO DELL COMPUTERS FOR THE PURCHASE OF 672 DELL OPTIPLEX COMPUTERS IN THE AMOUNT OF $637,634.00 FOR JURUPA VALLEY HIGH, NUEVA VISTA HIGH, RIO VISTA HIGH, RUBIDOUX HIGH, AND STEPS COMMUNITY DAY SCHOOL. PRESIDENT KNIGHT SECONDED THE MOTION. PREFERENTIAL VOTES WERE CAST BY STUDENT MEMBERS: AYE, RICHARD DEAN, JESSICA WILLS. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.
APPROVE SOLICITATION OF BIDS FOR CNG FUELING FACILITY -Motion #216	The Assistant Superintendent Business Services reported that the South Coast Air Quality Management District offered to assist the District in securing grant funds for a 34 nozzle slow-fill CNG fueling station and a single pump fast-fill station to be constructed at the Maintenance, Operations, and Transportation Facility. He requested authorization to solicit bids for the estimated facility cost of $250,000.00. MR. TEAGARDEN MOVED THE BOARD APPROVE THE SOLICITATION OF BIDS FOR THE CONSTRUCTION OF A COMPRESSED NATURAL GAS (CNG) FUELING FACILITY AT THE MAINTENANCE, OPERATIONS, AND TRANSPORTATION FACILITY. MRS. BURNS SECONDED THE MOTION. PREFERENTIAL VOTES WERE CAST BY STUDENT MEMBERS: AYE, RICHARD DEAN, JESSICA WILLS. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY. Mrs. Burns requested the Assistant Superintendent to arrange for her to visit a CNG fueling station in the near future.
AUTHORIZE LEASE OF 10 PORTABLE CLASSROOMS -Motion #217	The Assistant Superintendent Business Services explained that due to projected growth, there is a need for 10 additional portables classrooms: two at Ina Arbuckle, two at Indian Hills, two at Pacific Avenue, two at Troth Street, one at Jurupa Middle, and one at Mira Loma Middle. He noted that the portables are available on a short-term lease at a cost of $504.00 per month plus a $5,014.00 installation and removal charge. The Assistant Superintendent stated that the lease-purchase option will save the District a considerable amount of money compared to purchasing the portables for a total cost of $171,100.00 for 24 months. PRESIDENT KNIGHT MOVED THE BOARD AUTHORIZE THE LEASE OF UP TO 10 PORTABLE CLASSROOMS FROM WILLIAMS SCOTSMAN, INC. THROUGH THE BEARDSLEY SCHOOL DISTRICT OF BAKERSFIELD, CALIFORNIA BID AT A COST OF $504.00 PER UNIT MONTH PLUS A ONE-TIME DELIVERY AND PICK-UP CHARGE, AND INSTALLATION AND KNOCKDOWN CHARGES OF $5,014.00 PER UNIT, FOR A TOTAL COST OF $171,100.00 FOR 24 MONTHS. MRS. ADAMS SECONDED THE MOTION. PREFERENTIAL VOTES WERE CAST BY STUDENT MEMBERS: AYE, RICHARD DEAN, JESSICA WILLS. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.
ACT ON 4 DISCIPLINE CASES – SUSPENDED EXPULSION: #01-072, #01-073, #01-074, #01-088 -Motion #218	The Director of Administrative Services recommended the discipline actions as described on the Agenda for the nine discipline cases listed, four for suspended expulsion and five for expulsion.

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ACT ON 4 DISCIPLINE CASES – SUSPENDED EXPULSION: #01-072, #01-073, #01-074, #01-088 -Motion #218 (Continued)	PRESIDENT KNIGHT MOVED THE BOARD ACCEPT THE FINDINGS OF FACT AND CONCLUSIONS OF LAW SUBMITTED BY THE ADMINISTRATIVE HEARING PANEL FOR THE FOLLOWING EXPULSION CASES: #01-072, #01-073, #01-074, #01-088 AS LISTED:
	EXPEL THE PUPIL IN DISCIPLINE CASE #01-072 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1 & K) FOR THE SPRING SEMESTER 2001. HOWEVER, THE ENFORCEMENT OF THE EXPULSION ORDER IS SUSPENDED AND THE STUDENT PLACED ON SCHOOL PROBATION FOR THE TERM OF THE EXPULSION ORDER. THE ADMINISTRATIVE HEARING PANEL RECOMMENDS THAT THIS CASE BE REFERRED TO THE SCHOOL AND COMMUNITY OUTREACH TEAM (SCORE) FOR FOLLOW-UP. THIS CASE SHALL BE REVIEWED FOR POSSIBLE REINSTATEMENT TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JUNE 18, 2001; EXPEL THE PUPIL IN DISCIPLINE CASE #01-073 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1 & K) FOR THE SPRING SEMESTER 2001. HOWEVER, THE ENFORCEMENT OF THE EXPULSION ORDER IS SUSPENDED AND THE STUDENT PLACED ON SCHOOL PROBATION FOR THE TERM OF THE EXPULSION ORDER. THE ADMINISTRATIVE HEARING PANEL RECOMMENDS THAT THIS CASE BE REFERRED TO THE SCHOOL AND COMMUNITY OUTREACH TEAM (SCORE) FOR FOLLOW-UP. THIS CASE SHALL BE REVIEWED FOR POSSIBLE REINSTATEMENT TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JUNE 18, 2001; EXPEL THE PUPIL IN DISCIPLINE CASE #01-074 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1 & K) FOR THE SPRING SEMESTER 2001. HOWEVER, THE ENFORCEMENT OF THE EXPULSION ORDER IS SUSPENDED AND THE STUDENT PLACED ON SCHOOL PROBATION FOR THE TERM OF THE EXPULSION ORDER. THE ADMINISTRATIVE HEARING PANEL RECOMMENDS THAT THIS CASE BE REFERRED TO THE SCHOOL AND COMMUNITY OUTREACH TEAM (SCORE) FOR FOLLOW-UP. THIS CASE SHALL BE REVIEWED FOR POSSIBLE REINSTATEMENT TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JUNE 18, 2001; EXPEL THE PUPIL IN DISCIPLINE CASE #01-088 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (B) AND 48915 (A2) FOR THE SPRING SEMESTER 2001. HOWEVER, THE ENFORCEMENT OF THE EXPULSION ORDER IS SUSPENDED AND THE STUDENT PLACED ON SCHOOL PROBATION FOR THE TERM OF THE EXPULSION ORDER. THE ADMINISTRATIVE HEARING PANEL RECOMMENDS THAT THIS CASE BE REFERRED TO THE SCHOOL AND COMMUNITY OUTREACH TEAM (SCORE) FOR FOLLOW-UP. THIS CASE SHALL BE REVIEWED FOR POSSIBLE REINSTATEMENT TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JUNE 18, 2001. MRS. ADAMS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
ACT ON 5 DISCIPLINE CASES – EXPULSION #01-079, #01-075, #01-076, #01-080, #01-082 -Motion #219	PRESIDENT KNIGHT MOVED THE BOARD ACCEPT THE FINDINGS OF FACT AND CONCLUSIONS OF LAW SUBMITTED BY THE ADMINISTRATIVE HEARING PANEL FOR THE FOLLOWING EXPULSION CASES: #01-079, #01-075, #01-076, #01-080, #01-082 AS LISTED: EXPEL THE PUPIL IN DISCIPLINE CASE #01-079 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (C) 48915 (A3) FOR THE SPRING SEMESTER 2001 AND THAT THE PUPIL 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.

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ACT ON 5 DISCIPLINE CASES – EXPULSION #01-079, #01-075, #01-076, #01-080, #01-082 -Motion #219 (CONTINUED)	THIS CASE SHALL BE REVIEWED FOR POSSIBLE READMISSION TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JUNE 18, 2001; EXPEL THE PUPIL IN DISCIPLINE CASE #01-075 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1 & K) FOR THE SPRING SEMESTER 2001 AND FALL SEMESTER 2001; AND THAT THE PUPIL 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 JANUARY 21, 2002; EXPEL THE PUPIL IN DISCIPLINE CASE #01-076 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1 & K) FOR THE SPRING SEMESTER 2001 AND FALL SEMESTER 2001; AND THAT THE PUPIL BE REFERRED TO THE JURUPA COMMUNITY SCHOOL, OPERATED BY THE RIVERSIDE COUNTY OFFICE OF EDUCATION, 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 JANUARY 21, 2002; EXPEL THE PUPIL IN DISCIPLINE CASE #01-080 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1 & K) FOR THE SPRING SEMESTER 2001 AND FALL SEMESTER 2001; AND THAT THE PUPIL 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 JANUARY 21, 2002. EXPEL THE PUPIL IN DISCIPLINE CASE #01-082 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1, A2 & K) AND 48915 (A1) FOR THE SPRING SEMESTER 2001 AND FALL SEMESTER 2001; AND THAT THE PUPIL 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 JANUARY 21, 2002. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
APPROVE PERSONNEL REPORT #18 W/INSERT -Motion #220	The Superintendent requested approval of Personnel Report #18, with Insert L-1, Pages 11-16. MR. TEAGARDEN MOVED THE BOARD APPROVE PERSONNEL REPORT #18, WITH INSERT L-1, PAGES 11-16. MR. CHAVEZ SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
APPROVE VARIABLE TERM WAIVER REQUEST -Motion #221	The Superintendent recommended that Ms. Allison Cherry be approved for employment under the authorization of a Variable Term Waiver. MR. CHAVEZ MOVED THE BOARD APPROVE MS. ALLISON CHERRY FOR EMPLOYMENT THROUGH THE END OF THIS SCHOOL YEAR AS A RESOURCE SPECIALIST UNDER THE AUTHORIZATION OF A VARIABLE TERM WAIVER. MR. TEAGARDEN SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.
REVIEW ROUTINE INFORMATION REPORTS	The Board reviewed Routine Information Report, "Hear Report on Pilot Teacher Preparation Program" and "Review Information on Board Meeting Locations."

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EMERGENCY ITEM APPROVE CHANGE OF BOARD MEETING DATE -Motion #222	Mrs. Burns requested that the Board move on Mrs. Adams' request to move the Monday, May 7, 2001, regular meeting to Tuesday, May 8, 2001. The Board by a consensus decision agreed to place this as an emergency item on the Agenda. MRS. BURNS MOVED THE BOARD APPROVE MOVING THE MAY 7, 2001 REGULAR MEETING TO TUESDAY, MAY 8, 2001 TO ACCOMMODATE THE ATTENDANCE OF MR. CHAVEZ AND MRS. ADAMS AT THE CSBA CONFERENCE ON MAY 7, 2001. PRESIDENT KNIGHT SECONDED THE MOTION WHICH CARRIED UNANIMOUSLY.
	Mrs. Burns indicated that she has materials to provide for the Administrator of Student and Community Services relating to the Safety Committee.
	ADJOURNMENT There being no further business, President Knight adjourned the Regular Meeting from Public Session at 9:50 p.m. **MINUTES OF THE REGULAR MEETING OF APRIL 16, 2001 ARE APPROVED AS** _____ _____ _____ **President** **Clerk** _____ **Date**

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JURUPA UNIFIED SCHOOL DISTRICT

REPORT OF PURCHASES
04/02/01 - 04/13/01
Purchases over $1

DISBURSEMENT ORDERS

REF	FUND	LOC	PROGRAM	VENDOR	DESCRIPTION	
D31047	03	500	HEALTH SERVICES	UC REGENTS	4963 SEMINAR	$370.00
D31050	03	200	REGULAR ED K-12	INTERSTATE MUSIC SUPPLY	MUSIC INSTRUMENTS	$3,868.72
D31053	03	115	UTILITIES	SCE	4569 ELECTRIC CHARGES	$67,121.45
D31066	03	500	TRANS HOME TO SCHOOL	LAIDLAW	4958 BUS SERVICE	$550.00
D31072	03	305	DONATIONS	INLAND EMPIRE COACH	4934 BUS SERVICE	$425.00
D31075	03	150	DONATIONS	LAIDLAW	4932 BUS SERVICE	$710.00
D31076	03	500	BUS SERVICES	FEDERAL EXPRESS	4571 MAILINGS	$32.52
D31077	03	150	REGULAR ED K-12	FORWARD, MARGIE	REIMB SUPPLIES	$130.79
D31079	03	500	GROUNDS	DICKINSON, STEVE	REIMB SUPPLIES	$64.50
D31101	03	500	PERSONNEL	CALIF COMMISSION ON TEACH CREDENT	REIMB PERMIT/K GARCIA	$55.00
D31103	03	500	PERSONNEL	CALIF COMMISSION ON TEACH CREDENT	REIMB PERMIT/D SMITH	$55.00
D31104	03	500	PERSONNEL	CALIF COMMISSION ON TEACH CREDENT	REIMB PERMIT/M SUMMERS	$55.00
D31106	03	210	CTEI-STAFF DEVELOPMENT	RIDDER, SUSAN	REIMB SNACKS	$56.09
D31110	03	500	CUSTODIAL	GARCIA, RON	REIMB REFRESHMENTS	$16.30
D31111	03	500	WAREHOUSE & DISTRIBUTION	FLORES, JOE	REIMB SAFETY SHOES	$80.00
D31112	03	500	CUSTODIAL	SANDOVAL, THOMAS PAUL	REIMB WORK BOOTS	$80.00
D31115	03	500	REGULAR ED K-12	WAYLAND, MARIE	REIMB MILEAGE	$72.04
D31117	03	500	PUPIL TEST SERVICES	ORWIG, RUSS	REIMB MILEAGE	$50.29
D31125	03	500	NONAGENCY EDUCATION	HAMMACK, JOLENE	MASTER TEACH STIPEND	$166.70
D31129	03	130	DONATIONS	IMAGINATION CENTRAL	4964 PRESENTATION AT PA	$595.00
D31131	03	500	BOARD	BURNS, MARY	REIMB TRAVEL EXPENSES	$99.80
D31133	03	300	SCHOOL ADMINISTRATION	MOOREHOUSE, JAN	REIMB POSTAGE	$30.23
D31138	03	200	UTILITIES	JURUPA COMMUNITY SERVICES DIST	4962 WATER SERVICE	$4,500.83
D31139	03	500	BOAD	ADAMS, CAROLYN	REIMB TRAVEL EXPENSES	$304.12
D31141	03	500	PSYCHOLOGIST SERVICES	MURRAY, MICHELLE	REIMB MILEAGE	$32.14
D31142	03	500	SPECIAL ED	TRASK, CINDY	REIMB MILEAGE	$44.95
D31157	03	500	UTILITIES	PACIFIC BELL	4397 PHONE CHARGES	$2,081.76
D31166	03	500	UTILITIES	PACIFIC BELL	4397 PHONE CHARGES	$4,560.06
D31171	03	500	UTILITIES	PACIFIC BELL	4397 PHONE CHARGES	$8,138.58
D31183	03	165	UTILITIES	SANTA ANA RIVER WATER CO.	4424 WATER CHARGES/TROTH	$282.50
D31195	03	500	NONAGENCY EDUCATION	CANNON, PAULA	MASTER TEACH STIPEND	$100.00
D31207	03	210	REGULAR ED K-12	MMS/EXPLORERS SCIENCE CLUB	REIMB NACHOS	$17.00
D31211	03	500	NONAGENCY EDUCATION	VASQUEZ, DOLORES	MASTER TEACH STIPEND	$166.70
D31214	03	500	PERSONNEL	VILLEGAS, DAVID	REIMB FINGERPRINT	$12.00

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JURUPA UNIFIED SCHOOL DISTRICT

REPORT OF PURCHASES
04/02/01 - 04/13/01
Purchases over $1

DISBURSEMENT ORDERS

D31215	03	500	PERSONNEL	MEINHART, THOMAS	REIMB FINGERPRINT	$12.00
D31216	03	500	PERSONNEL	HESTER, HASSAN	REIMB FINGERPRINT	$12.00
D31231	03	300	UTILITIES	SCE	4573 SERVICE CHARGES	$30,305.31
D31236	03	150	REGULAR ED K-12	MCCALL, DON	REIMB SUPPLIES	$45.06
D31324	03	210	CTEI STAFF DEVELOPMENT	PACE, ROBERTA	REIMB CTEI LUNCHEON	$41.21
D31326	03	300	FINE ARTS - DRAMA	J.W. PEPPER	4966 BALANCE ON PO#20044	$2,016.40
D31369	03	500	STAFF DEVELOP-BUY OUT	GOLDBERG, PAULA	4568 WORKSHOP	$200.00
D31374	03	500	PSYCHOLOGICAL SERVICES	ALLISON, AMY	REIMB MILEAGE	$97.72
D31375	03	500	PSYCHOLOGICAL SERVICES	COTTRELL, JEANNA	REIMB MILEAGE	$48.57
D31376	03	500	PSYCHOLOGICAL SERVICES	SANDERS, CAROL	REIMB MILEAGE	$27.72
D31377	03	500	PSYCHOLOGICAL SERVICES	CONDIT, IRWIN	REIMB MILEAGE	$137.26
D31380	03	500	HEALTH SERVICES	TOTEN, DEBBIE	REIMB MILEAGE	$28.03
D31382	03	500	PSYCHOLOGICAL SERVICES	TUNDIDOR, MADELIN	REIMB MILEAGE	$138.58
D31398	03	500	PURCHASING	CABLE, BOB	REIMB CELL PHONE CHARGES	$29.16
D31425	03	500	TRANS HOME TO SCHOOL	LAIDLAW	4975 BUS SERVICE	$7,411.85
D31462	03	305	AVID	INLAND EMPIRE STAGES	BUS SERVICE	$375.00
D31471	03	500	ATTEND & SOC WORK SERVICE	HOVEY, MITCH	REIMB TRAVEL EXPENSES	$42.95
D31489	03	500	ATTEND & SOC WORK SERVICE	FAREY, JOANNE	REIMB LUNCH ADM PANEL	$24.25
D31491	03	305	DISCRETIONARY LOTTERY	STANGLE, RICK	REIMB MILEAGE	$149.04
D31493	03	160	REGULAR ED K-12	SEVESIND, CHARITA	REIMB MILEAGE	$39.33
D31495	03	500	PURCHASING	GLASS, TERRY	REIMB MILEAGE	$105.09
D31505	03	500	ATTEND & SOC WORK SERVICE	FAREY, JOANNE	REIMB SUPPLIES	$42.23
D31515	03	500	SPECIAL ED	MEDINA, GLORIA	REIMB REFRESHMENTS	$12.76
D31516	03	410	UTILITIES	SCE	4575 CHARGES	$129.24
D31520	03	500	PSYCHOLOGICAL SERVICES	ESTRADA, MARY	REIMB MILEAGE	$12.31
D31532	03	205	UTILITIES	JURUPA COMMUNITY SERVICES DIST	4977 WATER SERVICE	$4,163.19
D31536	03	305	DONATIONS	GALERIA AT TYLER	PO FOR GIFT CERTIFICATES	$500.00
D31559	03	500	SAFETY CREDIT	BERNDT, JUDY	REIMB LUNCH SAFETY COMM	$61.00
D31561	03	500	SPECIAL ED	DEMOOR, JOHN	REIMB MILEAGE	$127.77
D31580	03	160	DONATIONS	LASER FANTASY INTE'L INC.	4418 ASSEMBLIES AT SS	$880.00
D31597	03	500	UTILITIES	MCI WORLDCOM	4984 LONG DIST PHONE CHARGES	$422.02
D31597	03	500	UTILITIES	MCI WORLDCOM	4985 LONG DIST PHONE CHARGES	$547.03
D31602	03	500	BOARD	RIV CO. SCHOOL BOARDS ASSOC.	4986 RCSBA MEETING	$30.00
D31603	03	500	PERSONNEL	CAMPBELL, KENT	REIMB TRAVEL EXPENSES	$268.00
D31604	03	500	UTILITIES	NEXTEL	4988 COMMUNICATION SERV	$5,463.08

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JURUPA UNIFIED SCHOOL DISTRICT

REPORT OF PURCHASES
04/02/01 - 04/13/01
Purchases over $1

DISBURSEMENT ORDERS

D31659	03	500	CUSTODIAL	IMPAC	4422 UNDERPAID TAX P33628	$30.00
D31679	03	500	FISCAL SERVICES	BANK OF AMERICA	4577 SACS MTG LUNCH	$38.94
					FUND TOTAL	**$148,939.17**

TOTAL NUMBER OF DISBURSEMENTS **71**

D31045	06	175	IASA - TITLE I	RICE, PATRICIA SUZANNE	4417 CONSULTANT/WR	$917.00
D31051	06	305	STAFF DEVELOPMENT	MARQUIS HOTEL	4960 LODGING	$995.75
D31065	06	305	STAFF DEVELOPMENT	RCOE	4959 SEMINAR	$1,050.00
D31069	06	165	IASA - TITLE I	CAREERTRACK SEMINARS	4961 SEMINAR	$129.00
D31073	06	500	TRANS HOME TO SCHOOL	H & L CHARTER	4933 BUS SERVICE	$662.50
D31107	06	500	ROUTINE REPAIR & MAINTENANCE	DICKINSON, STEVE	REIMB SUPPLIES	$19.27
D31109	06	500	ROUTINE REPAIR & MAINTENANCE	PALMER, BRENDA	REIMB SUPPLIES	$6.70
D31113	06	300	II/USP	CUSHING, DONN	REIMB TRAVEL EXPENSES	$26.65
D31118	06	155	SIP K-6	WINSTON, CARON	REIMB WORKSHOP MATERIALS	$73.76
D31123	06	500	ROUTINE REPAIR & MAINTENANCE	ELZIG, BILL	REIMB MILEAGE	$274.62
D31135	06	500	SPECIAL ED	RCOE	REIMB FEB NPS	$81,282.00
D31137	06	300	PARTNERSHIP ACADEMIC PROG	GATES, PAM	REIMB TRAVEL EXPENSES	$495.96
D31197	06	100	SIP K-6	SMYTH, JIM	REIMB SUPPLIES/ELO	$97.20
D31198	06	500	IASA TITLE II-EISENHOWER	THORPE, DALE	REIMB TRAVEL EXPENSES	$479.00
D31205	06	300	AGRICULTURE VOC INCENT GRANT	NORWOOD, ROBERT	REIMB SUPPLIES	$60.08
D31208	06	300	II/USP	BRUNNER, KATHLEEN	REIMB TRAVEL EXPENSES	$26.65
D31209	06	500	INSTRUCTIONAL MATER K-8	EYGENDAHL, KARLYNE	REFUND LOST TEXTBOOK	$45.65
D31210	06	160	EISS/EARLY INTER FOR SCH SUCC	CEDARHOLM, DEBORAH	REIMB INSTRUCT SUPPLIES	$40.10
D31213	06	500	SPECIAL ED	DROST, KATHLEEN	REIMB MILEAGE	$44.41
D31217	06	500	INSTRUCTIONAL MATER K-8	HOEL, MICHELLE	REFUND LOST TEXTBOOK	$40.00
D31218	06	500	INSTRUCTIONAL MATER K-8	VAN HOLLAND, DEBBIE	REFUND LOST TEXTBOOK	$7.50
D31220	06	140	SIP K-6	ATD-AMERICAN CO.	REIMB FREIGHT	$32.82
D31283	06	500	SPECIAL ED	COMFORT INN	4965 LODGING	$119.22
D31342	06	500	SCHOOL SAFETY & VIOL PREV	MCLEOD, PATRICK	4967 PERFOR AT TEEN EXPO	$150.00
D31356	06	305	STAFF DEVELOPMENT	REYNOSO, OSCAR	REIMB REG FEES	$139.00

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JURUPA UNIFIED SCHOOL DISTRICT

REPORT OF PURCHASES
04/02/01 - 04/13/01
Purchases over $1

DISBURSEMENT ORDERS

D31359	06	305	SCHOOL UNIV PARTNERSHIP	BYSTRZYCHI, TOM	REIMB TRAVEL EXPENSES	$355.42
D31363	06	305	HERO TECH PREP	RADISSON, HOTEL	4971 FHA-HERO MEET	$907.20
D31386	06	500	SPECIAL ED	CLAUDER,LANA	REIMB MILEAGE	$47.79
D31389	06	500	SPECIAL ED	MARTIN, LAURA	REIMB MILEAGE	$32.55
D31390	06	500	SPECIAL ED	HONCHARIK, LIDEWY	REIMB MILEAGE	$13.00
D31391	06	500	SPECIAL ED	DROST, KATHLEEN	REIMB MILEAGE	$36.71
D31392	06	500	SPECIAL ED	SAUVI, SHAWN	REIMB MILEAGE	$70.08
D31395	06	140	IASA - TITLE I	BER	4970 CONFERENCE	$139.00
D31396	06	500	GATE	BER	4968 CONFERENCE	$169.00
D31397	06	500	SPECIAL ED	TIBBETTS, TERRY	REIMB TRAVEL EXPENSES	$323.43
D31400	06	140	IASA - TITLE I	BER	4969 CONFERENCE	$338.00
D31454	06	500	ROUTINE REPAIR & MAINT	ELZIG, BILL	REIMB MILEAGE	$280.48
D31457	06	115	ED TECH -STAFF DEVELOPMENT	TEACHER CREATED MATERIALS	4972 SEMINAR	$258.00
D31460	06	500	SMART 99-00	CEEA	4973 SEMINAR	$378.00
D31477	06	300	STAFF DEVELOPMENT	BRUNNER, KATHLEEN	REIMB CONF & TRAVEL EXP	$192.80
D31488	06	115	SIP K-6	STURM, LARRY	REIMB REG FEES	$169.00
D31490	06	145	IASA - TITLE I	LIZARRAGA, HUMBERTO	REIMB ATTEND INCENT	$128.25
D31492	06	500	GATE	TUNDIDOR, MADELIN	REIMB MILEAGE	$36.42
D31494	06	500	HEADSTART	FISHER, DEBORAH	REIMB MILEAGE	$21.39
D31506	06	500	MIDDLE SCHOOL COORDINATOR	FAMILY SERVICE ASSOCIATION	4978 SEMINAR	$99.00
D31528	06	110	SIP K-6	GALLARDO, EVELYN	4576 ASSEMBLY AT GH	$800.00
D31533	06	500	ROUTINE REPAIR & MAINT.	MAREZ, PAUL	REIMB WORK BOOTS	$80.00
D31534	06	500	SMART 99-00	ANA ADAMS -LAB SAFETY INST.	4979 SEMINAR	$199.00
D31539	06	500	MIDDLE SCHOOL COORDINATOR	HYATT REGENCY HOTEL	4980 LODGING	$1,562.80
D31541	06	500	MIDDLE SCHOOL COORDINATOR	ACCENT ON TRAVEL	4981 AIRFARE	$1,948.00
D31558	06	500	TRANS HOME TO SCHOOL	LAIDLAW	4976 BUS SERVICE	$297.60
D31560	06	165	IASA - TITLE I	ROE, ANDREA	REIMB FEES FOR CLAD	$35.00
D31601	06	500	SPECIAL ED - IDEA	FRED JONES & ASSOC.	4987 SEMINAR	$325.00
D31660	06	500	TRANS - SPECIAL ED	ROCHE, ELISA J.	4423 IN LIEU OF TRANS R. ROCHE	$397.80
					TOTAL FUND	**$96,855.56**

TOTAL NUMBER OF DISBURSEMENTS **54**

JURUPA UNIFIED SCHOOL DISTRICT

REPORT OF PURCHASES
04/02/01 - 04/13/01
Purchases over $1

DISBURSEMENT ORDERS

D31212	11	400	DONATIONS	LOPEZ, OMAR	REFUND ADULT TEXTBOOK	**$15.00**
					TOTAL FUND	**$15.00**
					TOTAL NUMBER OF DISBURSEMENTS	**1**

D31120	13	500	CHILD NUTRITION SCHOOL PROG	COUTU, ROBIN	REIMB MILEAGE	$94.19
D31404	13	500	CHILD NUTRITION SCHOOL PROG	BARKERS FOOD MACHINERY	SERVICE REPAIR ON OVEN @ MMS	$132.00
D31479	13	500	CHILD NUTRITION SCHOOL PROG	SYSCO FOOD SERVICE	FOOD ITEMS	$2,264.76
D31480	13	500	CHILD NUTRITION SCHOOL PROG	SYSCO FOOD SERVICE	FOOD ITEMS	$23,215.74
D31481	13	500	CHILD NUTRITION SCHOOL PROG	VALLEY FOODS	FRUIT ROLL UPS	$1,725.00
D31482	13	500	CHILD NUTRITION SCHOOL PROG	THE POPCORN MAN	TRIPLE TREAT	$2,078.50
D31486	13	500	CHILD NUTRITION SCHOOL PROG	OTIS SPUNKMEYER	CHEESE DANISH	$1,969.92
D31562	13	500	CHILD NUTRITION SCHOOL PROG	COUTU, ROBIN	REIMB MILEAGE	$144.90
D31579	13	500	CHILD NUTRITION SCHOOL PROG	TEXACO	PROPANE USED FOR FOOD SERV	$21.01
					TOTAL FUND	**$31,646.02**
					TOTAL NUMBER OF DISBURSEMENTS	**9**

135 DISBURSEMENT ORDERS

FOR A GRAND TOTAL OF **$277,455.75**

RECOMMENDED APPROVAL

Pam Ringer

DIRECTOR OF BUSINESS SERVICES

A-2 P35

JURUPA UNIFIED SCHOOL DISTRICT

2000/2001 AGREEMENTS

Agreement Number	Contractor	Amount	Fund/Program To Be Charged	Purpose
01-1	***Consultant or Personal Service Agreements***			
01-1-QQQQ	E & E Animals	$275.00	PTA	Assembly on "Animals" for students of Stone Avenue Elementary School.
01-1-RRRR	Clover Enterprises, Inc.	$36,000.00	JVHS - 50% RHS - 50%	Athletic training services for Jurupa Valley High School and Rubidoux High School for 2001/2002.
01-8	***Other Agreements***			
01-8-SS	County of Riverside	NA	NA	Lease between County of Riverside and JUSD for the rental of Room #10 at Training & Support Services Center for DPSS employees. Lease is month-to-month at $200/month.
01-8-TT	County of Riverside	NA	NA	Lease between County of Riverside and JUSD for the rental of 1 room at Training & Support Services Center for CPS employees. Lease is month-to-month at $93.75/month.

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

RE/dc
05/08/01

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

When recorded, return to:

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

NOTICE OF COMPLETION

(Civil Code § 3093 - Public Works)

(For Recorder's use)

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

Project title or description of work	Pedley Elementary School Addition and Renovation
Date of completion:	May 8, 2001
Nature of owner:	Public School District
Interest or estate of owner:	Jurupa Unified School District
Address of owner:	4850 Pedley Road; Riverside, CA 92509
Name of contractor:	Tilden-Coil Constructors, Inc.
Street address or legal description of site;	5871 Hudson Street; Riverside, CA 92509

Dated: May 8, 2001

Owner: Jurupa Unified School District
(Name of public entity)

By: Rollin Edmunds

Title: Assistant Superintendent, Business Services

STATE OF CALIFORNIA)
COUNTY OF RIVERSIDE) ss

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

Executed at Riverside, California

Date: May 9, 2001

By: Benita B. Roberts

Title: Secretary of the Board

County Counsel Form 1 (Rev. 5-71)

A-4

Jurupa Unified School District

RESOLUTION #01/33, AUTHORIZATION TO CONDUCT SURPLUS SALE

WHEREAS, Education Code Section 39520, 39512, and 39521 allows for disposition of surplus personal property, and,

WHEREAS, The Board of Education has declared the obsolete District property at the District Education Center, 4850 Pedley Road, surplus; and,

WHEREAS, in past sales, some property has remained unsold;

NOW THEREFORE BE IT RESOLVED, that pursuant to Education Code Section 39512, 39520, 39521 and 39522, the Assistant Superintendent Business Services is empowered to sell the property to the highest bidder in a public sale and then to sell any remaining property at private sale and deposit funds from both sales in the account of the Jurupa Unified School District; and,

THEREFORE BE IT RESOLVED, that if any property remains from the private sale, it will be disposed of at the discretion of the Director of Purchasing, either by subsequent private sale, donation to a charitable organization, or disposal at a local public dump pursuant to Education Code Section 39521.

Passed and adopted this 8th day of May, 2001.

BOARD OF EDUCATION

_____

Carolyn A. Adams
Clerk of the Board

_____

Date

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091

SURPLUS SALE ITEMS

QUANTITY	SERIAL/TAG NUMBER	DESCRIPTION
1 each	S/N #K3999ZZ/ID #018113	Apple Unidisk Zip Drive-Model #A9MO104
1 each	S/N #KJ82836/ID #024315	Apple 5.25 Disk Drive-Model A9M01O7
1 each	S/N #403092	Apple Disc-Model #A9M0108
1 each	S/N #A2SZ-D470L01A252004	Apple IIe Computer-Model #A25064
1 each	S/N #CA041QF8%M6000/ID #024767	Apple Laser Writer II-Model #M6000
1 each	S/N #SS9420J00J/ID #024290	Apple 3.5 Drive-Model #A9M0106
1 each	S/N #0632718/ID #018984	Apple Image Writer-Model #A9M031O
1 each	S/N #T003744/ID #018935	Apple Color Monitor IIe-Model A2M6OZ1
1 each	S/N #255789/ID #036264	Xerox 640 Memorywriter
1 each	/ID #024969	Apple Laserwriter-Model #M2000
1 each	/ID #023145	HP Laserjet Sriso II Printer
1 each	S/N #NTW74619/ID #51732	Canon Copier-Model #F121202
1 each	S/N #B104JB9624/ID #025030	HP Laserjet III-Model #33449A
1 each	S/N #S64BQ1801X/ID #026694	HP Deskjet 540 Printer-Model #C2162A
1 each	S/N #324492	3M 329 Copier-Model #329A6
1 each	S/N #1925031-ID #024298	Apple Imagewriter II-Model #A9M0320
1 each	S/N #N9J9466J-ID #024312	Apple Color RGB Monitor-Model #AZM6014
1 each	S/N #121019	Panasonic Color Video Camera-Model #WV-3100
1 each	S/N #4121675-ID #025211	Monitor
1 each	S/N #F93284XK02/ID #02341	Macintosh SE/30 Monitor
1 each	/ID #017046	IBM Selectric II
1 each	S/N #437604	Apple Printer-Model #AEM0303 (dot matrix)
1 each	S/N #TJ0445EA%C0090LL/A-iD #024800	Apple Imagewriter II-Model #G0010
1 each	S/N #1761559/ID #022629	Apple Imagewriter II Printer
1 each	S/N #23-741898/ID #023177	IBM Personal System 2-Model #30286
1 each	S/N #78-4256393/ID #023172	IMPM PS/Z
1 each	S/N #4P19410/ID #026858	Premio Computer
1 each	S/N #20188745950/ID #025809	IBM Personal Computer-Model #51J0
1 each	S/N #1761235/ID #022628	Apple Imagewriter II-Model #A9M0320
1 each	S/N #4P19409/ID #026860	Premio Computer-Model #486-40
1 each	S/N #4P19408/ID #026864	Premio Computer-Model #486-40
1 each	S/N #112047037/ID #023173	IBM Pro Printer II XL-Model #4202-002
1 each	S/N #E6483MKS2128/	Apple IIe-Model #A252128
1 each	S/N #E743YJSA2SZ128/ID #039820	Apple IIe-Model #A252128
1 each	S/N #E71614MA252128/	Apple IIe-Model #A25128
1 each	S/N #E7182BGA252128/	Apple IIe-Model #AZSZ128
1 each	/ID #017063	IBM Selectric II Typewriter
1 each	S/N #0910949/ID #039074	Apple Imagewriter-Model #ASM0320
1 each	S/N #30702240/ID #026063	Mitsuba 30702 240
1 each	S/N #3A2SZ-E60942YA252004/ID #017789	Apple IIe Computer-Model #AZSZ064
1 each	S/N #0311926/ID #017755	Apple II Imagewriter-Model #A9M0310
1 each	S/N #3A2SZE919QDEA	Apple IIe Computer-Model #S2128
1 each		Brother Typewriter-Model #EM-605
1 each	S/N #3A2S2E6480KSAZS2128	Apple IIe Computer-Model #A2SZ128
1 each	S/N #3A2S2E903FDGA2S2A28/ID #022623	Apple IIe Computer-Model #A2SZ128
1 each	S/N #522023623/ID #022934	Canon AP250 Typewriter
1 each	S/N #G9384522/ID #023178	Brother Typewriter - EM-601
1 each	S/N #3A252E10224LA2S12128-ID #024902	Apple IIe Computer-Model #A2S2128
1 each	S/N #3A2SZ3814JZDA2S2128/ID #022170	Apple IIe Computer
1 each	S/N #KHL8472/ID #022607	Apple 5.25 Drive-Model #A9M0107

SURPLUS SALE ITEMS

QUANTITY	SERIAL/TAG NUMBER	DESCRIPTION
1 each	S/N #SS9420L/ID #024319400J	Apple 3.5 Drive-Model #A9M0106
1 each	S/N #A2S2-3944RD1A001LL/A/ID #024276	Apple II 6S-Model #A2S6000
1 each	S/N #A252-3944R03A0012LL/A-ID #024308	Apple II 6S
1 each	S/N #E7140C8A2S6000/	Apple II 6S
1 each	S/N #E944PM0A0012LL/A/ID #024302	Apple II 6S
1 each	S/N #KFC8261/ID #039472	Apple 5.25 Drive-Model #A9M0107
1 each	S/N #KAZ6320/ID #018973	Apple 5.25 Drive
1 each	S/N #SS11607X00J/ID #025377	Apple 3.5 Drive-Model #A9M0106
1 each	S/N #SS9420J00J/ID #024291	Apple 3.5 Drive
1 each	S/N #KHL8467/ID #022606	Apple 5.25 Drive-Model #A9M0107
1 each	S/N #KJ83172/ID #024295	Apple 5.25 Drive
1 each	S/N #KJ82815/ID #024316	Apple 5.25 Drive
1 each	S/N #KL23497/	Apple 5.25 Drive
1 each	S/N #KAZ6321/ID #018971	Apple 5.25 Drive
1 each	S/N #KHL8471/ID #022608	Apple 5.25 Drive
1 each	S/N #KF02871/ID #039117	Apple 5.25 Drive
1 each	S/N #KHL8470/ID #022609	Apple 5.25 Drive
1 each	S/N #KAZ4855/ID #018960	Apple 5.25 Drive
1 each	S/N #KHL7808/ID #022612	Apple 5.25 Drive
1 each	/ID #23978	Practical Peripheries External Modem-Model #PM2400SA
1 each	S/N #00126500052352936	U.S. Robotics Ext. Modem for Macintosh
1 each	/ID #024484	Apple 5.25 Drive-Model #A9M0106
1 each		Apple Microphone
1 each	/ID #024577	Apple Mouse
1 each		Falleron Etherware Adapter
4 each		Falleron Phonenet Adapter
1 each		Asante Friendly Net Transceiver-AAU1 to 10Base
1 each		Apple Keyboard
1 each	S/N #NN51613F33G/	Apple Keyboard
1 each	/ID #051731	Sony 3.5 Disk Drive-Model #RMO-S350
1 each	S/N #L93917189/ID #024399	Brother Electric Typewriter-Model EM-601
1 each	S/N #906089/ID #023407	Apple Keyboard-Model M0116
1 each	S/N #467184	3M Thermo Fax-Model A2S2064
1 each	S/N #3A2S2-E5BIGNXA2S2064	Apple IIe Computer-Model A2S2064
1 each	S/N #111995	ACCO Electric 3-Hole Punch-Model 535
1 each		TA Royal Electric Typewriter
1 each	S/N #23-1406942/ID #022059	IBM PS/2 Type 8530-Model 30
1 each	S/N #SG6CGE30VB/ID #028374	HP Office Jet Printer-Model 300
1 each	S/N #US671A10KK/ID #028001	HP Office Jet Printer-Model 350
1 each	S/N #113204137/ID #022058	IBM Proprinter II Printer
1 each	S/N #A2M0003-2008170/ID #042826	Apple Disc II Drive
1 each	S/N #1A2S2-D510J0CA2S2064/	Apple IIe Computer-Model A2S2064
1 each	S/N #1398772/ID #022050	IBM Keyboard-Model M
1 each	S/N #ACS17851/ID #025235	Apple Stylewriter-Model M8000
1 each	S/N #R8962R	Portascribe Overhead Projector-Model 15710
1 each	S/N #0648407/ID #036497	Apple Imagewriter II-Model A9M0310
1 each	S/N #2C62427	Canon P28-D Adding Machine
1 each	/ID #042575	Sharp EL-1192H Adding Machine
1 each	S/N #K197786/ID #017343	Apple Unidisk-Model A9M101
1 each	S/N #231185	Duophone 129
1 each	S/N #FC2940/ID #017735	Califone 129-Model 3430C
1 each	S/N HE0116/ID #022325	Califone 129/Model 3430C

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Jurupa Unified School District
TRAVEL REQUEST

06 500 3710 1 1110 3110 5200
Fund _____
Location _____
Program _____
Object _____

Name(s) Cindy Freeman **Site** Mira Loma Middle

Title of Activity DRUG RECOGNITION AND INVESTIGATION IN SCHOOL

Location of Activity Las Vegas, NV

Depart: Day Wednesday **Date** May 9, 2001 **Time** 8:00 am/~~pm~~ **From** Riverside

Return: Day Thursday **Date** May 10, 2001 **Time** 4:30 ~~am~~/pm

Purpose of Trip: Conference [X] **Recruiting** [ ] **Administrative** [ ] **Other** [ ] **(explain below)**

	Estimated Cost	For Business Office Use Only: Actual Cost	Mode of Payment
Number of days of substitute time required: 2	$ 200.00	$	
Registration Fees	$ 250.00	$	
Banquet Fees	$	$	
Mode of Travel: AIR	$ 96.50	$	
Meals - Number: ____B ____L ____D	$	$	
Lodging: Palace Station (Name of Hotel)	$ 128.62	$	
Other:	$	$	
TOTAL COST	$ 675.12	$	

Will a cash advance be needed? no Amount $ _____

Remarks/Rationale (Required for Categorical Projects):

We feel this would be very worthwhile for her as this is her first year as an Assistant Principal and this training would provide insight and skills that she may not have acquired yet in her new position.

I have read Business Services Procedure #124 and fully understand district travel requirements.

Cindy Freeman	4/23/01	[signature]	4/23/01
Employee's Signature	Date	Principal/Supervisor's Signature	Date

Distribution: White/Yellow - Business Office
Pink - Return Copy
Goldenrod - Originator

5/89

A-6 pg 1

PRINTED BY JUSD PRINTING DEPARTMENT No. BS8

Jurupa Unified School District
TRAVEL REQUEST

Fund	06
School	200
Resource	7265
Project Year	0
Goal	1110
Function	1000
Object	5200

Name(s) STAN ROWLAND **Site** JMS

Title of Activity Drug Recognition - Schools

Location of Activity Las Vegas, Nevada

Depart: Day Tuesday **Date** May 8, 2001 **Time** _____ **am/pm From** _____

Return: Day Thursday **Date** May 10, 2001 **Time** _____ **am/pm**

Purpose of Trip: **Conference** [XX] **Recruiting** [ ] **Administrative** [ ] **Other** [ ] (explain below)

	Estimated Cost	For Business Office Use Only: Actual Cost	Mode of Payment
Number of days of substitute time required: -0-	$ NONE	$	
Registration Fees	$ 250.00	$	
Banquet Fees	$ NONE	$	
Mode of Travel: Auto (Rideshare w/C. Bright)	$ NONE	$	
Meals – Number: 6 (2 B 2 L 2 D)	$ 70.00	$	
Lodging: Palace Station-Conf. #QKCQS (Name of Hotel) 2411 West Sahara Ave. Las Vegas, NV 89102 (800)544-2411	$ 128.62	$	
Other:	$ NONE	$	
TOTAL COST	$ 448.62	$	

Will a cash advance be needed? NO Amount $ -0-

Remarks/Rationale (Required for Categorical Projects):
SBCP, Pg. 29 (D. A. T. E.) B, #1 & #3: Five-Year Goals; 1. Expand intervention program through counseling, programs, etc., & Expand staff development.

I have read Business Services Procedure #124 and fully understand district travel requirements.

Stan Rowland /JS — Employee's Signature
4/27/01 — Date
per Walt Lancaster /JS. — Principal/Supervisor's Signature
4/27/01 — Date

Distribution: White/Yellow - Business Office; Pink - Return Copy; Goldenrod - Originator

A-6 pg 2

1/01

No. BS008

Jurupa Unified School District
TRAVEL REQUEST

Fund	06
School	500
Resource	6405
Project Year	0
Goal	0000
Function	2100
Object	5200

Name(s) Debbie Toussiant, Curtis Bright, Eric Bustamante **Site** MLMS, JMS, MMS

Title of Activity Drug Recognition - Schools

Location of Activity Las Vegas, Nevada

Depart: *Day Tuesday **Date** May 8, 2001 **Time** 4:05 **am/pm** **From** Ontario

Return: Day Thursday **Date** May 10, 2001 **Time** 7:00 **am/pm**

Purpose of Trip: **Conference** [XX] **Recruiting** [ ] **Administrative** [ ] **Other** [ ] (explain below)

	Estimated Cost	For Business Office Use Only: Actual Cost	Mode of Payment
Number of days of substitute time required: -0-	$ NONE	$	
Registration Fees (3 x $250)	$ 750.00	$	
Banquet Fees	$ NONE	$	
Mode of Travel: *Air: Toussiant	$ 101.00	$	
Auto: Bright	100.00		
Bustamante	100.00		
Meals – Number: 18 (6 B 6 L 6 D)	$ 420.00	$	
Lodging: Palace Station (see below) (Name of Hotel)	$ 385.86	$	
Other: Ground Transportation (Toussiant)	$ 50.00	$	
TOTAL COST	$1,906.86	$	

Will a cash advance be needed? NO Amount $ -0-

Palace Station, 2411 West Sahara AVe., Las Vegas, NV 89102 (800)544-2411

Remarks/Rationale (Required for Categorical Projects):
Accomodations: Confirmation #FVY6S - Bright, #R3DVS - Bustamante, #LXY6S - Toussiant. Rate is $128.62/2 nights per person (3 X $128.62 = $385.86). Funding provided by AB1113, Safe School and Violence Prevention Grant.

I have read Business Services Procedure #124 and fully understand district travel requirements.

D. Toussiant JS. C. Bright JS. E. Bustamante JS 4/27/01 — Employee's Signature — Date

Principal/Supervisor's Signature (OK w/ Capt. LaBahn) 4/27/01 — Date

Distribution: White/Yellow - Business Office; Pink - Return Copy; Goldenrod - Originator

A-6 B3

1/01

No. BS008

Jurupa Unified School District

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

DATE(S): June 25-29, 2001

LOCATION: Orange Coast College School of Sailing and Seamanship

TYPE OF ACTIVITY: Beginning Sailing and Water Safety Lessons

PURPOSE/OBJECTIVE: Reinforce core curriculum such as math, science, reading andwriting through the sport of sailing while building confidence and self-esteem

NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.)
KAREN L. WRIGHT, Business Teacher
PURVI SHETH, Science Teacher

EXPENSES:

Transportation	$ 360.00	
Lodging	$ N/A	
Meals	$	
All Other	$	
TOTAL EXPENSE	$ 360.00	

Number of Students 16

Cost Per Student 22.50
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
Grant money per Lorraine Dyson	$360.00	
TOTAL:	$ 360.00	

Arrangements for Transportation: 2 District Vans

Arrangements for Accommodations and Meals: students will provide for themselves

Planned Disposition of Unexpended Funds:

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

Signature: Karen L. Wright (Instructor) Date: 4/18/01 School: Jurupa Valley High School

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: Janice C. Monkman Date: 4/19/01 4-5-01

Date approved by the Board of Education Date:

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

No. TS4

A-7

California Department of Education
Education Support and Networks Office

Form 1
LEA Cover Page

Immediate Intervention/Underperforming Schools Program (II/USP)
DISTRICT APPLICATION FOR FUNDING
FOR ALL SCHOOLS

Mail original Action Plan and three Copies to:

School Reform Assistance Office
Education Support and Networks Division
California Department of Education
721 Capitol Mall, 3rd Floor
Sacramento, California 95814

Postmarked no later than Tuesday, May 15, 2001

Part I: Application Information: Complete for LEA submitting application for funding.

Name of Local Educational Agency (LEA): Jurupa Unified **12-Digit County/District Code:** 33 67090 0000000	**Total Grant Amount Requested for all schools:** FY 2001-02 $ 1,812,400 FY 2002-03 $ 1,815,508 **Dates of Project Duration:** July 1, 2001 to June 30, 2003 **Date of local governing board approval:** 2/09/01

District Superintendent: Benita B. Roberts		District Contact Person: DeWayne Mason	
Address: 3924 Riverview Dr.		Address: 3924 Riverside Dr.	
City: Riverside	Zip: 92509	City: Riverside	Zip: 92509
Phone: 909-222-7768	Fax: 909-680-0318	Phone: 909-360-4164	E-mail: dmason@jusd.k12.ca.us

Part II: Signature (Signature **must** be original. Please use blue ink.)

The Superintendent and Governing Board President of the LEA submitting the application sign on behalf of all principals included in the application.

Benita B. Roberts

Printed or Typed Name of Superintendent Date — Signature of Superintendent

Sam Knight

Printed or Typed Name of Board President Date — Signature of Board President

** B

California Department of Education
Education Support & Networks Division

Public Schools Accountability Act of 1999 Form 4
II/USP Budget Application for State Funds

District Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2001-2002

Name of District: Jurupa Unified School District
CDS Code: 33-67090

District Contact Person:
DeWayne A. Mason, Ph.D.

Phone: (909) 360-4164
FAX:(909) 360-4167

E-mail: dmason@jusd.k12.ca.us

SACS Resource Code: 7255 **Participating School(s) Enrollment:** 9047 **(From 1999-00 CBEDS)**

SACS Revenue Code: 8590 **Cost per student:** $199 **(Up to $200 per student)**

Non-SACS Income Account Code: 8590

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries		
	2000	Classified Personnel Salaries		
	3000	Employee Benefits		
	4000	Books, Materials, Supplies		
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)		
	6400	Capital Outlay (Equipment)		
	7310	Indirect Costs		
	Total Amount of II/USP Funds Requested		$1,730,980	
	Total Matching Funds & Source Codes			$1,851,697 1,5,8,15,17,18, 19,21,26

NOTE: This budget page is the District's aggregate budget of all participating schools. (See Instructions for clarification.)

California Department of Education
Education Support & Networks Division

Public Schools Accountability Act of 1999 Form 4
II/USP Budget Application for State Funds

District Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2002-2003

Name of District: Jurupa Unified School District
CDS Code: 33-67090

District Contact Person: DeWayne A. Mason, Ph.D.
Phone:(909) 360-4164
FAX:(909) 360-4167
E-mail:dmason@jusd.k12.ca.us

SACS Resource Code: 7255 **Participating School (s) Enrollment: 9047 (From 1999-00 CBEDS)**
SACS Revenue Code: 8590 **Cost per student: $199 (Up to $200 per student)**
Non-SACS Income Account Code: 8590

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds	Amount of Matching Funds
	1000	Certificated Personnel Salaries		
	2000	Classified Personnel Salaries		
	3000	Employee Benefits		
	4000	Books, Materials, Supplies		
	5000	Services and Other Operating Expenses (Including Travel & Indirect Costs)		
	6400	Capital Outlay (Equipment)		
	7310	Indirect Costs		
	Total Amount of II/USP Funds Requested		$1,726,580	
Total Matching Funds				$1,854,805

1,5,8,15,17,18,
19,21,26

NOTE: This budget page is the District's aggregate budget of all participating schools. (See Instructions for clarification.)

California Department of Education
Education Support and Networks Division

Form 2
School Cover Page

Immediate Intervention/ Underperforming Schools Program (II/USP)

SCHOOL APPLICATION For II/USP Funding

Part I: Application Information: Complete for school submitting application for funding.

Name of Applicant School: Rubidoux High 14 Digit County/District/School Code: 33 67090 3337136	Total School Grant Amount Requested: FY 2001-2002 $_415,140_____ FY 2002-2003 $_415,140_____ Dates of Project Duration: July 1, 2001 to June 30, 2003

Principal: Ron Needham		External Evaluator: The Pulliam Group	
Address: 4250 Opal St.		Address: P.O. Box 999	
City: Riverside	Zip: 93509	City: Lake Arrowhead	Zip: 92352
Phone: 909-222-7711	Fax: 909-779-1035	Phone: 909-336-1495	E-mail: info@pulliamgroup.com

Part II: Signatures (Signatures **must** be original. Please use blue ink.)

The Principal and the External Evaluator submitting the application sign on behalf of all staff and parents/community members.

Ron Needham 4/18/01 [signature] 4/18/01
Printed or Typed Name of Principal Date Signature of Principal Date

The Pulliam Group
Printed or Typed Name of External Evaluator's Organization

Jan Jones 4/18/01 [signature]
Printed or Typed Name of External Evaluator Date Signature of External Evaluator

Form 3

Action Plan Team Members' Signature Page

II/USP

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan, as required by legislation and outlined in these *Guidelines*.

Typed or Printed Name and Position	Signature	Date
External Evaluator: Jan Jones	Jan Jones	3/20/01
Gloria Acosta, Parent	Gloria Acosta	3-20-01
David Avina, Parent	David Avina	3/20-01
Jerry Bowman, Teacher	Jerry Bowman	3-20-01
Mike Chalmers, Assistant Principal	Mike Chalmers	3-20-01
Mike Dohr, Teacher	Michael Dohr	3/20/01
Martha Escobar, Teacher	Martha Escobar	3/20/01
Ellen Finan, Teacher	Ellen Finan	3/20/01
Geri Fisher, Parent	Geri Fisher	3/20/01
Ellen French, Parent	Ellen French	3/20/01
Roman Marquez, Parent	Roman Marquez	3/20/01
Alma Mendoza, Parent	Alma R. Mendoza	4-16-01
Ron Needham, Principal	Ron Needham	3/20/01
Gail O'Donnell, Staff	Gail O'Donnell	3/20/01
John Pellegrin, Parent	John Pellegrin	20 March 01
Barbara Rigmaden, Parent	Barbara Rigmaden	3/20/01

As needed, please duplicate this form to accommodate the names and signatures of additional Action Plan Team Members.

Form 3

Action Plan Team Members' Signature Page

II/USP

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan, as required by legislation and outlined in these *Guidelines*.

Typed or Printed Name and Position	Signature Date
External Evaluator: Jan Jones	
Lorenzo Sanchez, Parent	Lorenzo B Sanchez 4-10-01

As needed, please duplicate this form to accommodate the names and signatures of additional Action Plan Team Members.

Quality Review Criteria Checklist

1. Governing Board Policies
The school site Action Plan clearly identifies and describes:

	Page(s)
A. Schoolwide and district wide barriers to improvement in student achievement and underlying causes for low performance.	2-7
B. Solutions/strategies for overcoming these barriers and underlying causes.	7-10
C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.	10
D. How school and district conditions in the School Accountability Report Card are being addressed, as needed	10
E. Annual growth targets at least as high as those adopted by the State Board of Education.	10
F. School-specific short-term academic objectives for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets established for the school.	11
G. The process administrators and teachers use to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.	12

2. Parental and Community Involvement
The school site Action Plan clearly identifies and describes:

A. How parents and the community have been actively involved in developing the Action Plan and how they will be involved in carrying it out.	13-14

3. Fiscal Management
The school site Action Plan clearly presents evidence that expenditures are:

A. An effective and efficient allocation of II/USP, matching funds, and other resources.	15
B. Linked to overcoming barriers to achievement.	15
C. Not in excess of available funds (II/USP and other sources).	15-17

4. Personnel Management
The school site Action Plan clearly identifies and describes:

A. The number and percentage of fully certificated teachers that are in place in each core academic subject area and at each grade level.	17
B. How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes.	18
C. How professional development is provided to all teachers.	18
D. How professional development is aligned to core content standards and is specific to standards-based instructional materials used at the school site.	19
E. How professional development is directly related to areas where student academic performance needs improvement.	19

5. Curriculum Management

The school site Action Plan clearly documents the extent to which:

A. Each student has a complete set of instructional materials aligned to the state core content standards.	19
B. Schools have instructional materials adopted by the State Board of Education for kindergarten through grade eight.	XX
C. The local governing board selects instructional materials aligned to the State Board of Education-adopted content standards, for grades nine through twelve.	19
D. Any lack of instructional materials is addressed.	19

The school site Action Plan clearly identifies and describes:

E. How administrators and teachers use the results of state and local assessments to modify instruction and improve student achievement.	20
F. How disaggregated data regarding pupil achievement and other indicators are used to determine adequate short-term and long-term progress among all groups of students.	20

Section 1: Governing Board Policies

School: Rubidoux High School District: Jurupa Unified School District	Grade Levels 9-12
Calendar: Traditional	Enrollment: 2,442

The II/USP planning process has provided Rubidoux High School (RHS) administrators, teachers, support staff and parents with an opportunity to study, analyze, and discuss data pertaining to: (1) student academic achievement, (2) staff, student, and parent opinions regarding schooling, and (3) demographic factors that may affect student achievement. Following an initial school-wide analysis of the data, all staff met by conference period to validate the data and identify academic and cultural issues that need to be addressed to improve student achievement. Then RHS's II/USP leadership team formalized staff recommendations into five focus areas, identified barriers to student achievement, and designed strategies to overcome the barriers.

Reference	Focus Areas	Population
A.	**Literacy Across the Curriculum** Reading – vocabulary, spelling, comprehension Writing that supports state and district standards Numerical Literacy – data interpretation, organization, and presentation	All Students (with focus on students scoring below the 40th percentile on the SAT9)
B.	**Content Standards** Teaching standards in all content areas Mastering standards in all content areas	All Teachers All Students
C.	**Assessment** Using data from state and district testing of content standards to prescribe instruction	Administrators Teachers Support Staff
D.	**Professional Development** Teaching literacy across the curriculum Teaching state/district content standards Using assessment data to improve instruction	Administrators Teachers Support Staff
E.	**School Culture** Improving academic achievement Increasing parental support	All Students All Parents

The five focus areas listed on page one represent the most significant areas to be addressed to provide academic intervention and improved student achievement at RHS. The barriers aligned to each focus area are identified and analyzed on the following pages.

Focus Area A: Literacy Across the Curriculum

Goal: Reading, writing and numerical literacy will be incorporated into the instructional program of all content areas to support school-wide academic achievement.

The **barriers** identified by staff that most significantly affect low student achievement are: (1) student reading and mathematics literacy skills are considerably below grade level standards, and (2) teachers have not received training to teach reading, writing and basic mathematical skills across all curricular areas to support a school-wide effort to improve student achievement.

The spring 2000 SAT9 results indicated that 79% of ninth, 77% of tenth, and 73% of eleventh grade students scored at or below the 50th percentile rank in reading, and respectively 60%, 73%, and 61% scored at or below the 50th percentile rank in language. In mathematics, 60% of ninth, 71% of tenth, and 68% of eleventh graders scored at or below the 50th % rank. Although only nineteen percent of the students are identified as English Learners (EL), many more students do not speak English as their primary language and often lack the English skills necessary to master standards in higher-level coursework. Thirty-seven percent of the students qualify for free and reduced lunch (FRL). A scatter graph of high schools throughout the state indicates that Rubidoux's EL and FRL students score below the SAT9 state average when compared to other high schools with a similar percentage of students in both areas.

Eleven percent of RHS's students are identified for special education services: 4.9% SDC, 6.5 % RSP, and 3.6% receive DIS services (speech therapy, visually and aurally handicapped). Conversely, four percent of the student population is identified GATE with 16.5% of the students enrolled in 9-12 honors classes. At the end of the 2000-2001 fall semester, 36.4% of students had less than a 2.0 grade point average and 12.7% of students were on the Honor Roll having earned a GPA of 3.3 or better.

As a follow up to receiving a six-year WASC accreditation in 1999-2000, reading and math tutorial classes were instituted for forty-six ninth-grade students with low CRT scores, and a three-part school-wide reading comprehension program was implemented in January, 2001 to improve student achievement. During Part I, all teachers taught/reinforced the same "Word for the Day". In February, Part II, all teachers expanded the plan to include a weekly "What Did You Read?" program to strengthen comprehension skills. Part III involved the second semester

bell schedule being changed to implement a daily twelve-minute sustained silent reading program.

Focus Area B: Teaching State/District Content Standards

Goal: All teachers will teach state/district standards towards a minimum of eighty percent proficiency in all content areas on the district CRTs.

The **barriers** identified by staff that most significantly affect low student achievement in academic content areas are: (1) a large percentage of students do not come to RHS prepared to do the level of work established by the state content standards for grades nine through twelve, (2) teachers have not developed strategies to teach the standards well, and (3) there is a lack of time for departments to plan collaboratively around teaching the standards.

In addition to low student performance on the SAT9 reading, language, and mathematics (referenced in Focus Area A) science scores indicate that 74% of ninth, 72% of tenth, and 72% of eleventh graders scored at or below the 50th percentile on the SAT9. Respectively, social science scores were 67%, 75%, and 45% at or below the 50th percentile for ninth, tenth and eleventh graders.

The Jurupa Unified School District adopted content standards and developed criterion-referenced tests (CRTs) that align with the district standards. The standards and tests were developed by teachers to generally align with the state standards. Staff development days over the past three years have been devoted to teacher development of standards and CRTs. Teachers agree, however, that the standards are inconsistently taught from classroom to classroom and are not always the basis for choosing instructional materials or planning instruction. Some teachers expressed concern that there are too many standards to teach during the allotted time and that they have had insufficient time to collaboratively plan how to best teach the standards.

Teachers have diligently strived to improve student achievement. To some degree they have been successful because, in general, matched SAT9 student scores from 1998 to 2000 indicate there is an improvement trend, although not significant, of a two to nine percent increase of students scoring at or above the 50th percentile in most subjects over a three-year period. Also, the district CRT scores show a similar percentage of academic growth. A new principal was appointed to RHS in 1999-2000. His leadership and strong instructional background have created a climate of high expectations for teachers and students. The vast majority of teachers

are highly professional, hard working, and strongly committed to improving student's academic achievement.

Focus Area C: Using Assessment Data to Improve Instruction

Goal: All students will be assessed using both diagnostic and benchmark testing of content standards to diagnose and prescribe instruction. Both the STAR and district CRT will be used to assess student progress.

The **barriers** identified by staff that most significantly affect the lack of using assessments as a means to improve instruction are: (1) teachers indicate that they have not received training on how to use data as a diagnostic tool to plan instructional strategies and design academic interventions for students, nor have they been allocated time to do so, (2) many teachers have been frustrated by the amount of time that testing takes away from valuable instructional minutes and often do not strongly support assessment or encourage students to "do their best" on the tests, thus a climate has been created that diminishes the usefulness of the assessments. Teacher response to a staff survey indicated that 60% do not believe that standardized tests accurately measure what students are taught.

To begin corrective action, in February, all RHS staff participated in a SAT9 data (from spring 2000) presentation where everyone completed an initial analysis of student achievement in reading, language, mathematics, social science, and science. Curricular areas of strength and areas needing improvement were identified. Since then, departments and/or individuals have been further analyzing the data by subtests, ethnic subgroups, and individual student results. Staff has discovered several surprising revelations that have given them reason to find the data useful. For example, the English department discovered that all students, grades 9-11, scored extremely low on editing. Teachers have begun to re-teach this important skill. Teachers also discovered that several honor students scored in the lowest quintile. Teachers and guidance coordinators will meet with these students to reinforce the importance of doing well on the test.

Administrators and staff have developed plans to provide a serious, academic climate for the upcoming 2001 SAT9 test. The bell schedule has been altered so that students will test with their own teachers. Teachers and parents have been asked to stress the importance of the test. Students will be encouraged to do their best. This school wide effort will provide reliable results for the staff to analyze data to improve instructional programs and academic achievement of students.

Focus Area D: Professional Development

Goal: All professional development will relate to the professional responsibilities of staff with a focus on specific targeted areas. Adequate time must be allocated for professional development to occur, for strategies to be implemented, and for teachers to observe, coach, and collaborate with each other.

During six conference period meetings, teachers expressed that the most significant **barriers** that contribute to the lack of willingness of staff to participate in staff development or utilize new learnings is that, in their opinion: (1) professional development activities have not been personally meaningful, (2) there has been insufficient follow-up planning time to incorporate new learnings into instruction, (3) a lack of clear goals, (4) insufficient resources to fund or support new programs/materials, and (5) a reluctance of some teachers to implement change.

Teachers over the past three years have collaboratively developed content standards on staff development days. This and other staff development has not produced sufficient staff buy-in to create the change necessary to significantly improve student achievement. Teachers tend to place blame on the lack of student motivation and parent involvement for low student performance, both of which merit concern.

In order to create a climate for instructional reform, the principal identified department heads and a writing team that represent most content areas to collaborate and develop a clear, concise school plan of which a major component is professional development. The plan is based on student achievement, and each part of the plan is interconnecting so that all staff will, over the next two years, focus without distraction on improving teaching and learning at RHS. Each phase of the plan will be supported by professional development, structured planning time for staff to collaborate implementation strategies, peer coaching to provide assistance and support, resources to purchase supporting materials/supplies or programs, and an evaluation and follow-up process to determine success of each phase.

Focus Area E: School Culture That Promotes and Supports Student Achievement

Goal: The school's culture promotes academic achievement by creating a vision that the school community value the importance of students working hard to learn and seeing a connection between academic achievement, career awareness, career planning; and realizing increased parent support of this vision.

According to teacher response in a school survey, only 49% agree or strongly agree that most students want to learn at RHS. Only 24% believe that 90% of their students are developing the academic skills to be successful after high school. Conversely, 90% of the parents responded that they agree or strongly agree that their child wants to learn at RHS and 72% agree or strongly agree that their child is developing the academic skills necessary to be successful after high school. Students responded in a similar manner with 83% expressing the desire to learn and 66% indicating that they were developing the necessary academic skills. Although staff and parents surveyed consider Rubidoux High School to be a safe campus, less than half of the students responding considered RHS to be a safe school. Only fifty one percent of the students indicated that other students treated them with respect and only 31% of the teachers agreed that students were respectful of each other. Forty nine percent of the students and 43% of the teachers agreed that student classroom disruptions interfere with learning. It appears that the most significant **barrier** that inhibits student academic success is that there is not a common agreement of what is an acceptable standard of learning, behavior, and achievement.

Teachers are frustrated by the lack of student responsibility. A large number of students do not take personal pride in their academic efforts. Many teachers no longer give homework assignments because students do not complete them unless time is given in class to do so. Staff indicates that many parents do not value high academic achievement and do not support or become involved in their child's education.

When the above concerns were expressed at a parent meeting, parents enthusiastically expressed a willingness to encourage productive parent involvement in their child's education. All participants felt that a home/school compact that clearly identified expectations and responsibilities of the school, parents and students would be an excellent communication tool. The school's leadership team stated that there is a need to address teaching strategies because teachers can no longer use methodologies that do not meet the needs of today's students. Also, in an effort to promote the relevance of learning to "life after high school", it was strongly felt that teachers should address career awareness as it relates to their subject area and guidance coordinators should continue to develop a systematic plan, as referenced in WASC 2000, to meet annually with all students to address career/college planning.

As standards are implemented, grading policies will need to be revised so that student grades are aligned with the standards. Students and parents will need to gain an understanding of

the change that reflects mastery of standards in the grading system. Currently, grades do not consistently measure mastery of standards as the primary factor of a grade. As teachers consistently teach the standards and learn skills to provide interventions for students not meeting the standards, it is the school's vision that students will take greater responsibility for their educational experience.

Solutions & Strategies for Overcoming Barriers

Jurupa Unified School District and specifically, Rubidoux High School, provides a base instructional support program for all students. District purchased instructional materials are listed on page nineteen.. Base program support strategies and support personnel currently includes the following:

Subject Area	Instructional Strategies	Personnel
Mathematics	Standards and Assessment, CRTs, Grades K-12 Summer Intervention, Grades K-12 Geometer Sketch Pad Extended Learning Opportunity Program	District Administrators / TSAs
Reading	Standards and Assessment, CRTs, Grades K-12 Summer Intervention, Grades K-12 *Language!* Corrective Reading	District Administrators / TSAs
English/Language Arts	Standards and Assessment, CRTs, Grades K-12 Summer Intervention, Grades K-12 *Accelerated Reader* Intensive English Academy for EL students	District Administrators / TSAs
Science	Standards and Assessment, CRTs, Grades K-12 Geophysical Science for 9th graders	District Administrators / TSAs
History	Standards and Assessment, CRTs, Grades K-12 AP Challenge Grant	District Administrators / TSAs

In addition to the base program provisions, the following II/USP academic improvement strategies will be implemented in the 2001-2002 and 2002-2003 school years.

Focus Area A: Literacy Across the Curriculum

	Strategy	Who	When
1	Provide structured teacher planning time to develop lessons, materials and assignments that incorporates the teaching of literacy (reading, writing, mathematics) into content area instruction.	All Teachers	Minimum Quarterly
2	Research, select and implement a school-wide standards based writing rubric, with accompanying "anchor papers" for content area teachers to use in developing and grading writing assignments.	All Teachers	6/01-6/02
3	Identify and purchase resource materials needed to provide standards based instruction in reading, writing, and mathematics for content area instruction.	API (Asst. Prin. Inst.)/ Dept.Chairs/ All Teachers	8/01 Ongoing
4	Align English Language Development standards, instruction, and materials to assist ELD students in mastering the standards.	All Teachers	9/01-6/03
5	Purchase standards based materials and resources for the specific needs of English Learners acquiring English proficiency, literacy, and content area knowledge.	EL Teachers	8/01-6/03
6	Develop and pilot specific reading improvement classes by grade level to increase the reading skill level of 9th and 10th grade students who read significantly below grade level.	Eng. Dept.	4/01

Focus Area B: Content Standards

	Strategy	Who	When
7	Align essential state standards for each grade level course specific content area and teach toward a minimum 80% student mastery level.	All Teachers	4/01 Ongoing
8	Provide structured teacher planning time to: (a) develop timelines from which the essential standards will be taught, (b) share/develop effective instructional strategies, and (c) select materials from which to teach the state/district standards.	All Teachers	Minimum Quarterly
9	Select and purchase resource materials needed to provide standards based instruction in all content areas.	All Teachers	4/01 Ongoing
10	Select and purchase supplemental programs to support additional practice and application of the standards within the classroom, in remedial and/or extended day classes.	API/Dept. Teams	4/01 Ongoing
11	Identify and share within each department, model lessons that exhibit "best practice" to be used for student acquisition of the standards.	All Teachers	4/01 Ongoing

Focus Area C: Assessment

	Strategy	Who	When
12	Utilize SAT9; the district CRT and interim assessments to design an ongoing diagnostic plan that yields individual, standards based student data.	API/Dept. Teams	4/01 Ongoing
13	Provide structured teacher planning time to analyze assessment data by content area to determine curricular deficiencies so as to modify the instructional plan.	All Teachers	4/01 Ongoing
14	Provide structured teacher planning time to analyze student achievement by grade level content area, plan targeted classroom instructional strategies, and design classroom academic interventions for students not mastering the standards.	All Teachers	Minimum Quarterly
15	Provide a remedial and /or extended day intervention program for students not mastering the essential standards in English and mathematics. Select and purchase standards based programs/ resources for extended day programs that support classroom instruction.	API/Eng. &Math Teachers	9/01 Ongoing
16	Teach test taking strategies that will provide students the academic endurance and knowledge of testing formats to better apply learned skills.	All Teachers	9/01 Ongoing

Focus Area D: Professional Development

	Strategy	Who	When
17	Provide cross-curricular training for teaching reading that is focused on vocabulary development, spelling, comprehension and writing strategies and is aligned with standards based content area instruction.	All Teachers	Minimum Quarterly
18	Provide cross-curricular training for teaching mathematics that is focused on data interpretation, organization, and presentation strategies and is aligned with standards based content area instruction.	All Teachers	Minimum Quarterly
19	Provide school wide training for teaching content standards at each grade level and within each content area to ensure instructional consistency.	All Teachers	Minimum Quarterly
20	Provide training on how to: (a) use assessment data to target instruction, (b) differentiate instruction within a classroom, (c) design and provide intervention strategies and (d) use testing strategies.	All Teachers	Minimum Quarterly

Focus Area E: School Culture

	Strategy	Who	When
21	Develop a school/student/home compact that clearly identifies each participants responsibility in promoting a productive partnership that supports high academic achievement, responsible student behavior and a safe learning environment.	All Teams	4/01 Ongoing

	Strategy – Focus Area E: School Culture (Continued)	Who	When
22	All staff will nurture students in developing a connection between academic achievement, career awareness and career planning so that students understand the relevance of their educational experience.	All Teachers	9/01-6/03
23	Increase the awareness of the importance of high academic achievement and increase the likelihood of attaining it by providing daily after-school tutoring for all students who need or wish to have it.	Tutors/ Referring Teachers	9/01 Ongoing

Accountability Report Card Conditions and Crime Statistics

Teachers identified three issues when reviewing RHS's Accountability Report Card that are significant barriers to student achievement. They indicated that there are (1) insufficient funds for textbooks, materials, and training, (2) frequent tardy and absent students, and (3) a lack of qualified substitutes. One solution is that II/USP funding over the next two years will be allocated to support the purchase of books/materials and teacher training/planning time to support the school's focus areas. A school committee will address, in particular, first period tardiness. Personnel issues will be addressed at the district level.

According to the California Safe Schools Assessment Summary for 1999-2000, the incidents of school crime are as follows: twenty-five incidents of battery, thirty-four drug and alcohol related incidents, thirty-eight of graffiti and vandalism, and ten weapons possessions. The trend for this school year is a significant decrease in all areas of reportable school crime. Nonetheless, the strategies in Focus Area E. address issues of campus safety

Growth Targets

Annual: Measure	**2002**	**2003**
Academic Performance Index		
Reading	5% of 2001 API	5% of 2002 API
Language Arts	5% of 2001 API	5% of 2002 API
Mathematics	5% of 2001 API	5% of 2002 API
Sub-Group Populations	80% of 5%	80% of 5%

Target: Meet or exceed the API school-wide and sub-group growth targets for 2001-2002 and 2002-2003.

Short-Term:

Focus/ Strategy	Measurable Objective	Measurement Tool
A/1-6/ C/16	All students will demonstrate accelerated growth toward grade level or reach or exceed grade level.	SAT9/CRT/ Interim Assessment
B/7-11	By the end of the 2001-2002 school year, 50% of all students will achieve 70% mastery on the CRT, and by the end of 2002-2003, 70% of all students will achieve 80% mastery on the CRT.	District CRT
C/12-14	All teachers will receive training on analyzing data and use results to modify instruction.	Staff Develop. Log/Dept. Plan/Classroom Observations
C15	All students scoring significantly below grade level will be placed in remedial reading or math classes and /or be offered the opportunity for extended day intervention programs.	Master Schedule/ Extended Day Attend. Roster
D/17-20	All teachers will participate in training for teaching literacy, use of data to differentiate instruction, teaching content standards, and teaching testing strategies.	Master Calendar/ Staff Develop. Log/In-service Evaluation
E/21	The School Compact will be written and distributed to the school community with a follow up in-service on its importance.	Signed Compact Log/Decline in Truancy, Referrals/ Suspensions/Increased Attendance and Assign. Completion
E/22	All students will annually and systematically meet individually with a guidance coordinator to review career-planning goals.	Updated PLPs/ Guid. Coord. Conference Logs
E/22	All teachers will create "teaching moments" within their lessons to build subject area career awareness.	Classroom Obser./ Dept. Agenda/Min.

Monitoring and Evaluation
II/USP Action Plan

Rubidoux High School's II/USP Action Plan calls for large scale, school wide systemic change and small incremental adjustments to current instructional programs. The breadth of activities embraces the common focus of student achievement and takes advantage of the combined action of the staff, students, parents, and community. A two tiered evaluation plan will enable the school to monitor the affects of their II/USP plan through research and planning and the collection of short and long term data correlated to the plan's goals.

Tier I: Data Driven Instruction

RHS teachers will utilize state, district, and site assessment data as outlined on page twelve. Teachers will be responsible to administer grade level standards based assessment to their students. Teachers will engage in structured teacher planning time to analyze student achievement and prescribe interventions at least four times per year. During structured teacher planning time, the school principal will join a department planning team to provide support. This process will yield a minimum of four intensive student progress analysis sessions and prescribed interventions per year.

Tier II: II/USP Action Plan Goals

The II/USP Action Plan goals and objectives outlined on page eleven will be monitored with both interim and annual assessments. The school principal and staff will be responsible for collecting the data related to each objective and providing reports to the II/USP Community Based Planning Committee, the School Site Council, and the District Superintendent/ School Board.

Correlation studies will be conducted to further study the impact of standards-based interim assessment.

Section 2: Parental and Community Involvement

Parent Support and Involvement During II/USP Planning Process

Rubidoux High School parent support and involvement were an integral part of the II/USP process in four distinct ways. (1) All parents were invited to an evening meeting to learn about the II/USP process and respond to four questions about their child's educational experience at RHS. The questions were: (a) "What do you find successful at RHS?" (b) "What can we do to improve your child's success at school?" (c) "Is homework providing success for your child?" "Is there a way we can improve?" and (d) "What activities or support do you as a parent need to help your child find success at RHS?" (2) A parent survey was sent to a sample group of approximately 50% of all parents. The parent survey questioned parents in eight domains known to affect student achievement. Two hundred and thirteen surveys were returned giving the staff and parents excellent information/data. (3) A group of English Learner parents were invited to meet with the EL reviewer and discuss their children's needs and progress, and (4) parents served on the II/USP Community Based Planning Committee to review school data, assist with the development of an action plan, and strengthen the alignment of II/USP strategies to categorical programs and PTA activities.

II/USP Planning Committee Support and Involvement

This important committee also contributed valuable support and involvement. The committee first convened on January 11, 2001 when the External Evaluator explained the II/USP process, and the role of the committee to help the school identify barriers to student achievement and strategies to overcome the barriers. The planning committee heard the data presentation on February 9, 2001. The presentation was followed by a discussion and brainstorming about the school's barriers and possible solutions. In particular, parents identified ways to increase parent involvement in the school. Finally, the committee met on March 20, 2001 to review the final draft and propose any modifications or changes before the school's action plan was sent to the district board of education for approval. All members of the committee signed the appropriate form to indicate that they had been an integral part of the development of the plan.

Solutions and Strategies to Increase Parent Involvement

The following strategies outline a series of activities and new practices that engage parents in the process of carrying out the II/USP Action Plan at home and at school.

Focus/ Strategy	Parent Involvement Strategy	When
A	Strongly encourage parents to support reading at home. Develop an incentive and rewards program to support the effort.	8/01 Ongoing
C	Provide parent workshops to increase understanding of SAT9 results, HSEE, content standards, etc.	9/01 Ongoing
E	Explore providing one or more "Report Card Nights" instead of Back To School night, etc. to encourage parents to pick up report cards and conference with their child's teachers.	8/01 Ongoing
E	Increase home/school communication, i.e., post important academic dates on the marquee for report card mailing, SAT9 and CRT testing dates, etc.	4/01 Ongoing
E	Develop a school/home academic compact that clearly defines the responsibilities of the school, students, and parents and encourages parent "buy-in" of student responsibilities for homework, behavior, etc.	6/01

Section 3: Fiscal Management

Existing Funds (matching funds) That Support the II/USP Action

Categorical Funds	Certificated Personnel Salaries/Ben.	Classified Personnel Salaries/Ben.	Books, Materials, Supplies	Professional Development	Total Funds
10th Gr. Counsel.	$4,834.	$9,886.	$500.		$15,220.
Prof. Develop.	$11,807.	$369.	$1,575.	$8,400.	$22,151.
AP Challenge	$6,998.		$1,956.	$11,500.	$20,454.
Digital HS	$89,889.	$27,072.	$84,200.	$10,439.	$211,600.
Schl./Uni. Project	$37,624.		$3,376.	$9,000.	$50,000.
AVID	$13,400.	$38,100.	$8,930.	$4,270.	$64,700.
Title VI			$3,437.		$3,457.
Library			$53,053.		$53,053.
Total Funds	$164,552.	$75,427.	$157,047.	$43,609.	$440,635.

Recommendations to Alter Existing Fund Allocations to Improve Support of II/USP

The 2000-2001 categorical funds will continue to be expended as shown above in conjunction with II/USP funds to support the school's Action Plan.

Application of II/USP Funds to Improvement Efforts

II/USP funds will be expended to support the following action plan strategies:

Strategy	To Support Action Plan By:	Amount Requested 2001-2003
1	Provide English and math teachers' hourly pay to develop a plan with model lessons for the teaching of literacy in all content areas, for years one and two.	$7,000.
2	Provide teachers hourly pay to develop a standards-based writing rubric with accompanying anchor papers, for years one and two.	$4,898.
3	Purchase materials to use in standards-based instruction in reading, writing and mathematics, for years one and two.	$8,334.
4	Provide hourly pay for teachers to develop materials to assist EL students in mastering standards, for years one and two.	$4,897.
4	Provide training for EL, CLAD and SDAIE teachers to assist EL students in mastering standards, for years one and two.	$9,512.
5	Purchase materials to support teaching EL standards, for years one and two.	$8,334.
6	Provide training for English and other teachers in *Language!* and Corrective Reading Programs, for years one and two.	$12,498.

Strategy	To Support Action Plan By:	Amount Requested 2001-2003
1, 17-20	Secure Teacher on Special Assignment (1 FTE) as a staff development and reading across all content areas coordinator, for years one and two.	$48,800.
7, 19	Provide training for all teachers to learn the strategies to teach content standards, for years one and two.	$9,510.
8	Provide hourly pay for teachers to develop timelines, instructional strategies, and to select materials for teaching content standards, for years one and two.	$4,898.
9,10	Purchase materials for teaching content standards, for years one and two.	$8,334.
11	Provide release time for teachers to observe model lessons that exhibit "Best Practices", for years one and two.	$10,237.
11	Provide hourly pay for teachers to collaboratively develop "Best Practice" lessons, for years one and two.	$7,000.
12	Provide hourly pay for teachers to design a diagnostic testing plan utilizing SAT9, CRT and interim assessment data, for years one and two.	$4,897.
13,14	Provide hourly pay for teachers to analyze student data to modify curriculum and instructional strategies, for years one and two.	$4,898.
15	Provide hourly pay for teachers to develop extended day programs that support classroom instruction, for years one and two.	$4,897.
15	Purchase materials for extended day programs that support instruction, for years one and two.	$12,334.
16	Provide teachers training on how to teach test taking strategies, for years one and two.	$9,509.
16	Purchase materials to use in teaching test taking strategies, for years one and two.	$8,334.
17	Provide training for all teachers to support the teaching of reading, for years one and two.	$12,498.
18	Provide training for all teachers to support the teaching of mathematics, for years one and two.	$12,498.
20	Provide training for all teachers to use assessment data to target instruction, differentiate instruction, and design and provide intervention strategies, for years one and two.	$12,498.
21	Provide hourly pay to teachers and guidance coordinators to develop school/students/home compact, for years one and two.	$4,898.
21	Purchase materials for compact and distribute school/students/home compact, for years one and two.	$4,330.
22	Provide training for teachers and guidance coordinators to develop a connection among academic achievement, career awareness, and career planning, for years one and two.	$9,509.

Strategy	To Support Action Plan By:	Amount Requested 2001-2003
22	Provide .5 FTE career center clerk to coordinate career guidance and career awareness efforts of teachers and guidance coordinators, for years one and two.	$19,441.
22	Provide hourly pay for teachers and guidance coordinators to develop strategies and materials for connecting academic achievement, career awareness, and career planning for years one and two.	$4,897.
23	Provide hourly pay for teachers and other tutors to provide after-school tutorial services for students.	(Cert.)$17,820. (Class.)$4,360.
1-23	Provide consulting and technology support from The Pulliam Group for II/USP Program.	$16,000.
1-23	Provide hourly clerical pay to support the implementation of strategies 1-23, for years one and two.	$3,270.
1-23	Purchase office supplies and provide copying costs to implement 1-23, years one and two.	$20,200.

Section 4: Personnel Management

Teacher Experience:

All Subject Areas	Grade 9		Grade 10		Grade 11		Grade 12	
	# of fully certifi-cated teachers	% of fully certifi-cated teachers	# of fully certifi-cated teachers	% of fully certifi-cated teachers	# of fully certifi-cated teachers	% of fully certifi-cated teachers	# of fully certifi-cated teachers	% of fully certifi-cated teachers
Reading/ Lang. Arts/ English	10	100%	6		100%	6	5	100%
Math	15	100%	5		100%	6	2	100%
Science	6	100%	4		100%	3	2	100%
Social Science	0	100%	8		100%	5	9	100%

Grade Level / Subject Area Analysis Re: Impact of Teacher Experience

Only 15% of the teachers have earned their CLAD credential or SB 1969 certificate with seventeen teachers currently in training to complete their certificate. Therefore, only 31% of the teachers are considered authorized to teach EL students. Ten percent of the teachers have emergency credentials. In an effort to reduce the number of provisional credentials, the district has adopted a policy, effective 2001-2002, to hire only fully credentialed teachers whenever possible.

Professional Development

Professional Development is provided to Rubidoux teachers on an on-going basis. Both district and school sponsored professional development activities have traditionally been aligned to standards-based instruction. The district has supported this school with curriculum and instruction services that are highly focused on helping teachers understand state standards. Therefore, teachers are guided with an overall standards-based system.

RHS teachers have been active in their own professional development. They attend school and district workshops, external conferences, and many are involved in continuing teacher education. New teachers have the benefit of a BTSA program.

With the onset of the II/USP planning process, additional attention was given to understanding the specific academic needs of RHS's students. The planning sessions served as professional development opportunities for staff members to analyze and discuss the instructional strategies, materials, and programs currently being used to support students. This process will be expanded in the Action Plan, affording teachers multiple professional development opportunities to analyze and plan together.

At the root of the effectiveness of the Collaborative Teacher Planning Time is the need for focused, standards specific student assessment. The school has established an assessment calendar and will be continually refining the CRT assessments they use to correlate to each student's ability to master standards and illustrate mastery on a written test. As the state moves closer to full implementation of the STAR augmented test (criterion referenced), teachers will feel more confident in their ability to target instruction and interim assessment.

Professional Development Plan

Focus/ Strategy	Professional Development Strategy	Who	When
A/1, D17	All teachers will receive training for providing reading and mathematics instruction.	API/TSA	9/01 Quarterly
A1/D18	All teachers will participate in collaborative planning for the teaching of reading and mathematics literacy.	API/TSA	9/01/Bi-Quarterly
A2	Teachers will receive training to use a common style in the teaching of writing and use a school wide rubric to assess writing assignments.	API/TSA/Consult-ants/English Department Chair	9/01/Bi-Quarterly
B7-8, B/11	All teachers will participate in collaborative planning to: develop timelines for teaching content standards, develop effective instructional strategies to teach the standards, and share model lessons for effective teaching of the teaching standards.	API/Dept. Chairs	5/01 Quarterly
C/12-14	All teachers will receive training on how to use data to plan instruction that meets the needs of all students.	API/Consultants	10/01 Quarterly
C15	All remedial teachers will receive training on how to teach a standards based remedial program that aligns with classroom instruction.	API/Consultants	8/01 Ongoing
C/16	All teachers will receive training on how to teach test taking strategies.	API/Consultants	2/02 Ongoing
D/19	All teachers will receive training on how to develop strategies to better teach content standards.	API/Consultants	11/01 Ongoing
D/20	All teachers will participate in collaborative planning to analyze student data, determine curriculum deficiencies, modify instruction, and develop interventions for students not mastering the standards.	API/Department Chairs	10/01 Quarterly
E22	All teachers will receive training on how to incorporate subject related career awareness topics into lessons.	API/Consultants	9/02 Ongoing

Section 5: Curriculum Management

Grade Level	Language Arts	Mathematics	ELD
Grade 9-12	Prentice Hall Gold & Platinum Editions American Experience The British Tradition	Houghton-Mifflin PreCalculs with Limits	Heinle & Heinle Making Connections and Voices in Literature
Grade 9-12	Sopris West Language Practice WkBk	CPM Educational Program Math 3	

Using Data to Improve Academic Achievement

Rubidoux High School will use the Instructional Data Management System (IDMS) to organize and analyze student achievement data by grade level and sub-group, monitor individual student standards-based progress, and provide item analysis reports necessary to support teacher decisions regarding classroom instruction and academic interventions.

The features of IDMS will assist RHS teachers and administrators make data based, instructional decisions in the areas of Reading / English and Mathematics on behalf of four primary groups of students:

1. Students who have attended Rubidoux High School more than one year.
2. Students who have attended Rubidoux High School less than one year.
3. Low Achieving and At-Risk Students
4. English Learners

IDMS is programmed to deliver SAT 9 data and to serve as the school's source for monitoring standards-based interim assessment. Quarterly, grade level exams in the areas of Reading / Language Arts and Math will be administered prior to each report card period. The exams, correlated to academic standards, will be electronically scored and a timely report of the standards students need to learn and the standards students have mastered will be provided. Interim Assessment data will be disaggregated by student sub-group populations.

Individual student results will be used to design targeted interventions for students during the school day, as well as beyond the school day. All students will have prescribed, data driven interventions based on his/her standards-based, academic achievement level.

Teachers may also use IDMS to illustrate student progress and standards based achievement for students and parents. Because IDMS is an electronic, technology-based system, Rubidoux's staff will be prepared to share each student's academic record at a moment's notice.

School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2001-2002

Name of District: Jurupa Unified School District
CDS Code: 33 67090 0000000

Name of School: Rubidoux High School
CDS Code: 33 67090 3337136

School Contact Person: Dr. Ron Needham	Phone: 909.222.7711 FAX: 909.779.1035	E-mail: rneedham@jusd.k12.ca.us

SACS Resource Code: 7255
SACS Revenue Code: 8590
Non-SACS Income Account Code: 8590

School Enrollment:__2442____ (From 1999-00 CBEDS)
Cost per student: ___$170._____ (Up to $200 per student)

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries	$174,150.	
	2000	Classified Personnel Salaries	$21,000.	
	3000	Employee Benefits		
		Certificated Classified	$21,172. $6,165.	
	4000	Books, Materials, Supplies	$102,200.	
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)	$70,194	
	6400	Capital Outlay (Equipment)		
	7310	Indirect Costs	$20,259.	$21,960.
	Total Amount of II/USP Funds Requested		$415,140.	
	Total Matching Funds & Source Codes			$462,595. 8, 18,21,26

School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2002-2003

Name of District: Jurupa Unified School District
CDS Code: 33 67090 0000000

Name of School: Rubidoux High School
CDS Code: 33 67090 3337136

School Contact Person: Dr. Ron Needham	Phone: 909.222.7711 FAX: 909.779.1035	E-mail: rneedham@jusd.k12.ca.us

SACS Resource Code: 7255 **School Enrollment:__2442_____ (From 1999-00 CBEDS)**
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	Total Amount of II/USP Funds Requested		$415, 140.	
	Total Matching Funds & Source Codes			$462,595. 8, 18, 21,26

NOTE: Please complete and submit budget page(s) for each participating school. (See Instructions for clarification.)

California Department of Education
District and School Support & Networks Division

FORM 2
School Cover Page

Immediate Intervention/ Underperforming Schools Program (II/USP)

SCHOOL APPLICATION For II/USP Funding

Part I: Application Information: Complete for school submitting application for funding.

Name of applicant school: Jurupa Valley High	Total School Grant Amount requested: FY 2001-2002 $ 508,800 FY 2002-2003 $ 508,800
County/District/School code: 33 67090 3330412	Date of Project Duration: July 1, 2001 to June 30, 2003

Principal: Janice Moorehouse		**External Evaluator:** DataWorks Educational Research	
Address: 10551 Bellegrave Ave.		**Address:** 6651 S. McCall Ave.	
City: Mira Loma	**Zip:** 91752	**City:** Fowler	**Zip:** 93625
Phone: (909) 360-2600	**Fax:** (909) 360-2612	**Phone:** (559)834-2449	**E-mail:** staff@ dataworks-ed.com

Part II: Signatures (Signatures must be original. Use blue ink.)

The principal and the external evaluator submitting the application sign on behalf of all staff and parents/community members.

Janice Moorehouse 4-30-01 — Janice C. Moorehouse 4-30-01
Printed or Typed Name of Principal **Date** **Signature of Principal** **Date**

DataWorks Educational Research
Printed or Typed Name of External Evaluator's Organization

John Hollingsworth 4-30-01 — John Hollingsworth
Printed or Typed Name of External Evaluator **Date** **Signature of External Evaluator**

Form 3

Action Plan Team Members' Signature Page

II/USP

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan, as required by legislation and outlined in these Guidelines.

	Typed or printed name and position	
	John Hollingsworth External Evaluator	John Hollingsworth
	GORDON CARLSON – EXTERNAL EVALUATOR	Gordon M. Carlson
	Memo Mendez – Director Research + categorical Projects	Memo Mendez
SITE	Robert Green – Soc. Studies Teacher	R. Green
SITE	Pat Thompson teacher	[illegible]
	VEDA STEIN – parent	V. Stein
	Kathleen Long – parent	Kathleen Long
	BILL STALLARD – Parent	Bill Stallard
	Dennis Trail – Parent	D Trail
SITE	Karen Martinez Spanish Teacher	Karen J Martinez
	DAVID MARCROFT – PARENT	[illegible]
	Lupe Andrade – Parent	Lupe Andrade
SITE	Jan Moorehouse, Principal	Janice Moorehouse
	Diana Loomis – PARENT	Diana Loomis
SITE	Jenelle Benson – Science teacher	[illegible]
SITE	JANICE IWINSKI BOOKKEEPER/SECRE.	Janice P. Iwinski

Quality Review Criteria Checklist – Jurupa Valley High

1. **Governing Board Policies** The school site Action Plan clearly identifies and describes:

A. Schoolwide and districtwide barriers to improvement in student achievement and underlying causes for low performance.	1-14
B. Solutions/strategies for overcoming these barriers and underlying causes.	1-14
C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.	14
D. How school and district conditions in the School Accountability Report Card are being addressed, as needed.	14
E. Annual growth targets at least as high as those adopted by the State Board of Education.	14
F. School specific short-term academic objective for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets established for the school.	14
G. The process administrators and teachers used to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.	15

2. **Parental and Community Involvement** The school site Action Plan clearly identifies and describes:

A. How parents and the community have been actively involved in developing the Action Plan and how they will be involved in carrying it out.	15

3. **Fiscal Management** The school site Action Plan clearly identifies and describes:

A. An effective and efficient allocation of II/USP, matching funds, and other resources.	15
B. Linked to overcoming barriers to achievement.	15
C. Not in excess of available funds (II/USP and other sources).	15

4. **Personnel Management** The school site Action Plan clearly identifies and describes:

A. The number and percentage of fully certificated teachers that are in place in each core academic subject area and at each grade level.	15
B. How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes.	16
C. How professional development is provided to all teachers.	16
D. How professional development is aligned to core content standards and is specific to standards-based instructional materials used at the schoolsite.	16
E. How professional development is directly related to areas where student academic performance needs improvement.	16

5. **Curriculum Management** The school site Action Plan clearly identifies and describes:

A. Each student has a complete set of instructional materials aligned to the state core content standards.	17
B. Schools have instructional materials adopted by the State Boards of Education for kindergarten through grade eight.	17
C. The local governing board selects instructional materials aligned to the State Board of Education-adopted content standards, for grades nine through twelve.	17
D. Any lack of instructional materials is addressed.	17
E. How administrators and teachers used the results of state and local assessments to modify instruction and improve student achievement.	17
F. How disaggregated data regarding pupil achievement and other indicators are used to determine adequate short-term and long-term progress among all groups of students.	18

JURUPA VALLEY HIGH SCHOOL

JURUPA UNIFIED

II/USP ACTION PLAN

1. Governing Board Policies

1A. Schoolwide and districtwide barriers to improvement in student achievement and underlying causes for low performance.	1B.Solutions/strategies for overcoming these barriers and underlying causes.
1. CURRICULUM **1.1 The Taught Curriculum Is Not Aligned To The Rigor or Breadth Of The California Content Standards** Student work was collected for an entire week. This work was calibrated against the CA content standards to determine the percentage of grade-level assignments the teachers are giving to students. Some of the student work could not be deciphered because it did not have a clear connection to the CA content standards. In many cases, the skills the students were asked to do never went beyond chapter outlining. Also, some assignments were seen where students drew a picture or made a poster instead of doing a written analysis. (Grades, in this case, may be measuring students' innate artistic ability instead of the content area being taught.) **1.2 Worksheets And Videos Not Aligned To Standards** Some of the lessons were very unfocused because worksheets are being used from too many different sources that are randomly aligned to different grade-levels. Some of the videos that were shown during the week did not match the content of the week.	**1.1 The Taught Curriculum Will be Aligned to the Rigor and Breadth of the CA Content Standards** • Lessons will match grade-level standards. • *Staff will be trained on standards and standards-based instruction including on-going coaching and feedback.* • English/Language arts staff will complete work on aligning JVHS standards to state standards. • Lesson plans will be written to reflect standards-based objectives. • J.V.H.S. teachers will integrate standards into their course syllabi for students and parents. • Staff will review existing textbooks and materials for alignment to standards. • Supplemental materials will be purchased to fill in gaps in existing instructional materials. • Time will be provided by content area to collaborate on standards-based lessons. **1.2 Worksheets and Videos Will be Standards-Based** • Worksheets and videos shall be selected for their specific alignment to specific grade-level

1.3 Language Arts Language Arts teachers reported teaching some writing domains that are not aligned to their grade-level as per the CA content standards. With the exception of the Honors classes which had some work at grade level, the language arts classes were not found to contain work aligned with grade level CA content standards. The bulk of the 9th and 10th grade curriculum was found to be at the 7th grade level (57% and 40% respectively) and the 12th grade was found to be taught about 50% at the 9th-10th grade level standards. **1.4 Grade-Level Topics Addressed With Below Grade Level Skills** Some of the topics of the work given to students might be at grade level, but the skill used in the assignment were from lower grade levels. Some of the English classes for vocabulary development required students to write dictionary definitions and sentences using the vocabulary words three times. This is excessive busy work that does not promote concept or vocabulary development. The English classes are giving students writing compositions that do not meet grade-level standards. It was also found that some classes spent the whole week doing conventions. Some of the writing rubrics used were general and do not meet the CA content standards. For example, 10th graders are asked to write a couple of paragraphs. Each specific domain is not addressed. Writing applications and response to literature were	standards being taught. • The library and labs will expand availability of standards-aligned software, videos, CD-ROM's, and books. **1.3 Language Arts** • Language arts lessons shall match grade-level standards. • Language arts standards shall be aligned to existing textbooks and materials. • Supplemental language arts materials shall be purchased to fill in gaps in coverage of standards. • Time will be provided for language arts teachers to collaborate on standards-based lessons. • Language arts staff will develop exemplars to model writing domains. • *Writing and literacy development across the curriculum training will be provided to all teachers.* **1.4 Skill and Topics Will Both Be At Grade-Level** • Both the topic taught and the skill asked of the students shall match grade-level standards. • *Teachers will be trained on how to calibrate student work to standards including both the topic and the skill.* • Students shall receive instruction on all the grade-level writing domains each year. • Staff will continue district-wide efforts to

emphasized in some classes and grade levels but they were not seen consistently throughout the week or classes.

1.5 Mathematics

The Algebra class is being taught about 46% at grade-level. The Algebra A class is being taught at the 7th grade level, and the Algebra B class is being taught 100% at grade-level.

1.6 Science

The Biology class is being taught about 31% at grade level, Chemistry at about 54%, and Physics at 100%. The Honors classes have approximately the same percentages.

Science had a lot of unknown material. This means that DataWorks Educational Research was unable to determine how the material related to the CA science content standards.

Some of the laboratories did not meet grade-level standards because these were too basic and aligned more to the 5th and 6th grades.

1.7 Social Science

The social science classes are being taught at about 42% on grade level for the 10th grade, 65% for the 11th grade, and 90% for the 12th grade. The AP classes are being taught right at grade level. (The AP students are actually receiving the grade-level high school instruction that all students should be receiving.)

1.8 Curriculum Not Consistent Among All Teachers

It was noticed that some of the topics and rigor of the

develop and implement standards-aligned scoring rubrics for writing.

1.5 Mathematics

- Math lessons shall match content standards.
- Math standards shall be aligned to existing textbooks and materials.
- Supplemental math materials shall be purchased to fill in gaps in coverage of standards.
- Time will be provided for math teachers to collaborate on standards-based lessons.
- The school will develop a parallel supplemental math course for identified low-achieving students focusing on essential standards.
- Staff will implement River-Deep software to support student reinforcement of Math fundamentals.

1.6 Science

- Science lessons shall match course content standards.
- Science standards shall be aligned to existing textbooks and materials.
- Supplemental science materials shall be purchased to fill in gaps in coverage of standards.
- Time will be provided for science teachers to collaborate on standards-based lessons and labs.
- The Science department will review and adopt

standards are being taught differently by different teachers. For example the topic of immigration is being taught using material from 8th, 10th, and 11th grade depending upon the teacher. **1.9 Grade-Level Content Not Being Presented To All Students** Teachers are not teaching the same content in SDAIE classes as the regular classes. SDAIE classes are supposed to be taught at grade-level with the presentation modified to facilitate learning.	standards-aligned textbooks. • Lab equipment necessary to meet instruction of standards shall be acquired. **1.7 Social Science** • Social science lessons shall match content standards. • Social science standards shall be aligned to existing textbooks and materials. • Supplemental social science materials shall be purchased to fill in gaps in coverage of standards. • Time will be provided for social science teachers to collaborate on standards-based lessons. **1.8 All Classes Will Be Standards-Based** • All teachers following the standards will provide consistency in content coverage between teachers. **1.9 ELL Student's Content Will Match Standards** • ELL students will be taught the same content as non-ELL students. • Teachers will use SDAIE strategies to facilitate instruction to ELL students. • *Staff will receive instruction on specific SDAIE strategies and importance of teaching grade level appropriate standards.* • Staff will participate actively in a ELL/ELD peer observation program. *All Jurupa V.H.S. staff will be trained on services*

	available to ELL students.
2. INSTRUCTION **2.1 Instructional Practices Not Optimized** Students reported that it is not helpful when teachers do not explain, give bad lectures, and talk too much (124 responses). The majority of students reported that teachers explaining better (67%) could improve the school. The instructional aides reported that some teachers do not explain well so students can understand. In some classrooms, the teacher's objective was not clear (3), stated (3), or met (1). Higher order questioning was observed in many classes but not consistently used by all teachers. **2.2 Not Enough Focused, Direct Instruction** In 14 classrooms students were observed working independently. Stopwatch measurements in the classrooms showed students doing independent work in the classroom 22.8% of the day. This is a major reduction to the instructional time available for teachers to teach content to the students. **2.3 Students And Parents Asking For Extra Help** The students reported that the school could help them learn more if they had more time to learn the material (47%) and by helping them with the work they do not understand (47%). Parents also reported that more student help would improve learning (55%). The majority of parents reported that their students could stay after school (66%), but reported that there is no extra help (29%). Instructional aides reported that they are helping	**2.1 Instructional Practices will be Optimized** • *Staff will participate in training focusing on instructional strategies, content literacy methods, motivational strategies, and peer coaching techniques.* • Clearly stated standards-aligned objective for each lesson will focus classroom instruction. • Staff will develop strategies to expand higher-order questioning in all classes. **2.2 Teachers Will Maximize Direct Instruction** • *Provide training in direct instruction such as Madeline Hunter* (which includes modeling, teacher guiding, checking for understanding) • Teachers will minimize independent student seatwork during instructional time.. • Increase guided reading and guided practice opportunities. • Expand active checking for understanding in all classes. **2.3 Students Will Receive Targeted Support** • Staff will investigate extending the school day for identified students to receive specific targeted support. • A site committee shall review and acquire high quality tutorial software focusing on mathematics, writing/grammar, and reading. • A writing lab will be developed primarily for grades 11-12 in conjunction with CAL State San Bernardino.

students mostly in reading, writing, and math. Aides also reported that they have not been given enough training in these areas. More students described their math and science classes as being hard or too hard (~40%) than the Language Arts and history classes (~20%). The students reported a higher rate of D's and F's for mathematics (28%) than for the other core classes (~18%).	• Expand tutorial classes. • *Half of all J.V.H.S. teachers shall be trained in T.E.S.A. strategies each year for two years.* • J.V.H.S. shall establish a library/research orientation program for <u>all</u> 9th graders. • J.V.H.S. shall expand the availability of targeted assistance for all students in the library, computer lab, and tutorial classes. • *J.V.H.S. administration and counseling staff shall train teachers, parents, and students to consistently follow the J.V.H.S. homework policy.* • *Instructional Aides will be given the training that they need to support the students.*
<u>3. ASSESSMENT</u> Complete disaggregations of the SAT9 test results including comparisons to last year were given to the Action Team. **3.1 API** The school did not make its API growth goal of 13 points last year. The API fell by 9 points. All five of the API components--reading, language, math, science, and social science--dropped. **3.2 Reading** Lexile (California Reading List) analysis shows that ninth graders are reading on the 5-6th grade level, tenth graders are reading at the 5-6th grade level, and 11th graders are reading at the 6th grade level. SAT9 reading scores fell from 28NP in 1998 to 26NP in 2000. 50NP is the national average. Of the two major ethnic groups at the school, Whites average	**3.1 API** • Teachers will use effective instructional practices while teaching content aligned lessons to improve student achievement to meet API growth goals for the school and all numerically significant sub-groups. **3.2 Reading** • Adopt a reading program such as Accelerated Reading or LANGUAGE! to support identified students. • Use SAT9 or CRT data to place incoming 9th graders into immediate interventions. • Review and adopt a content literacy reading program.

33NP and Hispanics average 19NP. **3.3 Mathematics** SAT9 math scores have remained flat from 1998 to 2000 at 37NP. 50 NP is the national average. **3.4 Assessments Not Well Understood** The majority of teachers reported that they have not received training about the SAT9 (87%). Some students reported that they do not know what the SAT9 test is (22%). Teachers reported that the high school exit exam will cover language arts, mathematics, writing, social studies, and science. This information does not match the content of the test. Although 92% of 9th graders know they have to pass the exit exam, they may not be receiving proper preparation for the test. **3.5 Assessment Not Driving Instruction** Teachers reported using the SAT9 results for a variety of reasons: program evaluation (32%), student placement (6%), don't use them (38%). The majority of teachers reported discussing student achievement once a year (54%). Only a very few teachers reported having regular discussions about achievement. Few teachers were able to articulate the school's student achievement goals. The majority of teachers stated that the SAT9 results (55%) and individual teachers (36%) determine the goals. **3.6 Grading Not Consistent Nor Measurement Of Students' Grade-Level Content Knowledge** Teachers reported that their grades are an amalgamation of tests, quizzes, homework,	**3.3 Mathematics** • Use SAT9 or CRT data to place incoming 9th graders into immediate interventions. • The math department will be aligning lessons to standards and using effective instructional practices. See Part 1 and Part 2. **3.4 Assessments Will be Well Understood** • *Provide SAT9 training to teachers.* • Content area teams shall meet to discuss the rigor and content of the high school exit exam. • Review samples of HSEE assessment items. **3.5 Assessments Will Drive Instruction** • *Teachers shall be trained and shall use disaggregated student performance data to drive instructional improvement.* • The principal and staff shall annually review the SAT9 clusters to identify areas needing additional emphasis during instruction. • Well-defined achievement goals have been established that detail the percentage of students that will show growth throughout the year. In addition, the number of students who will be at grade-level standards at the end of the year has also been established (See 1G Evaluation Plan & 5E 5F Assessment Table). • The staff shall understand the school's short term and long term achievement goals, the purposes of the assessments, and how the data will be used. (See 1G Evaluation Plan & 5E 5F Assessment Table).

classwork, and non-academic factors such as attendance, discipline, and effort. Grades should represent students' mastery of the specific grade level's content. Teachers reported that there are no district-wide writing rubrics (80%). The majority of parents reported that their students are getting above average or average grades in all the core subjects (~70%).	**3.6 Grades Will Be Standardized** • J.V.H.S. shall develop and implement grading policies that are standards driven. • J.V.H.S. shall refine and consistently follow a school-wide homework policy. Staff will complete the adoption and fully implement specific school-wide standards based and grade level appropriate writing rubrics.
4. STAFF DEVELOPMENT **4.1 High-Quality Training Needed** Teachers requested more training to be able to improve student achievement (44%) and more ELL training (28%). Parents reported that better teaching training would improve learning at school (40%). Some teachers, including SDC, RSP, report they are not fully credentialed in the areas they teach: language arts (29%), mathematics (29%), history (20%), and science (38%). Some teachers reported that no staff development is offered at the district (30%) or school level (19%). Few describe it as high quality at the district (5%) or school level (12%) or being CA content standards aligned or dealing with ELL issues. Few teachers reported that they use what they learn (20%). Aides reported that they have not been given enough training to support students in reading, writing, or math. **4.2 Training Needed In The Content Standards** The majority of teachers reported that this year they have not been given any training on the CA content standards (66%). Some teachers reported that they	**4.1 Staff Development Will be High Quality and Will Be Responsive to Student Achievement Needs** • *All staff shall receive training on* - *Determining standards-aligned curriculum material* - *Standards* - *Content Literacy methods* - *Instructional methods* - *Motivational and classroom management strategies* • *Paraprofessionals shall be included in methodology training.* • See elsewhere for additional training. • All training must be high quality including presentation of theory, demonstrations, classroom adaptations, monitoring, and periodic feedback. **4.2 All Teachers Will Receive Training in the Content Standards** • *All teachers shall be trained on specific Standards-based teaching strategies.*

have been given only "some training," or "no training," in the CA content standards in the discipline they teach (~35%). Some teachers reported that they are "not prepared" (7%) or are prepared to teach "only some of the standards" (20%). **4.3 Training In Instructional Practices Would Benefit Students** Classroom observations did not show consistent use of effective practices by all teachers. For example, graphic organizers were rarely seen; student work showed coloring and posters instead of writing.	• *Teachers shall be trained on how to select, develop, and use standards-aligned materials.* **4.3 Training Will Include Instructional practices** • *Staff will be trained on instruction practices. See elsewhere for descriptions.* • Time will be provided for subject-team collaboration on instructional practices.
5. LEARNING ENVIRONMENT The majority of the students reported that their academic needs are not met or are being met only sometimes (64%). **5.1 Student Discipline** The majority of parents reported students might have trouble learning at school because of undisciplined students (73%). Teachers reported that improved discipline would improve achievement and that students have low SAT9 scores because of poor discipline (92%). The support staff reported that many students are out of control and that students' threats are of concern. Campus security does not feel that they receive enough backing with their efforts in student discipline because the counselors are too busy addressing each case of discipline. They also believe there is inconsistency among counselors in dealing with student discipline. **5.2 Discipline Chewing up Counselors' Time Students Not Receiving Enough Counseling**	**Academic Needs** All the components of this plan are designed to improve the instructional program for the benefit of the students. **5.1 Discipline Will Be Handled in a Timely Basis and Will Be Consistently Enforced** • The District shall complete the installation of telephones in all classrooms. • *J.V.H.S. shall implement the new guidance computer program and train teachers on its use.* • *J.V.H.S. shall adopt and implement a standard classroom management training program.* • Existing alternative programs shall be refined and utilized more effectively and consistently. • *All J.V.H.S. substitute teachers shall receive training on specific performance expectations and classroom management techniques.* • Lessons by subs shall be standards aligned. • The district will explore creation of a Dean of

The issue of counselors dealing primarily with discipline is a concern to parents who feel that their students rarely get an appointment to see a counselor. Students reported that they need to have more access to counselors, and that they have not seen a counselor (40%). Parents suggested that more help from counselors in choosing classes would improve student learning. Some parents reported that the school's counselor has not seen their student (26%). Some 11th and 12th grade students reported that they do not know if they have enough units to graduate on time (15%).	Discipline position to improve student discipline (or convert a guidance counselor position). **5.2 Counselors Will Increase Productive Time with Students** • Guidance staff shall have the opportunity to visit other schools/districts to review effective guidance programs. • Special education classes shall be restructured to include collaborative classes, support classes, and tutorial electives for special education students. • Increase special education students' contact with case carriers through daily support class with case carrier. • J.V.H.S. shall examine the current guidance model to improve/expand career/college guidance. • J.V.H.S. shall review and adopt staffing options for the Career Center, especially as they relate to adding a certificated counselor to the staffing of the Career Center.
5.3 Security Parents reported that better school-ground security and more administrative support for security would improve students' learning. **5.4 Students Not treated in a professional manner.** 157 students wrote in on the survey that they were not always treated in a professional manner by some teachers.	**5.3 Campus Security** • School-site security shall be reviewed and a report shall be developed for stakeholder review. **5.4 Student/Teacher Relations** • Teachers shall always treat students in a professional manner.
6. SCHOOL'S PROGRAMS COMPARABILITY **No Findings Were Found in this Area**	**No findings Need to Be Addressed**

7. RESOURCES	
7.1 Library Students suggested that the school should have more reference materials and a larger and better-equipped library. The librarian reported that there are only 5 books per student (should be 20 books per student).	**7.1 Library Resources Will be Expanded** • J.V.H.S. shall expand the quality and quantity of library resources (books, software, CD ROM's, etc.)
7.2 Student Computer Use One-half of the students reported that they do not use computers at school. Only 2 students were observed using a computer in a core classroom during the one-week observation period. Teachers can sign-up to take students to the computer lab which contains 27 computers.	**7.2 Computers Will be Used Consistently Throughout the School** • *All teachers shall receive training on how to select and how to use specific content-related instructional software and shall integrate a variety of such software into their instructional program.* • All students shall be given grade-level work to do on the computers as per standards.
7.3 School's Computerized Record Keeping Counselors reported that the school's computerized database program they use is very time consuming and makes the scheduling process cumbersome and unproductive.	**7.3 Staff Will Be Able To Access Student Data** • *Staff will be trained on the use of the New Student Data-Information system.*
7.4 Physical conditions Teachers reported that the classrooms are in poor physical condition and not well maintained (air, circulation, fly problems). They also said that the school does not have enough custodial help.	**7.4 Physical Conditions** • Heating and air conditioning irregularities shall be addressed by the District.
7.5 Textbooks Some teachers reported that they do not have a standards aligned textbook for their students or that they have one for classroom use only: language arts (20%), mathematics (34%), and science (38%).	**7.5 All Students Will Have a Standards-Based Textbook** • The administration shall review textbook availability on a course by course basis. • Teachers shall be made aware of all resources available for textbook acquisition.

8. TIME **8.1 Clock Time** The support staff reported that they have been asked to set the clocks 3 minutes back to allow students to get to school on time. They suggested that this plan is not working. Students suggested that shorter class periods and less time in class would help them learn more. **8.2 Instructional Time Lost To Independent Work And Tests And Quizzes** For the school overall, time on task overall averaged 88.8%. Off-task activities were mainly administrative tasks(8.8%). However, only 42.9% of classtime was devoted to teacher lecturing and direct instruction. Valuable instructional time was lost while students did independent work (22.8%) and took tests and quizzes (16.4%).	**8.1 Clock Time** • All school clocks shall display the correct time. **8.2 Instructional Time Will Be Optimized** • *Teachers shall receive training on maximizing academic learning time in all classrooms.* • Give priority to instructional time so all allocated minutes are used for instruction. • Reduce classroom disruptions such as fire drills, announcements, counselor appointments, school-hours field trips, etc.
9. GOVERNANCE **9.1 Decision Making** Some teachers reported that they are not part of the school's decision making (43%). Some teachers reported that curriculum policies are being made by the administration without consulting the departments. **9.2 School Leadership** Teachers reported that they seldom or never get feedback from the principal (71%). Teachers described their principal as rigid (55%), caring (50%), inspirational (50%), instructional leader (45%), good manager (26%), and visionary (21%).	**9.1 The School Will Use a Collaborative Decision Making Model** • The administration shall more clearly articulate procedures for site decisions pertaining to curriculum and policies. • J.V.H.S. shall establish an oversight committee to monitor IIUSP plan implementation. **9.2 School Leadership** • 50% percent of the principal's time should be spent on improving the school's instructional program. • The principal shall expand the amount of time spent in classrooms and as an instructional leader.

9.3 Staff Meeting Not Focused On Improving Instructional Program To Improve Student Achievement Teachers described the faculty meetings as informing them about WASC, wasteful of their time, and that they often have meetings to have meetings. They also reported that at the meetings, not much is accomplished. The majority of teachers reported that in their staff meetings they discuss upcoming activities (69%) and school business (74%).	• A Special Projects Resource Teacher shall be hired to facilitate special program implementation. **9.3 All School Activities Will Focus on Student Achievement** • Site meetings shall focus more on student achievement and instructional improvement and less on school business. • Day to day operational issues shall be handled in a more expedient manner.
10. PROFESSIONAL RELATIONSHIPS The classified staff reported that they do not feel part of the school team. They perceive that any time an administrator speaks, it's only to tell them what they have done wrong.	• The administration shall initiate a team building strategy that provides support staff the opportunity to collaborate on effective strategies to help teachers improve student achievement.
11. BOARD POLICIES **11.1 Transfer Policies Unclear** It was reported that the district does not support the site, for example, by accepting too many intra/inter district transfers and placing students from the middle school who have not completed their eighth grade requirements which in turn creates over crowding at the high school. Teachers reported that the district has a lack of commitment to alternative education.	**11.1 Clear Communications Will Preempt Misconceptions** • Site and district administration shall more effectively address these perceptions by making all stakeholders aware of necessary intra-district balancing needs and open-enrollment policies. A fall 2000 pilot program for accelerating opportunities for 8th graders to complete units has been fairly successful. It will continue.
12. SCHOOL-COMMUNITY RELATIONS **12.1 Parent Communication Lacking** Parents reported that the teachers' have not talked to them about the SAT9 (78%), and that they do not understand or have not seen the reports that come	**12.1 Parent Communication Shall be Expanded** • The J.V.H.S. web page shall expand its coverage of school activities. • J.V.H.S. teachers will integrate standards into

with the SAT9 (46%). Parents reported that teachers have not contacted them (81%), and that they would like to talk to teachers more often (69%). Parents reported that they do not know what their students are supposed to be learning in the content areas (~43%).	their course syllabi for students and parents. • A SAT9 parent night will be established. • Homework clubs shall be established. • Evening ELD classes shall be established. • A new tri-fold brochure highlighting grade-level standards will be developed. • *Administration and counseling staff shall provide training to teachers, parents, and students regarding homework.*

1C. School and district crime statistics, addressing any of the factors that negative impact student achievement.

	Drug Alcohol	Crimes Against Persons				Possession of a Weapon	Property Crimes
		Battery	Assault with A Deadly Weapon	Robbery/ Extortion	Sex Offenses		
District	144	142	5	2	11	36	189
School	41	3	1	1	1	7	39

Neither the district nor the school has high crime statistics.

1D. How school and district conditions in the School Accountability Report Card are being addressed, as needed.

The school did not make the API growth targets for the school overall nor for the Hispanic or White numerically significant subgroups. The school is addressing this issue by participating in the II/USP.

1E. Annual growth targets at least as high as those adopted by the State Board of Education.

The school will increase by 5% of the difference between the school's current API and the state's goal of 800. In addition, each numerically significant sub-group will increase by 80% of the school's growth target.

1F. School-specific short-term academic objectives for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets established for the school.

The school will utilize a combination of reading, writing, math, science, and social science assessments given at every grade-level to measure growth throughout the year.

- Reading Test—to determine reading level and to be able to implement a student-specific targeted intervention.
- Content Specific Benchmark Tests—to determine how well students are progressing throughout the year.
- Quarterly Writing Tests—to inform teachers how well students are progressing in their writing skills.

1G. The process administrators and teachers use to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.

Refer to 1G Evaluation Plan

2. Parental and Community Involvement

2A. How parents and the community have been actively involved in developing the Action Plan and how they will be involved in carrying it out.

The Action Plan was developed after conducting a thorough investigation of the school which consisted of:

	Survey	Written Comments	Interviews
Parents (multiple-languages)	X	X	X
Students	X	X	X
Teachers	X	X	X
Paraprofessionals	X	X	X
SAT9 & Multiple-Measure Disaggregation			
Classroom Observations			
Curriculum Calibration Through Examination of 1-Week of Student Work			

The members of the committee were given an opportunity, through monthly meetings, to revise and approve the surveys before they were administered, to review all the results, and to make the final recommendations for the Action Plan. For the 2001-2002 school year, parents and the community have committed to meet twice a year to monitor implementation of the plan.

3. Fiscal Management

3A. An effective and efficient allocation of II/USP, matching funds, and other resources.

See budgets

3B. Linked to overcoming barriers to achievement.

See Solutions and Strategies (1B) and budgets.

3C. Not in excess of available funds (II/USP and other sources).

See budgets.

4. Personnel Management

4A. The number and percentage of fully certificated teachers that are in place in each core academic subject area and at each grade level.

	Language Arts		Mathematics		Science		Social Studies	
	Number	%	Number	%	Number	%	Number	%
9th	6	100%	6	86%	3	75%	N/A	
10th	2	100%	4	100%	3	100%	5	100%
11th	3	75%	5	100%	1	100%	3	100%
12th	1	100%	4	100%	1	100%	3	100%

4B. How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes.

The district/site regularly attends teacher fairs and actively recruits qualified, fully credentialed teachers. In addition, the district addresses teacher shortages by participating in both BTSA and Pre-intern programs thereby grooming teacher candidates to fill identified personnel gaps. It is projected that with these strategies the number of credential teachers will be increased by 5% every year.

4C. How professional development is provided to all teachers.

Consultants and district personnel will provide on going staff development throughout the year. The staff development will be conducted during School-Based Coordinated Days, faculty meetings, and other designated days.

4D. How professional development is aligned to core content standards and is specific to standards-based instructional materials used at the schoolsite.

Grade	Staff Development	Content Standards Aligned	Specific to Instructional Materials
9-12	California Content Standards, Analysis of student work	Yes	Yes
9-12	Writing and literacy	Yes	Yes
9-12	Instructional practices	No	Yes
9-12	ELL/ELD training	Yes	Yes
9-12	SAT9 and assessments analysis	Yes	Yes
9-12	Classroom management and motovation	No	No

4E. How professional development is directly related to areas where student academic performance needs improvement.

NP's	Total Reading	Total Math	Science	Social Studies
School	26NP	37NP	32NP	39NP
ELL	9NP	24NP	21NP	24NP

As can be seen from the above table, reading (school-wide and for Hispanic students) is the area in which academic performance needs improvement. All staff members will be involved in staff development in

reading and ELL. In addition, staff will be trained on content literacy training methods and incorporate these strategies regularly to compensate the large number of low level readers that are found in each student sub-population across the school. Also, selected staff will receive training in classroom management strategies to address needs uncovered during the data gathering process.

5. Curriculum Management

5A. Each student has a complete set of instructional materials aligned to the state core content standards. See below.

5B. Schools have instructional materials adopted by the State Board of Education for kindergarten through grade eight. N/A

5C. The local governing board selects instructional materials aligned to the State Board of Education-adopted content standards, for grades nine through twelve

	Board Adopted	Language Arts	Mathematics	Science	Social Studies
9th	YES	Prentice Hall Literature-Gold Paramount	Algebra '94 Charles Doss	Conceptual Physical Science-Hewitt 1993	N/A
10th	YES	Prentice Hall Literature- Platinum	CPM2 (units 1-12) Brian Hoen Geometry Jurgenson	Modern Biology-Towle 1993	World History-Connections Ellis/Esler
11th	YES	Prentice Hall Literature-American Experience	Algebra and Trigonometry-Smith 1998	Chemistry – Wilbraham 2nd Edition	America- Pathways Clayton
12th	YES	Prentice Hall Literature- Timeless Voices	Pre-Calculus with Limits (Larson) 2nd edition	Physics-Principles/Problems Zitzewitz 1992	US Government-Democracy-Remv Economics Principles-Clayton

5D. Any lack of instructional materials is addressed.

As each of the disciplines completes their alignment with district/state standards that address standards alignment issues the district will select texts and supplemental materials that address standards alignment issues. The majority of students presently have access to core content standards-aligned texts.

5E. How administrators and teachers use the results of state and local assessments to modify instruction and improve student achievement. Refer to the Assessment Table.

5F. How disaggregated data regarding pupil achievement and other indicators are used to determine adequate short—term and long-term progress among all groups of students.

The following tests are used throughout the year to determine adequate growth:

5E-5F Assessment Table

Test	Grades	When given	How used	Goal	Disaggregated
SAT 9/STAR	9-11	Spring/annually	Curriculum/instruction improvement	The API for the school and all numerically significant sub-groups will be met	Gender/ELL/Socioeconomic/SDC/RSP
Content specific benchmark tests • Math • Science • Social Studies	9-10	Quarterly	To identify curriculum gaps and students who are not meeting grade-level standards	80% of the students will be at grade-level or will have shown growth	In process
Reading Assessment	9-12	Quarterly	To identify reading levels and students who needs additional assistance	70% of the students will be at grade-level or will have shown growth	Not necessary
Writing assessment	9-12	Quarterly	Assess writing skills throughout the year	Improve student writing	In process

EVALUATION PLAN (JURUPA VALLEY HIGH)

Measurable Goal	To be Monitored			Benchmarks
IN PROCESS GOALS	Quarterly	Bi-Annually	Annually	IN PROCESS GOALS
By June 30, 2002, 90% of the curriculum in all content areas shall be aligned to District/State Standards as measured by examination of student work.	X			By Dec. 2001, 70% of curriculum will be aligned to the standards.
By June 30, 2003, 90% of the teachers will be using 6 research based content literacy practices as measured by classroom observations			X	By June 2002, 90% of teachers will be using 3 content literacy research based practices
By June 30, 2003, 90% of the teachers will be using 6 research based practices in ELD as measured by classroom observations			X	By June 2002, 90% of teachers will be using 3 ELD practices
By June 30, 2003, the incidence of school site disciplinary problems shall decline across all identified student sub-populations as measured by the discipline base line.	X			The number of disciplinary incidents will be decreasing by at least 5%.
By June 30, 2003, 90% of the students will report that they are using technology as measured by a student survey	X			By Dec. 2001, there would be an increased in the number of students using technology.
By June 2003, 90% of the staff will report that they have been a part of the school decision making as measured by a survey.			X	By June 2002, 70% will report that they have been a part of the school decision making.
By June 2003, 100% of staff will document that they have contacted parents at least 2 times a year by telephone, e-mail, newsletters, and conferences.			X	By June 2002, 70% will document that they have contacted parents at least 2 times a year
END OF PROCESS GOALS				END OF PROCESS GOALS
By June 30, 2003, 80% of the students will be meeting grade-level standards or would have shown growth as measured by local assessments	X	X		By Dec. 2001, there would be an increased in the number of students meeting grade-level standards
By June 2003, the API Target will be met for the school and all the numerically significant sub-groups..			X	By June 2002, the API will increase at least 5% points for the school and all numerically significant sub-groups.
By June 30, 2003, 50% or more of all JVHS students will be reading at or above grade level as measured on the SAT9 or other comparable assessment.				

California Department of Education
Education Support & Networks Division

Public Schools Accountability Act of 1999 Form 4
II/USP Budget Application for State Funds

School Site Implementation Grant Budget

Immediate Intervention/Underperforming Schools Program-State Funds

Fiscal year 2001-2002

Name of District: Jurupa Unified
CDS Code: 33 67090

Name of School: Jurupa Valley High
CDS Code: 33 67090 3330412

School Contact Person:	Phone: (909) 360-2600	E-mail:
Janice Moorehouse	FAX: (909) 360-2612	Jmoorehouse@jusd.k12.ca.us

SACS Resource Code: 7255 **School Enrollment: 2,544 (From 1999-00 CBEDS)**
SACS Revenue Code: 8590 **Cost per student: $200 (Up to $200 per student)**
Non-SACS Income Account Code: 8590

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries		
			$ 326,000	
	2000	Classified Personnel Salaries		
			17,280	
	3000	Employee Benefits		
			61,380	
	4000	Books, Materials, Supplies		
			24,140	
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)		
			30,000	
	6400	Capital Outlay (Equipment)	20,000	
	7310	Indirect Cost	30,000	
	Total Amount of II/USP Funds Requested		$ 508,800	
	Total Matching Funds & Source Codes			3,000 (5) 6,000 (7) 1,200 (10) 100,000 (19) 500,000 (21) 150,000 (26)

California Department of Education
Education Support & Networks Division

Public Schools Accountability Act of 1999 Form 4
II/USP Budget Application for State Funds

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Immediate Intervention/Underperforming Schools Program-State Funds

Fiscal year 2002-2003

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	3000	Employee Benefits		
			61,380	
	4000	Books, Materials, Supplies		
			14,140	
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)		
			40,000	
	6400	Capital Outlay (Equipment)	20,000	
	7310	Indirect Cost	30,000	
	Total Amount of II/USP Funds Requested		$ 508,800	
	Total Matching Funds & Source Codes			3,000 (5) 6,000 (7) 1,200 (10) 100,000 (19) 500,000 (21) 150,000 (26)

Jurupa Valley High School
Immediate Intervention/Underperforming Schools Program—State Funds

II/USP Proposed Budget	Year 1	Year 2
1000 Certificated Personnel	326,000	326,000

1.0 FTE teacher on assignment for 183 days ($60,000)
Duties as follows:

- Arrange, coordinate, and supervise reading training, instructional strategies training, technology training, and departmental planning time.
- Coordinate II/USP budget.
- Manage the collaborative time (release time) of staff to work on projects
- Arrange and set up meetings for maximum use of teacher time; maintain a calendar of events and a reminder system
- Plan and facilitate II/USP Oversight Committee meetings.
- Collect data as required for evaluation component
- Work with principal on management of grant implementation

Teacher extra service @ $35.00 per hour ($266,000)
Collaborative time: 36 hours per year per teacher X 100 teachers @ $35/hour.
Year One—Workshop time: Up to 40 hours per teacher X 100 teachers @ $35/hour.
Year Two—Workshop time: Up to 10 hours per teacher X 100 teachers @ $35/hour.
Years One and Two—Additional sections of reading/math tutorial and/or reduced class sizes (as funding allows)
Funding for teacher work outside regular duty day or year, listed in the action plan as collaborative time (by department, grade level, and in vertical teams) and for workshop time:

- Develop instructional plans based on district standards
- Develop and implement standards-based policies for assigning end of course grades
- Establish a library/research orientation program for all 9th grades
- Provide targeted assistance to students in reading, math, writing, and content mastery in core courses through extended day activities and within-day tutorial courses
- Revise course outlines, review and select new or additional assessments, select appropriate materials, work on standards-based lesson design
- Participate in data collection, analysis, and goal setting for improvements
- Participate in holistic assessments; review student work by department, grade level, and vertical teams
- Contribute to improved parent communications, including standards and rubric-based information
- Provide teaching staff for additional summer courses focused on reading skill development
- Participate in workshops on reading, classroom management/student engagement, standards-based instructional strategies, motivational strategies, SDAIE strategies, TESA strategies, and peer coaching techniques

2000	Classified Personnel Special Education instructional aides, bilingual tutors, and other appropriate support staff extra service time @ 40 paraprofessional staff members at $12/hour X 36 hours per year per support staff member for two years. • Participate in workshops on support strategies to improve student reading, writing, and math skills • Contribute to improved parent communications, including standards and rubric-based information • Participate in data collection	17,280	17,280
3000	Benefits Certificated benefits for 1.0 FTE Teacher and Teacher Extra Duty time Classified benefits for paraprofessionals' extra duty time	61,380	61,380
4000	Books/Materials Materials to help with reading / language arts / math / study skills diagnosis and differentiation (to be selected based on spring research) Year 1 = $20,000 • Diagnostic Reading Assessments • Writing instruction books (to be selected based on spring research) • Additional reading materials • Math software and manipulatives Year 2 = $10,000 Purchase, expand, and up-grade resources in math and reading, as needed	24,140	14,140
5000	Services and Other Operating Expenses Years One and Two: Consultant services for workshops as outlined in action plan (to be negotiated through district in spring, 2001)	30,000	40,000
6400	Equipment Year One: Support and expand district plan to implement telephones in every classroom. Year Two: Complete expansion of district plan to implement telephones in every classroom.	20,000	20,000
7310	Indirect	30,000	30,000
	TOTAL	508,800	508,800

California Department of Education
Education Support and Networks Division

Form 2
School Cover Page

Immediate Intervention/ Underperforming Schools Program (II/USP)

SCHOOL APPLICATION For II/USP Funding

Part I: Application Information: Complete for school submitting application for funding.

Name of Applicant School: Mission Middle 14 Digit County/District/School Code: 33 67090 6061774	Total School Grant Amount Requested: FY 2001-2002 $_178,000_____ FY 2002-2003 $_178,000_____ Dates of Project Duration: July 1, 2001 to June 30, 2003

Principal: Jay Trujillo		External Evaluator: The Pulliam Group	
Address: 5961 Mustang Ln.		Address: P.O. Box 999	
City: Riverside	Zip: 92509	City: Lake Arrowhead	Zip: 92352
Phone: 909-222-7810	Fax: 909369-1407	Phone: 909-336-1495	E-mail: info@pulliamgroup.com

Part II: Signatures (Signatures **must** be original. Please use blue ink.)

The Principal and the External Evaluator submitting the application sign on behalf of all staff and parents/community members.

Jay Trujillo 4/17/01 [signature] 4/17/01
Printed or Typed Name of Principal Date Signature of Principal Date

The Pulliam Group
Printed or Typed Name of External Evaluator's Organization

Jan Jones 4/17/01 [signature]
Printed or Typed Name of External Evaluator Date Signature of External Evaluator

Form 3

Action Plan Team Members' Signature Page

II/USP

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan, as required by legislation and outlined in these *Guidelines*.

Typed or Printed Name and Position	Signature	Date
External Evaluator: Jan Jones	Jan Jones	4/3/01
Jay Trujillo, Principal	[illegible]	4/4/01
Lois Clark, Teacher	Lois Clark	4/3/01
Ed Mills, Teacher	Ed Mills	4-3-01
Roberta Pace, Teacher	RPace	4-4-01
Susan Ridder, Teacher	Susan Ridder	4/4/01
Carmen Rivera, Teacher	CRivera	4/4/01
Drew Scherrer, Teacher	[illegible]	4/4/01
Terri Stevens, Teacher	Terri Stevens	4-5-01
Ellen Kinnear, District Office Liason	Ellen Kinnear	4-24-01
Kathy Bocian, UCR	Kathy Bocian	4/5/01
Darrell Brown, Student	Darrell Brown	4-4-01
Erika Mata, Student	Erika Mata	4/4/01
Christy Hundley, PTA Parent	[illegible]	4/4/01
Michelle Howse, SSC/PTA Parent	Michelle Howse	4/5/01
Elizabeth Beatriz Arredondo, ELAC Parent	Elizabeth Arredondo	4/4/01
Veronica Sevilla, ELAC Parent	Veronica Sevilla	4/5/01

As needed, please duplicate this form to accommodate the names and signatures of additional Action Plan Team Members.

Quality Review Criteria Checklist

1. Governing Board Policies

The school site Action Plan clearly identifies and describes:

	Page(s)
A. Schoolwide and district wide barriers to improvement in student achievement and underlying causes for low performance.	2-6
B. Solutions/strategies for overcoming these barriers and underlying causes.	6-10
C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.	10
D. How school and district conditions in the School Accountability Report Card are being addressed, as needed	10
E. Annual growth targets at least as high as those adopted by the State Board of Education.	10
F. School-specific short-term academic objectives for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets established for the school.	11
G. The process administrators and teachers use to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.	12

2. Parental and Community Involvement

The school site Action Plan clearly identifies and describes:

A. How parents and the community have been actively involved in developing the Action Plan and how they will be involved in carrying it out.	13-14

3. Fiscal Management

The school site Action Plan clearly presents evidence that expenditures are:

A. An effective and efficient allocation of II/USP, matching funds, and other resources.	14
B. Linked to overcoming barriers to achievement.	14-15
C. Not in excess of available funds (II/USP and other sources).	15-16

4. Personnel Management

The school site Action Plan clearly identifies and describes:

A. The number and percentage of fully certificated teachers that are in place in each core academic subject area and at each grade level.	16
B. How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes.	16
C. How professional development is provided to all teachers.	16
D. How professional development is aligned to core content standards and is specific to standards-based instructional materials used at the school site.	16
E. How professional development is directly related to areas where student academic performance needs improvement.	16-19

5. Curriculum Management

The school site Action Plan clearly documents the extent to which:

A. Each student has a complete set of instructional materials aligned to the state core content standards.	19

B. Schools have instructional materials adopted by the State Board of Education for kindergarten through grade eight.	19
C. The local governing board selects instructional materials aligned to the State Board of Education-adopted content standards, for grades nine through twelve.	XX
D. Any lack of instructional materials is addressed.	XX

The school site Action Plan clearly identifies and describes:

E. How administrators and teachers use the results of state and local assessments to modify instruction and improve student achievement.	20
F. How disaggregated data regarding pupil achievement and other indicators are used to determine adequate short-term and long-term progress among all groups of students.	20

Section 1: Governing Board Policies

School: Mission Middle School District: Jurupa Unified School District	Grade Levels: 7-8
Calendar: Traditional	Enrollment: 959

The II/USP planning process has provided Mission Middle School (MMS) administrators, teachers, support staff and parents with an opportunity to study, analyze, and discuss data pertaining to: (1) student academic achievement, (2) staff, student, and parent opinions regarding schooling, and (3) demographic factors that may affect student achievement. Following an initial school-wide analysis of the data, all staff met by conference period to validate the data and identify academic and cultural issues that need to be addressed to improve student achievement. Then MMS's leadership team formalized staff recommendations into five focus areas, identified barriers to student achievement, and designed strategies to overcome the barriers.

Reference	Focus Areas	Population
A	**Literacy Across The Curriculum** Reading comprehension, vocabulary, spelling and writing	All Students
B	**Mathematics Across the Curriculum** Mathematical procedures – computation Problem solving – application	All Students
C	**Content Standards, Assessment, Intervention** Teaching standards towards mastery Using assessment data to drive instruction Providing intervention strategies	All Students All Teachers
D	**School Culture** Student safety/responsibility/high achievement Parent and school support	All Students All Staff All Parents
E	**Professional Development** Meaningful, ongoing professional development for all staff	Administrators Teachers Support Staff

The five focus areas listed above represent the most significant areas to be addressed to provide academic intervention and improved student achievement at MMS. The barriers aligned to each focus area are identified and analyzed on the following pages.

Focus Area A: Reading and Writing Literacy Across the Curriculum

Goal: Reading comprehension, vocabulary, spelling and writing will be taught in all subject areas to develop/expand student's foundational skills.

Recent survey results indicate that 70% of the parents, 82% of the students and 85% of the teachers think MMS teachers are well prepared to teach the subjects for which they are responsible. However, a major **barrier** to literacy proficiency was communicated by survey results. Only 65% of the teachers agreed that they were successful teaching students whose primary language is not English and only 58% felt they knew how to help students who are having trouble with reading. SAT9 scores indicate that, on the average, MMS students scored below the 50th percentile in all areas tested.

PERCENT OF 1999-2000 SAT9 SCORES BELOW 50TH PERCENTILE

GRADE	READING	LANGUAGE	SPELLING
7TH	74	62	70
8TH	73	71	80

In addition to the above, the **barriers** identified by staff that most significantly affect low student performance are: (1) student's reading literacy skills are considerably below grade level standards, (2) teachers have not received training to teach reading and writing across all curricular areas, and (3) teachers lack the necessary materials and resources to support a school-wide effort to improve student achievement. Although only sixteen percent of the students were reported by STAR as English Learners (EL), school/district data indicate that a more accurate percentage (29%) do not speak English as their primary language and often lack the English skills necessary to master standards in higher-level coursework. Sixty-one percent of the students qualify for free and reduced lunch (FRL). A scatter graph of middle schools throughout the state indicates that MMS's EL and FRL students score below the state SAT9 average when compared to other middle schools with a similar percentage of students in both categories.

Fourteen percent of MMS students are identified for special education services: 7% SDC, 7% RSP, and 4% receive speech and language services or 504 accommodations. Conversely, 3% of the student population is identified GATE with 33% of students enrolled in honors classes. At the end of the 2000-2001 fall semester, 33% of students had less than a 2.0 GPA and 34% of students were on the Honor Roll having earned a GPA of 3.0 or better.

It is important to note that MMS staff has been diligent in providing programs that support increased student achievement. This year, the school piloted an elective reading course for students scoring significantly below grade level on the district CRT and the SAT9. The school's master schedule is developed to provide grade level academic teaming so that teachers have a common planning time. Teachers of EL students also have a common planning period and are all either in training or are CLAD or BCLAD certified.

Focus Area B: Mathematics Literacy Across The Curriculum

Goal: Mathematical computation (procedures) and problem solving (application) will be taught in all subject areas

Staff indicates that the three most significant **barriers** to student achievement in mathematics are: (1) student's lack mastery of basic math skills – number sense, multiplication tables and fractions, (2) teachers have not received sufficient training to provide effective learning strategies for diverse students, and (3) there is a lack of quality textbooks and materials.

Sixty-eight percent of 7th graders and seventy-seven percent of 8th graders scored at or below the 50th percentile on the SAT9. Sixty-one percent of these students scored in the SAT9 lowest performance band range of 1st -39th percentile.

It is not a current practice of the district to place all students in algebra by the eighth grade due to student's lack of basic math skill mastery. Therefore, most seventh and eighth grade students are not taught all the grade level mathematics standards that are tested on the SAT9.

To raise the level of student achievement in mathematics, Mission Middle School has partnered with UC Riverside to provide a Math Education Goals Academy (MEGA) to increase 7th grade student readiness in algebra. MEGA is an after school program that provides math tutoring at a 5:1 student teacher ratio. The program also provides parent workshops and field trips to the university to encourage students to attend college after high school. MMS is also participating in the Math Articulation Project (MAP), a UCR partnership grant that provides training and professional development activities as it relates to students transition from elementary, to middle, to high school, to college. The need to provide additional teacher training and appropriate textbooks, materials and resources to support student achievement is addressed in Focus Area E.

Focus Area C: Content Standards, Assessment, and Intervention

Goal: All teachers will teach state and district essential standards towards mastery in each of their content areas and use assessment data for analyzing and diagnosing student achievement to prescribe instruction so as to apply appropriate instruction strategies.

The **barriers** identified by staff that most significantly affect low student performance in academic content areas are: (1) a large percentage of students do not come to MMS prepared to do the level of work established by the state 7th and 8th grade content standards, (2) teachers have not received sufficient training on how to teach all students the standards to mastery or how to use assessment data to target instruction, and (3) many students do not see learning the standards as a priority.

The SAT9 results listed in Focus Area A and B indicate that students are not adequately mastering the state content standards. The Jurupa Unified School District adopted content standards and developed criterion referenced tests (CRTs) that align with the district standards. These standards and tests were developed to generally align with the state standards. The CRT results also indicate that student scores are below grade level mastery.

Teachers indicate during conference period meetings that content standards are not consistently taught from classroom to classroom often due to the large volume of standards to be taught and limited shared planning time. Content standards are not always the basis for choosing instructional materials or planning instruction. Classroom instruction is most often teacher directed without grouping strategies to differentiate instruction. Much of the class time is dedicated to students completing worksheets or homework assignments.

Generally, teachers have not developed the strategies to use assessment to plan and modify learning activities to support class and individual needs. Class size and student's wide range of skill level have contributed to this problem. The lack of training and structured department or grade level planning time has minimized planning effectiveness.

MMS is fortunate to have UCR as a partner in a pre-service teacher-training program – Comprehensive Teacher Education Institute (CTEI). Student teachers (potential MMS teachers) spend one semester prior to student teaching to observe in classrooms and provide assistance through team teaching, in-class tutoring, etc. At any given time there are four to five UCR students providing direct student assistance in classrooms before they begin their student teaching. This school year, MMS significantly expanded ASCENT, an after school program that

provides enrichment and tutoring three hours a day, five days a week. Approximately ninety students attend each day. Though teachers and staff recognize program benefits, additional work will be completed to better align ASCENT instruction and materials to classroom instruction.

Focus Area D: School Culture

Goal: Students have a vision of their future and are willing to work hard to get there. Students and staff are mutually responsible for maintaining a safe environment. Students are supported by parents, school, and district staff in a climate that fosters rigorous academic climate where students are accountable for their behavior and learning.

One of the greatest **barriers** at MMS is there is not a sense of community where everyone has high expectations for student achievement and behavior. Teacher response to a school survey indicates that 53% are uncertain or disagree that site teachers set the same high expectations for all students whereas 32% of the students and 32% of the parents are uncertain or disagree that teachers set the same high expectations for all students. Forty five percent of the teachers are uncertain or disagree that students want to learn, 45% disagree that students treat each other with respect, and 37% agree that managing student classroom behavior is difficult. Only 65% of the students indicate that they feel safe on campus.

Teachers are frustrated by the lack of responsibility that many students take in their learning. Many teachers assign homework while others do not due to the low completion and return rate of their assignments. Since school is not a priority for many students, it is a challenge to get them to complete any assignment, much less assignments at home. Also, many parents lack the skills to provide homework assistance or do not adequately support the school's homework policy. Staff indicates that many parents do not actively support high academic achievement for their children, and as a result, do not support or become sufficiently involved in their child's education. The school's leadership team identified the major **barriers** as: (1) student lack of school pride or a school identity, (2) student lack of appreciation or knowledge of the practical value of their education, (3) lack of consistent school-wide support for appropriate discipline and subsequent consequences, (4) lack of parent involvement, and (5) students know they only need to pass language arts and mathematics to be promoted to 9th grade.

All staff are committed to developing and implementing an effective discipline program, a student recognition program that promotes rewards for high academic achievement and exemplary behavior, and expanded parent communication by the start of the 2001-02 school year.

Focus Area E: Professional Development

Goal: Administrators, teachers, support, and classified staff will participate in meaningful ongoing professional development that aligns with the goals of the II/USP Action Plan.

Teachers at MMS identified the **barriers** relating to staff development and its relationship to low student performance. They are: (1) site teachers have had limited opportunities to design professional development activities that relate to site needs, (2) the school lacks a clear vision of goals and how to get there, (3) there is a lack of time for departments/teams to discuss standards, curriculum, mastery, and instructional strategies, and (4) all teachers have not had sufficient training to address literacy skills.

The district has provided three years of content standards development training. According to teachers, this training has yet to significantly focus on or change teaching/instruction to improve student achievement. Although MMS departments and teams have had some planning time, it has been irregular and infrequent. Further, the lack of focus, structure, and relevant training has minimized the value or effectiveness of the time spent together.

To bring about positive change, the principal has organized a leadership team that represents all content areas to collaborate and develop a clear, concise II/USP school plan of which a major component is professional development. The plan is based on student achievement, and each part of the plan interconnects so that all staff will, over the next two years, focus, without distraction, on improving teaching and learning at MMS. Each phase of the plan will be supported by professional development, structured peer time to collaborate and plan implementation strategies, resources to purchase supporting materials/supplies or programs, and an evaluation and follow up process to determine success of each phase of the plan.

Solutions & Strategies for Overcoming Barriers

The Jurupa Unified School District and specifically, Mission Middle School, provides a base instructional support program for all students. District purchased instructional materials are listed on page 19. Base program support strategies and support personnel currently includes the following:

Subject Area	Instructional Strategies	Personnel
Mathematics	Standards and Assessment, CRTs, Grades K-12 Summer Intervention, Grades K-12 Extended Learning Opportunity Before/After School 7th Grade Mathematics Education Goals Academy Study Skills Classes for At-Risk/Retainees	District/School Administrators, TSA, School Certificated/Classified Staff, UCR Early Academic Outreach Staff and College Tutors
Reading	Standards and Assessment, CRTs, Grades K-12 Summer Intervention, Grades K-12 Extended Learning Opportunity Before/After School Study Skills Classes for At-Risk/Retainees	District/School Administrators, TSA, School Certificated/Classified Staff
English/Language Arts	Standards and Assessment, CRTs, Grades K-12 Summer Intervention, Grades K-12 Extended Learning Opportunity Before/After School Study Skills Classes for At-Risk/Retainees	District/School Administrators, TSA, School Certificated/Classified Staff
Science	Standards and Assessment, CRTs, Grades K-12 Study Skills Classes for At-Risk/Retainees	District/School Administrators, TSA, School Certificated/Classified Staff
History	Standards and Assessment, CRTs, Grades K-12 Study Skills Classes for At-Risk/Retainees	District/School Administrators, TSA, School Certificated/Classified Staff

In addition to the base program provisions, the following II/USP academic improvement strategies will be implemented in the 2001-2002 and 2002-2003 school years.

Focus Area A: Literacy – Reading and Writing

	Strategy	Who	When
1	Provide structured planning time to develop lessons, materials and assignments that incorporate the teaching of spelling, vocabulary, reading comprehension, and writing into all content areas.	TSA/All Teachers	Monthly
2	Identify and purchase resource materials/programs needed to provide standards based instruction in reading and writing for content area instruction.	ELA Teachers	4/01 Ongoing

	Strategy – Focus Area A: Literacy (continued)	Who	When
3	Provide time for interdisciplinary collaboration and support within departments to administer tests, assess student work, plan targeted classroom instructional strategies, and design and implement literacy interventions for all students during or outside school day.	All Teachers	Quarterly 9/01 Ongoing
4	Identify and pilot alternative scheduling options such as flexible grouping and/or instructional blocks that afford additional instructional time.	Admin./ Leadership Team	1/02 Ongoing
5	Establish/expand a comprehensive reading program for students reading and writing significantly below grade level to include program for EL students.	ELA Teachers	5/01 Ongoing
6	Increase articulation with leadership at elementary and secondary schools for strategy sharing sessions related to standards and achievement.	TSA/Admin./Dept. Chairs	10/02,3/02

Focus Area B: Literacy – Mathematics

	Strategy	Who	When
7	Provide structured planning time to develop lessons, materials and assignments that incorporate the teaching of mathematical procedures and problem solving in all content areas.	TSA/All Teachers	Quarterly 9/02 Ongoing
8	Identify and purchase textbooks, resource materials/ software/ hardware needed to provide standards based instruction in computation and application for content area instruction. Acquire sufficient algebra texts and supplemental resources to teach the standards.	Math Teachers	4/01 Ongoing
9	Provide time for interdisciplinary collaboration and support within departments to administer tests, assess student work, plan targeted classroom instructional strategies, and design and implement literacy interventions for all students during or outside school day.	TSA/All Teachers	Quarterly 9/02 Ongoing
10	Identify and pilot options such as flexible grouping, instructional blocks, etc. that afford additional instructional time for focused instruction to increase mastery of standards.	Admin./ Leadership Team	4/01 Ongoing
11	Offer yearlong math tutoring for all students.	Admin./ Math Teachers	4/01,9/01 Ongoing

Focus Area C: Content Standards, Assessment, and Intervention

	Strategy	Who	When
12	Align essential state/district standards for each grade specific content area and teach towards student mastery of the standards.	TSA/All Classroom Teachers	6/01 Ongoing

	Strategy – Focus Area C: Content Standards (continued)		
13	Provide structured teacher planning time to: (a) develop quarterly timelines from which the standards will be taught, (b) share/develop effective instructional strategies, (c) select materials from which to teach state/district standards and (d) Provide a standards syllabus and department homework policy.	TSA/All Classroom Teachers	7/01-6/03
14	Select and purchase resource materials needed to provide standards based instruction in all classrooms.	Admin/All Classroom Teachers	12/01 Ongoing
15	Design and implement a diagnostic, on-going assessment plan utilizing SAT9, the district CRT and interim assessments that yields individual, standards based student data to support and communicate standards mastery.	TSA/ELA /Math Teachers	4/01,10/01 Ongoing
16	Use assessment data to provide differentiated instruction that assists individual students in mastering content standards.	TSA/Admin./All Teachers	4/01 Ongoing
17	Teachers will communicate with students daily on the relationship between learning activities and related standard(s).	All Teachers	9/01-6/03 Daily
18	Investigate master schedule alternatives that create opportunities for extended learning periods and establish mandatory remedial exploratory for low achieving students.	Admin./ Leadership Team	1/02 Ongoing

Focus Area D: School Culture

	Strategy	Who	When
19	Design, implement and communicate a uniform, progressive discipline plan that has clearly defined rules, expectations and consequences that are consistently and fairly followed by all staff.	Discipline Committee	4/01 Ongoing
20	Research, select/design and implement a program that provides positive recognition for student achievement and exemplary behavior.	TSA/Recognition Committee	4/01 Ongoing
21	All classroom teachers will use the agenda daily for students to record assignments. The agenda will include the schools compact that clearly defines the roles and expectations of the school, students, and parents.	TSA/All Classroom Teachers/ All students	9/01-6/03 Daily
22	Investigate and implement communication programs (computer/technology) in English and Spanish for increasing parent contact.	Admin./ Leadership Team/ Parents	2/02 Ongoing
23	Develop and implement a plan to address student safety concerns to ensure a safe learning environment.	Discipline Committee	4/01 Ongoing

Focus Area E: Professional Development

	Strategy	Who	When
24	Provide cross-curricular training for teaching literacy that is focused on vocabulary, spelling, reading comprehension, writing, computation, and application.	Admin./TSA/Leadership Team	Monthly
25	Provide school-wide training for teaching content standards and instructional strategies at each grade level and within each content area to ensure instructional consistency.	Admin./TSA/Leadership Team	9/02 Ongoing
26	Provide training on how to (a) use assessment data to modify instruction, (b) differentiate classroom instruction, and (c) design and provide intervention strategies.	Admin./TSA/Leadership Team	Quarterly

Accountability Report Card Conditions and Crime Statistics

Teachers identified three issues from MMS's Accountability Report Card that are significant barriers to student achievement. They indicate that classes are too large, there are insufficient funds for textbooks and materials, a lack of administrative and counseling support for the size of the school, and a lack of qualified substitutes. A solution to one problem is that II/USP funding over the next two years will be allocated to the purchase of books and materials to support the plan's focus areas. Personnel issues will be addressed at the district level.

According to the California Safe School Assessment, there were a total of forty-one incidents: five relating to drugs and alcohol, twenty-two for battery, ten for graffiti and vandalism, two for possession of weapons, and one each for theft and explosive devices. From the 1997-98 school year through 1999-00, the number of suspended students increased by 14% while expulsions decreased by 50%.

Annual Growth Targets

Measure	2002	2003
Academic Performance Index		
Reading	5% of 2001 API	5% of 2002 API
Language Arts	5% of 2001 API	5% of 2002 API
Mathematics	5% of 2001 API	5% of 2002 API
Sub-Group Populations	80% of 5%	80% of 5%

Target: Meet or exceed the API school-wide and sub-group growth targets for 2002-2003.

Short-Term:

Goal/ Strategy	Measurable Objective	Measurement Tool
A/1-6	All students' spelling, vocabulary, reading comprehension performance will improve and approach or meet grade level standards.	Interim Read Assessment/ SAT9/ CRT
B/7-11	All students' mathematical and problem solving procedures will improve and approach or meet grade level standards.	Interim Math Assessment/ SAT9/ CRT
C/12, 17	Ninety percent of all students continuously enrolled for one or more years at MMS will show statistically significant progress towards individual mastery of grade level content standards.	Interim Assessment/ CRT
C/13	Teacher developed quarterly timelines and syllabus are aligned with state/district standards.	Published Timelines and Syllabus
C/13, 15, 16	Teachers use SAT9, CRT, and interim assessment data to diagnose student progress and modify instruction to meet individual student needs.	Classroom Observations/ Student Achievement
C/18	Significantly low performing students are enrolled in remedial or extended learning periods.	Master Schedule/Extended Day Enrollment
D/19,20, 23	The school climate reflects a safe academic focus where students behave responsibly and are rewarded for achievement and exemplary behavior.	Reduced Referrals/ Suspensions/ Teacher/Student Survey
D/21-22	Students and parents will use the agenda and other school communication programs to increase support for academic achievement.	Monthly Agenda Check/ Survey
E/24, 25, 26	Staff receive training for teaching literacy, content standards, instructional strategies, use of assessment data, and for providing intervention strategies.	Master Calendar/ Follow-up Evaluation for Each Workshop

Monitoring and Evaluation
II/USP Action Plan

Mission Middle School's II/USP Action Plan calls for large scale, school wide systemic change and small incremental adjustments to current instructional programs. The breadth of activities embraces the common focus of student achievement and takes advantage of the combined action of the staff, students, parents, and community. A two tiered evaluation plan will enable the school to monitor the affects of their II/USP plan through research and planning and the collection of short and long term data correlated to the plan's goals.

Tier I: Data Driven Instruction

MMS teachers will utilize state, district, and site assessment data as outlined on page twelve. Teachers will be responsible to administering grade level standards based assessment to their students. Teachers will engage in structured teacher planning time, facilitated by the school's TSA, to analyze student achievement and prescribe interventions at least four times per year. During structured teacher planning time, the school principal and teacher on special assignment will join a grade level planning team to provide support. This process will yield a minimum of four intensive student progress analysis sessions and prescribed interventions per year.

Tier II: II/USP Action Plan Goals

The II/USP Action Plan goals and objectives outlined on page eleven will be monitored with both interim and annual assessments. The school principal and staff will be responsible for collecting the data related to each objective and providing reports to the school's leadership team, the School Site Council, and the District Superintendent/ School Board.

Correlation studies will be conducted to further study the impact of standards-based interim assessment.

Section 2: Parental and Community Involvement

Parent Support and Involvement During II/USP Planning Process

Mission Middle School parent support and involvement were an integral part of the II/USP process in four distinct ways. (1) All parents were invited to an evening meeting to learn about the II/USP process and respond to four questions about their child's educational experience at MMS. The questions were: (a) "What do you find successful at MMS?" (b) "What can we do to improve your child's success at school?" (c) "Is homework providing success for your child?" "Is there a way we can improve?" and (d) "What activities or support do you as a parent need to help your child find success at MMS?" (2) A parent survey was sent to a sample group of approximately 33% of all parents with a 66% return rate. The parent survey questioned parents in eight domains known to affect student achievement. Two hundred and three surveys were returned giving the staff and parents excellent information/data. (3) A group of English Learner parents were invited to meet with the EL reviewer and discuss their children's needs and progress, and (4) parents served on the II/USP Community Based Planning Committee to review school data, assist with the development of an action plan, and strengthen the alignment of II/USP strategies to categorical programs and PTA activities.

II/USP Planning Committee Support and Involvement

This important committee also contributed valuable support and involvement. The committee first convened on January 23, 2001 when the External Evaluator explained the II/USP process, and the role of the committee to help the school identify barriers to student achievement and strategies to overcome the barriers. The planning committee heard the data presentation on February 27, 2001. The presentation was followed by a discussion and brainstorming about the school's barriers and possible solutions. In particular, parents identified ways to increase parent involvement in the school. Finally, the committee met on April 4, 2001 to review the final draft and propose any modifications or changes before the school's action plan was sent to the district board of education for approval. All members of the committee signed the appropriate form to indicate that they had been an integral part of the development of the plan.

Solutions and Strategies to Increase Parent Involvement

The following strategies outline a series of activities and new practices that engage parents in the process of carrying out the II/USP Action Plan at home and at school.

Focus Area	Parent Involvement Strategy	When
A	Parents will be strongly encouraged to utilize the daily agenda to review assignments and monitor the completion of homework and support reading at home.	9/01 Ongoing
B	Parents will help their children learn the basic literacy and math skills and help make learning relevant through real life skills – cooking, shopping, balancing checkbook, etc.	Ongoing
C	Parents will participate in extended learning opportunities that provide an understanding of the standards, academic expectations, how to help students with homework, communicate SAT9 and CRT results, etc.	4/01 Ongoing
D	Parents will understand the importance of students attending school regularly and doing their best each day.	Ongoing
D	Parents will emphasize the importance of taking the SAT9 and District CRT assessments and support the school in this effort.	Quarterly
E	Provide Parent Institute Program or PTA workshops that assist parents in understanding and parenting adolescents.	4/01 Ongoing

Section 3: Fiscal Management

Existing Funds (matching funds) That Support the II/USP Action Plan

Categorical Funds	Certificated Personnel	Classified Personnel	Books, Materials	Professional Development	Total Funds
Library Gr.			24,000		24,000
SI			16,000	10,000	26,000
EIA		45,000	2,000		47,000
SUP	11,000	1,000	5,000	33,000	50,000
Title II/VI			1,800	2,500	4,300
General			10,230	1,500	11,730
Total Funds	11,000	46,000	59,030	47,000	163,030

Recommendations to Alter Existing Fund Allocations to Improve Support of II/USP:

The following changes have been identified to alter existing fund allocations: (1) utilize existing School University Partnership (SUP) funds to provide a two-period release for *II/USP Teacher on Special Assignment* (TSA) to work closely with school administration to coordinate/conduct school's II/USP activities and professional development plan, (2) redirect SUP funds to purchase computers for remaining classroom teachers who do not currently have a

computer in their classroom, (3) use a portion of Mission's School Improvement funds to support classified/certificated hourly time to conduct II/USP data collection and accountability management for continuous and ongoing monitoring and evaluation purposes.

Application of II/USP Funds to Improvement:

Strategy	To Support Action Play By:	Amount Requested 2001-2002	Amount Requested 2002-2003
1	Provide Literacy Committee hourly pay to develop a plan for teaching literacy in all content areas.	$5,500.	$5,500.
2	Purchase literacy staff development materials/supplies.	$2,500.	$1,000.
3	Provide hourly teacher pay/release time to administer tests and review student work to develop lessons/strategies to target classroom instruction and provide student interventions.	(h)$2,000. (r)$2,000.	(h)$2,000. (r)$2,000.
5	Provide hourly teacher pay to research and develop reading program.	$2,000.	
5	Purchase classroom materials/programs for reading classes.	$32,000.	$32,000.
6	Provide teacher release time to articulate with feeder schools.		$800.
7	Provide math teachers hourly pay to develop lessons that incorporate math procedures in all content areas.	$2,000.	$2,000.
8	Purchase materials to provide standards-based instruction in math.	$14,500.	$17,500.
9	Provide hourly teacher pay/release time to administer tests and review student work to develop lessons/strategies to target classroom instruction and provide student interventions.	(r)$1,200.	(r)$1,200.
11	Provide hourly teacher pay to develop and provide math-tutoring programs for all students.	$5,000.	$5,000.
12	Provide teacher hourly pay/release time to align essential state/district standards for each content area.	(r)$1,600.	
13	Provide teacher hourly pay /release time to develop content standards timelines, syllabus, and strategies to teach content standards.	(h)$500. (r)$800.	
14	Purchase materials to provide standards-based instruction in all content areas.	$8,000.	$10,000.
15	Provide teacher hourly pay/release time to develop comprehensive assessment plan to support standards.	(h)$1,000.	(h)$1,000.
19, 20, 23	Provide teacher hourly pay to design and monitor uniform, progressive discipline/safety plan and recognition program.	$1,000.	
22	Purchase computer-based software communication program.	$5,000.	

Strategy	To Support Action Play By:	Amount Requested 2001-2002	Amount Requested 2002-2003
23, 24, 25, 26	Provide professional development training for: literacy, content standards instruction, assessment, use of data, and differentiated instructional strategies.	$25,000. $9,430.	$29,600. $11,430.
1-26	Provide .33 FTE Teacher on Special Assignment to provide leadership to lead/facilitate department planning time, training and use data to inform instruction, organize literacy staff development program, and oversee and monitor implementation of II/USP Action Plan.	$25,000.	$25,000.
1-26	Provide clerical hourly pay to assist in organization of assessment data and its use. Provide clerical support for staff development purposes.	$2,000.	$2,000.
1-26	Provide employee benefits and indirect costs.	$15,000.	$15,000.

Section 4: Personnel Management

Teacher Experience

All Subject Areas	Grade 7		Grade 8		Grade 7/8	
	# of fully certificated teachers	% of fully certificated teachers	# of fully certificated teachers	% of fully certificated teachers	# of fully certificated teachers	% of fully certificated teachers
Reading/ELA	2	100%	2	100%	3	100%
Mathematics	2	100%	2	100%	2	67%
Science	3	100%	2	100%	3	100%
Social Science	2	100%	2	100%	2	67%

Grade Level / Subject Area Analysis Re: Impact of Teacher Experience

Currently, MMS employs seven full-time special education teachers, only two of whom are fully credentialed. Six of these teachers have been hired within the last four years. These teachers will be fully involved in professional development activities that will enhance their knowledge, skills, and abilities.

Professional Development

Professional Development is provided to Mission teachers on an on-going basis. Both district and school sponsored professional development activities have traditionally been aligned to standards-based instruction. The district has supported this school with some curriculum and

instruction services that are highly focused on helping teachers understand state standards. Therefore, teachers are guided with an overall standards-based system.

MMS teachers have been active in their own professional development. They attend school and district workshops, occasional conferences, and many are involved in continuing teacher education. New teachers have the benefit of a BTSA program.

With the onset of the II/USP planning process, additional attention was given to understanding the specific academic needs of MMS's students. The planning sessions served as professional development opportunities for staff members to analyze and discuss the instructional strategies, materials, and programs currently being used to support students. This process will be preserved in the Action Plan, affording teachers multiple professional development opportunities to analyze and plan together.

At the root of the effectiveness of the Collaborative Teacher Planning Time is the need for focused, standards specific student assessment. The school has established an assessment calendar and will be continually refining the assessments they use to correlate to each student's ability to master standards and illustrate mastery on a written test. As the state moves closer to full implementation of the STAR augmented test (criterion referenced), teachers will feel more confident in their ability to target instruction and interim assessment.

Professional Development Plan

Focus/ Strategy	Professional Development Strategies	Who	When
A-E	Continue/expand the use of lesson study.	All staff	Ongoing
A, B	Schedule quarterly minimum days to collaborate on literacy.	Admin.	Quarterly
A, B	Schedule quarter minimum days for analysis of data /interim planning.	Admin.	Quarterly
A 1	Schedule 1 minimum day a month for teachers to develop lessons that incorporate literacy into their content area.	Departments	Monthly
A-2	Review materials and identify number of remedial sections and purchase necessary materials.	ELA dept.	4/01 Ongoing
A 3	Design literacy and math interventions to use with students during and after school.	Admin./ Counselor/ELA Teachers/ other Interested Staff	9/01 Quarterly

Focus/ Strategy	Professional Development Strategies	Who	When
A 4 C 18	Identify and pilot alternative scheduling options.	Admin./ELA/ Math Teachers/ Teams	1/02 Ongoing
A 5	Create staffing/ sections to establish a comprehensive reading program.	ELA Dept/Bilingual Coordinator	5/01 Ongoing
A 6	Schedule two days a year to articulate instructional strategies and needs to elementary and secondary levels.	Multi-site Leadership Team/ Multi-site Admin./ Counselors	10/02, 03/02
A 3, B 9	Schedule minimum days/release time/ common prep time to support interdisciplinary collaboration between departments and to administer assessments to guide instruction.	All Teachers	9/02 Ongoing,
B 7	Schedule release time/ minimum days to develop lessons and assignments that incorporate mathematical procedures and problem solving in all content areas.	All Teachers	9/02 Ongoing
B 8, 11	Identify and purchase technology materials/algebra textbooks.	Math Dept./Admin.	4/01 Ongoing
B 10	Use minimum days/ release time to focus on instruction that increases mastery.	Math Dept./Admin	4/01 Ongoing
B 11	Create and assign qualified staff to the tutoring schedule.	Interested Teachers	9/01 Ongoing
C 12	Schedule minimum days/release time to align the essential state/district standards.	ELA/ Math Dept./ Pulliam Experts/ District Office Support	6/01 Ongoing
C 13	Schedule release time for Math and ELA to develop timeline and syllabus, and homework policy for teaching standards.	All Teachers	7/01- 6/03
C 14	Identify and purchase materials that support the standards.	Dept. Chairs	12/01 Ongoing
C-15, 16	Identify testing program/purchase assessments/ begin assessment of student's reading levels.	ELA Dept/Admin.	4/01 Quarterly
C 15	Schedule regular department meetings and release time to analyze data and interim assessments to prescribe appropriate interventions for mastery.	Academic Dept.	10/01 Ongoing
C 17, D 21	Teachers will use the student agendas to communicate the standard and the relationship of the learning activity to students and parents.	All Teachers/Students/Parents	Daily – Based on Classroom Instruction

Focus/ Strategy	Professional Development Strategies	Who	When
D-19 **D-23**	Establish a discipline/safety committee to make recommendations and communicate results to all.	Interested staff	4/01 Ongoing
D-20	Establish recognition committee /school wide recognition quarterly (each grading period)/ increase frequency by teacher/team/departments.	Interested staff	4/01 Ongoing
D 22	Purchase a computer/ technology communication program to increase parent contact.	Admin./ leadership/ Parents	2/02- Ongoing
E 24	Schedule minimum days to provide staff with literacy training.	Literacy team (admin./ Leadership team/literacy coaches)	Monthly
E 25	Schedule quarterly minimum days and use department-planning time to provide training focused on consistent instructional strategies within each content area.	Admin./ Leadership team/experts	9/02 Ongoing
E 26	Schedule four minimum days to provide training on how to use data to make adjustments in instruction and intervention.	Admin. /leadership team/ Statisticians	Quarterly

Section 5: Curriculum Management

Grade Level	Language Arts	Mathematics	ELD
Grade 7-8	Holt. Rinehart & Winston Elements of Literature	Glencoe McGraw-Hill Interactive Mathematics Activities & Investigations	
Grade 7-8		Glencoe McGraw-Hill Applications and Connections	
Grade K-8		Innovative Learning Concepts Touchmath-SDC Adopt.	
Grade 7-8		College Preparatory Mathematics Algebra One	Heinle & Heinle Publishers
Grade 7-8			English as a Second Language Program

Using Data to Improve Academic Achievement

Mission Middle School will use the Instructional Data Management System (IDMS) to organize and analyze student achievement data by grade level and sub-group, monitor individual student's standards-based progress, and provide item analysis reports necessary to support teacher decisions regarding classroom instruction and academic interventions.

The features of IDMS will assist MMS teachers and administrators make data based, instructional decisions in the areas of Reading / Language Arts and Math on behalf of five primary groups of students:

1. Students who have attended Mission Middle School more than one year.
2. Students who have attended Mission Middle School less than one year.
3. Low Achieving and At-Risk Students
4. English Learners
5. Educationally Disadvantaged

IDMS is programmed to deliver SAT 9 data and to serve as the school's source for monitoring standards-based interim assessment. Quarterly, grade level exams in the areas of Reading / Language Arts and Math will be administered. The exams, correlated to academic standards, will be electronically scored and a timely report of the standards students need to learn and the standards students have mastered will be provided and used for grade reporting purposes. Interim Assessment data will be disaggregated by student sub-group populations.

Individual student results will be used to design targeted interventions for students during the school day, as well as beyond the school day. All students will have prescribed, data driven interventions based on his/her standards-based, academic achievement level.

Teachers may also use IDMS to illustrate student progress and standards based achievement with students and parents. Because IDMS is an electronic, technology-based system, MMS's staff will be prepared to share each student's academic record at a moment's notice.

California Department of Education
Education Support & Networks Division

Public Schools Accountability Act of 1999 Form 4
II/USP Budget Application for State Funds

School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2001-2002

Name of District: Jurupa Unified School District
CDS Code: 33-67090

Name of School: Mission Middle School
CDS Code: 6061774

School Contact Person: Mr. Jay Trujillo	Phone: 909.222.7842 FAX: 909.369.1407	E-mail: jtrujillo@jusd.k12.ca.us

SACS Resource Code: 7255
SACS Revenue Code: 8590
Non-SACS Income Account Code: 8590

School Enrollment:_959__ (From 1999-00 CBEDS)
Cost per student: __170__ (Up to $200 per student)

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries	$25,000.	
		Teacher Hourly Pay Substitute Pay	$23,430. $10,600.	
	2000	Classified Personnel Salaries		
		Classified Hourly Pay	$2,000.	
	3000	Employee Benefits	$8,000.	
	4000	Books, Materials, Supplies	$62,000.	
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)	$25,000.	
	6400	Capital Outlay (Equipment)		
	7310	Indirect Costs	$7,000.	
	Total Amount of II/USP Funds Requested		$163,030.	
	Total Matching Funds & Source Codes			$163,030. 5, 8, 15, 17, 19, 26

California Department of Education
Education Support & Networks Division

Public Schools Accountability Act of 1999 Form 4
II/USP Budget Application for State Funds

School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2002-2003

Name of District: Jurupa Unified School District
CDS Code: 33-67090

Name of School: Mission Middle School
CDS Code: 6061774

School Contact Person: Mr. Jay Trujillo	Phone: 909.222.7842 FAX: 909.369.1407	E-mail: jtrujillo@jusd.k12.ca.us

SACS Resource Code: 7255
SACS Revenue Code: 8590
Non-SACS Income Account Code: 8590

School Enrollment: 959 (From 1999-00 CBEDS)
Cost per student: 170 (Up to $200 per student)

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries	$25,000.	
		Hourly Teacher Pay Substitute Pay	$19,930. $11,000.	
	2000	Classified Personnel Salaries		
		Hourly Classified Pay	$2,000.	
	3000	Employee Benefits	$8,000.	
	4000	Books, Materials, Supplies	$60,500.	
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)	$29,600.	
	6400	Capital Outlay (Equipment)		
	7310	Indirect Costs	$7,000.	
	Total Amount of II/USP Funds Requested		$163,030.	
	Total Matching Funds & Source Codes			$163,030. 5, 8, 15, 17, 19, 26

NOTE: Please complete and submit budget page(s) for each participating school. (See Instructions for clarification.)

California Department of Education
Education Support and Networks Division

Form 2
School Cover Page

Immediate Intervention/ Underperforming Schools Program (II/USP)

SCHOOL APPLICATION For II/USP Funding

Part I: Application Information: Complete for school submitting application for funding.

Name of Applicant School: Van Buren Elementary 14 Digit County/District/School Code: 33 67090 6032239	Total School Grant Amount Requested: FY 2001-2002 $_125,400_____ FY 2002-2003 $_125,400_____ Dates of Project Duration: July 1, 2001 to June 30, 2003

Principal: Jim Owen		External Evaluator: The Pulliam Group	
Address: 9501 Jurupa Rd.		Address: P.O. Box 999	
City: Riverside	Zip: 92509	City: Lake Arrowhead	Zip: 92352
Phone: 909-360-2874	Fax: 909-685-3314	Phone: 909-336-1495	E-mail: Info@pulliamgroup.com

Part II: Signatures (Signatures **must** be original. Please use blue ink.)

The Principal and the External Evaluator submitting the application sign on behalf of all staff and parents/community members.

Jim Owen
Printed or Typed Name of Principal Date

Jim Owen 4-20-01
Signature of Principal Date

The Pulliam Group
Printed or Typed Name of External Evaluator's Organization

Cheryl Hightower
Printed or Typed Name of External Evaluator Date

Cheryl Hightower 4-20-01
Signature of External Evaluator

Form 3

Action Plan Team Members' Signature Page

II/USP

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan, as required by legislation and outlined in these *Guidelines*.

Typed or Printed Name and Position		Signature	Date
External Evaluator: Cheryl Hightower		Cheryl Hightower	4-20-01
Joyce Alexander	Parent	Joyce Alexander	4/20/01
Mary Backes	Parent	Mary Backes	4-19-01
Jessie Caballero	Teacher	Jessie Caballero	4-19-01
John Campbell	Parent	John Campbell	4.19.01
Josefina Castro	Teacher	Josefina M. Castro	4-19-01
Victor Cerda	Parent	victor cerda	4-20-01
Danah Collier	Teacher	Danah Collier	4.20-01
Maureen Dalimot	Teacher	Maureen Dalimot	4/19/01
Anabel DeNiz	Parent	ANABEL DE NIZ	4.20.01
Shelley Edwards	Teacher	Shelley Edwards	4-20-01
Maria Escalante	Parent	[illegible]	4-19-01
Frank Galla	Teacher	[illegible]	4/19/01
Sara Garcia	Parent	Sara Garcia	4/20/01
Patricia Griffin	Staff	Patricia Ann Griffin	4-20-01
Eric Gruenewald	Teacher	Eric Gruenewald	4-20-01

As needed, please duplicate this form to accommodate the names and signatures of additional Action Plan Team Members.

Form 3

Action Plan Team Members' Signature Page

II/USP

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan, as required by legislation and outlined in these *Guidelines*.

Typed or Printed Name and Position		Signature	Date
External Evaluator: Cheryl Hightower		Cheryl Hightower	4-20-01
Carmen Guillen	Parent	moved out of area	
Evelyn Harman	Teacher	Evelyn Harman	4-19-01
Teresa Hernandez	Parent	Teresa Hernandez	4/19/01
Tammy Hop	Parent	Tammy Hop	4-19-01
Randon Jesser	Teacher	R. L. Jesser	4-19-01
Araceli Jiminez	Parent	Araceli Jiménez	4-20-01
Ginger Jones	Teacher	Ginger Jones	4-19-01
Valerie Kusnier	Parent	Valerie Kusnier	4-20-01
Maria Llamas	Parent	Maria Llamas	4-19-01
Imelda Lopez	Teacher	Imelda López	4-19-01
Maria Martinez	Parent	Maria Martinez	4-19-01
Debbie Masters	Parent	Debbie Masters	19 April 2001
Juana Morales	Parent	Juana Morales	
Ronald Morris	Teacher	Ronald Mo	4-20-01
Kathleen Perez	Teacher	Kathleen M. Perez	4-19-01

As needed, please duplicate this form to accommodate the names and signatures of additional Action Plan Team Members.

Form 3

Action Plan Team Members' Signature Page

II/USP

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan, as required by legislation and outlined in these *Guidelines*.

Typed or Printed Name and Position		Signature	Date
External Evaluator: Cheryl Hightower		Cheryl Hightower	4-20-01
Freida Posada	Parent	Freida Posada	4/19/01
Maribel Ramirez	Parent	Maribel Ramirez	
Sandra Reilly	Staff	Sandra Reilly	4-19-2001
Martha Rodriguez	Parent	Martha Rodriguez	4-20-2001
Olivia Rodriguez	Parent	Olivia Rodriguez	4-19-2001
Maria Rojas	Parent	Maria Rojas	4/20/2001
Gilbert Salazar	Parent	not available	
Maria Unzueta	Teacher	Maria Unzueta	4-19-01
Donna Verwiel	Parent	Donna Verwiel	
Jim Owen, Principal		Jim Owen	4/19/01
Maria Ramirez	Parent	Maria Ramirez	4-19-01

As needed, please duplicate this form to accommodate the names and signatures of additional Action Plan Team Members.

Quality Review Criteria Checklist

1. Governing Board Policies
The school site Action Plan clearly identifies and describes:

	Page(s)
A. Schoolwide and districtwide barriers to improvement in student achievement and underlying causes for low performance.	2-6
B. Solutions/strategies for overcoming these barriers and underlying causes.	7-10
C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.	11
D. How school and district conditions in the School Accountability Report Card are being addressed, as needed	10
E. Annual growth targets at least as high as those adopted by the State Board of Education.	11
F. School-specific short-term academic objectives for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets established for the school.	12
G. The process administrators and teachers use to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.	13

2. Parental and Community Involvement
The school site Action Plan clearly identifies and describes:

A. How parents and the community have been actively involved in developing the Action Plan and how they will be involved in carrying it out.	13-14

3. Fiscal Management
The school site Action Plan clearly presents evidence that expenditures are:

A. An effective and efficient allocation of II/USP, matching funds, and other resources.	16-17
B. Linked to overcoming barriers to achievement.	16-17
C. Not in excess of available funds (II/USP and other sources).	16-17

4. Personnel Management
The school site Action Plan clearly identifies and describes:

A. The number and percentage of fully certificated teachers that are in place in each core academic subject area and at each grade level.	18
B. How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes.	18
C. How professional development is provided to all teachers.	19
D. How professional development is aligned to core content standards and is specific to standards-based instructional materials used at the schoolsite.	19
E. How professional development is directly related to areas where student academic performance needs improvement.	19

5. Curriculum Management

The school site Action Plan clearly documents the extent to which:

A. Each student has a complete set of instructional materials aligned to the state core content standards.	19–20

B. Schools have instructional materials adopted by the State Board of Education for kindergarten through grade eight.	19–20
C. The local governing board selects instructional materials aligned to the State Board of Education-adopted content standards, for grades nine through twelve.	XX
D. Any lack of instructional materials is addressed.	XX

The school site Action Plan clearly identifies and describes:

E. How administrators and teachers use the results of state and local assessments to modify instruction and improve student achievement.	20
F. How disaggregated data regarding pupil achievement and other indicators are used to determine adequate short-term and long-term progress among all groups of students.	20

Section 1: Governing Board Policies

School: Van Buren	Grade Levels: K-6
Calendar: Traditional	Enrollment: CBEDS 627

Located in Riverside California, in an unincorporated community, Van Buren School is one of 16 schools served by the Jurupa Unified School District. Van Buren houses pre-kindergarten through sixth grade classes. The school has a diverse ethnic population of 627 students including the following ethnic groups: 2% African American, 62% Hispanic or Latino, and 35% White not Hispanic. According to SAT 9 data 63% of the students are on free or reduced price lunch and 15% are English Language Learners.

The II/USP planning process has provided Van Buren Elementary School with an opportunity to study, analyze, and discuss data pertaining to student academic achievement, staff, student and parent opinions regarding schooling, and demographic factors that may affect student achievement. During this process, the staff and planning committee identified 5 focus areas to improvement in student achievement.

Reference	Focus Areas	Student Population
A	Reading and Language Arts • Phonics, Spelling, Language Development • Leveled Grouping • Staff Development	K-6
B	Interventions program to meet the needs of at risk students • After school programs • Parent Education and Involvement • School wide interventions	English Language Learners, NEP and At Risk Students K-6.
C	A system of coordination and support for improving academic achievement • Communication within and between grade levels. • System wide/ administrative coordination and support	K-6

D	Parent Education and Involvement	K-6
E	Interim Assessment • Writing assessments • Reading assessments • Assessing standards not addressed by CRT's	K-6

The focus areas listed above represent the most significant areas of academic improvement intervention. A discrepancy analysis of each focus area is outlined in the following pages.

Focus Area A: Reading and Language Arts

Careful staff analysis of student assessment results lead staff to determine that reading was the number one area of focus for improvement of student academic achievement. API results indicate that 60 % of the students are in the lowest performance bands in reading, 56% are in the lowest performance bands for spelling, 47% are in the lowest performance bands for Language and 41% are in the lowest performance bands for math.

Lowest Sat 9 Performance Band Results

Performance Bands	Reading	Language	Spelling	Mathematics
20-39	27.52%	29.41%	26.47%	27.52%
1-19	32.7%	17.65%	30.48%	32.7%

Percentage of Students Per Grade Level
Below the 50th Percentile on the 2000 SAT9

Grade levels	Reading	Language	Spelling	Mathematics
2nd	70%	61%	65%	46%
3rd	68%	73%	65%	50%
4th	72%	67%	67%	64%
5th	73%	50%	65%	61%
6th	68%	45%	66%	47%

Survey results recently indicated that only 40% of the teachers say they are expert in teaching reading. Also according to survey results of 5th and 6th grade students, many are not sure they are spending the targeted amount of time on reading each day and up to 33% of students doubt or do not think they are good readers.

Van Buren students receive instruction from the district adopted K-6 Houghton Mifflin Reading /Language Arts Program and core literature. Teachers have analyzed the gaps in the reading program and have determined that a supplemental phonics program is needed for all grade levels in order to improve reading achievement.

Because of a growing English Language Learner population teachers also agree that they need additional material to supplement the English Language Development program for students not yet proficient in English. In a further analysis of Van Buren strengths and weaknesses, teachers have also indicated that they are unable to provide at risk upper grade students (3-6) with reading instruction targeted to their needs due to lack of knowledge on research based reading strategies.

A Summary of Barriers to Improving Achievement in Reading and Language Arts

- Lack of training in a variety of research based strategies.
- Lack of strategies for teaching reading or develop vocabulary for limited English speaking students.
- A sequenced course of phonics instruction for all grade levels is not in place
- Lack of appropriate materials to teach reading and spelling effectively
- Lack of ELD materials to meet the needs of English learners

Focus Area B: Interventions Program to meet the needs of at-risk students

Currently many Van Buren students who are not meeting Jurupa USD minimum standards for their grade levels have the opportunity to participate in The Extended Learning Opportunities (ELO) program. The ELO programs concentrates on helping students make adequate progress toward meeting standards.

In a review of survey results however, almost half of the teachers said that they didn't think the school's intervention program for students who are not meeting standards was successful. Teachers explained that the after school program was not currently as effective as it could be, due to large numbers of students at differing ability levels, not enough materials, unclear objectives and no consistent way of assessing whether students have mastered standards.

Focus Area C: A system of coordination and support for improving academic achievement.

Currently there is not a system for facilitating communication within and between grade levels. Although teachers do have periodic grade level meetings, many are held after school or at irregular intervals.

At this time, Van Buren has a very limited amount of categorical funding and therefore is unable to provide teachers or grade level groups with coordinated services or support for planning, other than what the principal is able to provide.

Recent survey results indicate that the majority of teachers and support staff believe the principal is a good instructional leader and helps them to improve their teaching. And although teachers are enthusiastic about implementing needed changes to improve student achievement, they are concerned about their ability to implement successfully without additional time, coordination and support

Focus Area D: Parent Involvement

Van Buren currently offers a variety of programs aimed at education and involvement of parents. Parenting classes are provided free of charge in both English and Spanish through Van Buren's Healthy Start Program, adult education, and the PTA. Community Based English Tutoring (CBET) is provided on-site to parents and community members through the district's adult education program. Some of Van Buren's parents are also actively involved in PTA, School Site Council, the English Language Advisory Committee, and the 6th grade Booster Club. Even though parents acknowledged the variety of opportunities available to parents, they are concerned that "the same small group of parents attended everything".

Parents also acknowledged the inability of many parents to assist students with homework and requested parent education classes or meetings focused in the various content areas, for English and Spanish speaking parents.

Focus Area E: Interim Assessment

Jurupa School District has implemented an extensive standards based criterion referenced assessment system in English Language Arts, Writing and Mathematics. Currently teachers receive a class report showing the percentage of items correct. The system is unable to provide data detailing the standards tested, the specific items correct and the specific items incorrect. An item analysis would provide teachers with the data needed to focus classroom or school wide interventions on student mastery of specific grade level standards. Van Buren does not currently have an interim assessment program to accurately measure students reading levels K-6.

Teachers also report that additional training is needed to increase teachers' understanding of the assessments currently utilized and to receive training on any newly adopted assessments programs and data management systems.

Solutions & Strategies for Overcoming Barriers

Jurupa Unified School District and specifically, Van Buren Elementary School, provides a base instructional support program for all students. District purchased instructional materials are listed on page 19. Base program support strategies and support personnel currently includes the following:

Subject Area	Instructional Strategies	Personnel
Mathematics	Research Based Instructional (RBI) Model, Grades K-6 Standards and Assessment, CRTs, Grades K-12 Summer Intervention, Grades K-12	District Administrators / TSAs
Reading	Research Based Instructional (RBI) Model Grades K-6 K-3 Class Size Reduction Standards and Assessment, CRTs, Grades K-12 Summer Intervention, Grades K-12	District Administrators / TSAs
Language Arts	Research Based Instructional (RBI) Model Grades K-6 K-3 Class Size Reduction Standards and Assessment, CRTs, Grades K-12 Summer Intervention, Grades K-12	District Administrators / TSAs
Science	Standards, Grades K-12	District Administrators / TSAs
History	Standards, Grades K-12	District Administrators / TSAs

The district also provides strong curriculum and instructional support services from a small district staff. Teachers throughout the district have served on district committees to assist with the development of "Strategies for Teaching and Learning" guides. Each grade level guide includes grade level standards, assessment benchmarks, grading/scoring resources, and a standards-based report card. Teachers have been trained in how to use the guide.

In addition to the base program provisions, the following II/USP academic improvement strategies will be implemented in the 2001-2002 and 2002-2003 school years.

Barrier A: Ineffective inconsistent reading and language arts programs

	Strategy	Who	When
1	Align reading and language arts materials and instructional practices to essential grade level standards.	Teachers	9/01-6/03
2	Ability group students for reading within primary and upper grades according to reading level and interim assessment performance.	Teachers	9/01-6/03
3	Provide staff development training to teachers on teaching strategies in order to enhance their expertise in teaching reading, specifically in the areas of reading comprehension and vocabulary development.	Principal TSA Consultants	9/01-6/03
4	Expand the Open Court phonics program to include grades four through six. Implement leveled reading program with assessment component.	Principal Teachers	9/01-6/03
5	Provide staff development training to teachers in the implementation of Open Court phonics and the Houghton Mifflin Reading Programs as well as strategies for teaching reading to limited English proficient students.	Principal TSA Consultants	9/01-6/03
6	Provide 3-6 teachers with specific strategies to meet the needs of their at risk students.	Principal TSA Consultants	9/01-6/03
7	Utilize common research based strategies and materials, aligned to the essential standards in the area of spelling.	Principal TSA Consultants	9/01-6/03

8	Implement a writing program, aligned to the essential standards that include instructional strategies in writing as well as the assessment of the various writing genres for all grade levels.	Principal TSA Consultants	9/01-6/03

Barrier B: Ineffective interventions for ELD and At Risk Students

	Strategy	Who	When
9	Provide teachers with strategies for grouping and regrouping within classrooms to meet the varied needs of students.	Principal TSA Consultants	9/01-6/02
10	Develop and agree on a coordinated intervention program for students below the 36 %ile in reading, language and mathematics.	Principal Teachers	9/01
11	Implement after school classes for ELD students utilizing standards-based instructional materials including picture files, dictionaries, computer programs and other materials.	Principal TSA	10/01-6/03
12	Create an assessment component for each intervention that includes short pre and post - test to determine students' mastery of skills and to monitor the effectiveness of the program.	TSA Leadership Team	10/01
13	Implement a kindergarten outreach opportunities for all pre- K or 4 year old children and provide intensive interventions for kindergarteners and 1st graders not meeting standards.	K Teachers TSA	9/01-6/03
14	Develop remediation/transition programs targeted to students not able to be successful in the next grade.	Principal District Leadership Team	9/01-6/03

Barrier C: There is a communication gap between and within grade levels and an inadequate system of coordination and support for improving academic achievement.

	Strategy	Who	When
15	Bank 20 minutes each day in order to provide a minimum day each week for grade level and cross grade level planning.	Principal NEA-J Rep.	6/01 for 9/01-6/03

16	Provide weekly structured teacher planning time to analyze student achievement by grade level, plan targeted classroom instructional strategies, and design academic interventions for all students not meeting district standards.	Principal TSA Leadership Team	9/01-6/03
17	Hire a multi-funded Resource Teacher / Teacher on Special Assignment (TSA) to coordinate an academic system of support including staff development, materials acquisition, as well as student intervention and enrichment programs.	Principal District	6/01 for 9/01-6/03
18	Leadership team, under the coordination of the TSA will plan the focus, design the communication system and coordinate the implementation of grade level planning meetings.	TSA Leadership Team	9/01-6/03
19	Wire classrooms for internet access and implementation of IDMS program.	Principal District	9/01-6/03
20	Purchase computer systems with up-to-date internet capability for classrooms.	Principal	9/01-6/03

Barrier D: Parent Involvement -- Please see page 12

Barrier E: Lack of coordination and systematic use of interim assessments

	Strategy	Who	When
21	Determine common interim assessments to be utilized by all instructional staff and develop a system and schedule for implementing assessments and reviewing student results.	Principal	9/01-6/03
22	Implement a management system for communicating student mastery of standards that is easy to read and can follow a student from grade to grade.	Principal TSA	12/01

Accountability Report Card Conditions and Crime Statistics

Van Buren Elementary School's Accountability Report Card (SARC) provides parents with descriptive information about the students and staff at Van Buren. It lists the school's vision and goals, the SAT9 Scores from 1997 through 1999 and the programs available to students. The SARC also reports the class size at Van Buren Elementary is based on a maximum of 32 students in third grade, 20 students in kindergarten, first and second grades, and a maximum of 34 students in fourth through sixth grades.

Although school attendance for the 1999-2000 school year was a strong 96.19% Van Buren continues to implement its Attendance Plan for "Takin' It to the Next Level", which requires staff to communicate regularly with parents and students about the importance of regular school attendance and attendance incentive programs.

Because of the States elimination of staff development days, Van Buren dropped from 6 Staff Development days in the 1997-98 and 1998-99 school years to only 3 days during the1999-00 school year. The staff has identified several areas of need and a focus on reading, language arts and meeting the needs of ELD and at risk students for continuous training.

Van Buren has developed a Safe School plan that includes; assessment of the current status of crime committed on school campus and at school related activities as well as policies, procedures and guidelines in a number of discipline and safety related areas. Crime and consistency in discipline are not areas that require focus at this time.

Growth Targets

Annual:

Academic Performance Index	**2002**	**2003**
Reading	5% of 2001 API	5% of 2002 API
Language Arts	5% of 2001 API	5% of 2002 API
Mathematics	5% of 2001API	5% of 2002 API
Sub Groups	80% of 5%	80% of 5%

Short-Term:

Barrier/ Strategy	**Measurable Objective**	**Measurement Tool**
A	All students will score 90% or above in language arts and mathematics on district assessments at each grade level.	District CRT's
A	Reading achievement will show a decrease of at least 10 % in the number of students in the bottom two quintiles.	SAT 9
	Math achievement will show increases of 5% in the percent of students scoring at or above the 50th percentile each year for two years.	SAT 9
	Hispanic Latino student sub- group will make their API growth target.	API
B	All students scoring below the 36%ile will participate in an intervention plan designed to meet their needs.	Intervention reports
D	All teachers will implement common interim assessments and utilize data to monitor student progress on essential grade level standards.	Grade level planning data

Monitoring and Evaluation
II/USP Action Plan

For each strategy listed above Van Buren's leadership team has developed a separate action plan defining specific steps that must be taken to implement the strategy as well as defining the person or position responsible for taking the lead in implementation. The leadership team under the direction of the principal will be responsible for maintaining the schedule of actions and timelines associated with the overall plan.

Section 2: Parental and Community Involvement

Parent Support and Involvement During II/USP Planning Process

Parent support and involvement was an integral part of the II/USP planning process. On December 12, 2000, an open meeting for parents was held in the cafeteria. Parents and community members were provided an orientation to II/USP and an overview of Van Buren's involvement in the process along with a plan of scheduled activities. They were invited to contribute to the II/USP process by participating in a discussion around two major questions: 1. How can parents be more effective in helping the school to educate their children? And 2. What can the school do to help parents get more involved in the education of their children? A Spanish translator was provided for those parents who didn't speak English or who felt more comfortable using their first language. Parents were also given comment forms to submit additional comments that night or at a later time. In addition a parent survey was sent to a sample group of approximately 50% of all parents. The survey questioned parents in eight domains known to affect student achievement. It provided the planning committees with excellent information and data to use in planning. During the II/USP English Learner Review a group of English Learner parents were called together to meet with the EL

reviewer and discuss their children's needs and progress. And finally, parents served on the II/USP Community Based Planning Committee to review school data, discuss barriers to student achievement and to assist in the development of the II/USP action plan.

II/USP Planning Committee Support and Involvement

The II/USP Community Based Planning Committee was comprised of parents, community members and school staff. The committee was first convened on January 9, 2001 and the External Evaluator presented information on the State's Educational accountability system, II/USP and the role of the committee in helping the school to review data, to identify barriers and to agree on strategies for improving student achievement. Following the instructional staffs data review meeting, the Community Based Planning Committee received the entire data report and met to review student demographic and assessment data as well as survey summary data from parents, students, certificated staff, classified staff and administrators. They also reviewed staff identified strengths and weaknesses and barriers to student achievement. The committee then had the opportunity to identify additional barriers and strategies for implementation in the coming year. The committee has also received written drafts of portions of the plan and finally the entire written action plan for review and approval.

Solutions and Strategies to Increase Parent Involvement

The following strategies outline a series of activities and new practices that engage parents in the process of carrying out the II/USP Action Plan at home and at school.

Barrier/ Strategy	Parent Involvement Strategy	When
A	Hold periodic grade level parent meetings to provide parents with information on grade level standards and on parent homework help strategies.	Monthly
D	Engage PTA and other parent groups in the development of a comprehensive plan to increase parent involvement.	Fall
C/D	Ongoing written communication will be provided to parents on homework, application activities that will assist parents in helping their children at home.	Ongoing
B	At the conclusion of all intervention programs: Summer school, Saturday school, after school programs etc., standards based progress reports will be shared with students and parents and the regular classroom teachers.	Ongoing
E	SAT 9, criterion referenced assessment data as well as other interim assessment results will be provided to parents on their children's progress toward targeted grade level standards.	Ongoing

Section 3: Fiscal Management

Existing Funds (matching funds) That Support the II/USP Action Plan

The Jurupa Unified School District has detailed a complete restructuring of all categorical funds over the next few years in order to equalize funding among all schools and to ensure that all schools have access to funds focused on issues of student achievement and staff development. As a result, in the next two years Van Buren's categorical funding will increase. At present Van Buren receives the following in categorical funding.

- $83,435 Title I Allocation
- $51,683 School Improvement Allocation

Recommendations to Alter Existing Fund Allocations to Improve Support of II/USP

Strategy	Source of matching funds:	To be used to support the action plan by:
11, 17	Title I - **$83,435**	Partial funded Resource Teacher/Teacher on Special Assignment
5	SIP - **$58,731**	Provide staff development training on teaching strategies to teachers in order to enhance their expertise in teaching reading

Application of II/USP Funds to Improvement Efforts

	Strategy	Year 1 IIUSP Funds	Year 2 IIUSP Funds
3/5/6/7	Provide staff development training in the following: • Strategies in reading and language arts • Grouping and regrouping. • Strategies to use with at risk students and ELL • Strategies aligned to the essential standards in the area of spelling. • Houghton Mifflin and Open Court phonics Conferences, workshops, consultants	$ 2,000	$ 2,000
4/8/19	Purchase Instructional Material • Open Court Phonics 4-6 • Spelling • Purchase needed common interim assessments • Purchase leveled readers • Purchase reading assessment materials • ELD material • Intervention materials, supplies, and printing	$ 46,000	$ 46,000
1//3/5/6 7/12/13 18	Provide planning time and compensation for II/USP plan implementation • Teacher hourly compensation • Substitute teacher compensation • Compensation for translation	$ 17,600	$ 16,500
17	Partially fund Resource Teacher/ TSA	$ 15,800	$ 16,900
19/20	Monitoring and Instructional Data Management System • Wire classrooms for internet use • Purchase computer systems • Access to Information Data Management System	$ 44,000	$ 44,000

Section 4: Personnel Management

Teacher Experience

Grade Level	Tenured	Probationary	Intern	Emergency Credentialed	
K	4			1	
1st	5				
2nd	5				
3rd	5			1	
4th	3				
5th	3				
6th	2				

Grade Level / Subject Area Analysis Re: Impact of Teacher Experience

Of Van Buren's 27 teachers, 26 are fully credentialed and 1 is on an emergency permit. All teachers are assigned to teach in their field of study. The classroom teachers are supported by the following support staff:

- SDC teacher
- RSP teacher
- Language, Speech and Hearing teacher (2 days per week)

Van Buren has an experienced staff which provides a good foundation for the changes needed to improve achievement for all students.

Professional Development Plan

Barrier/ Strategy	Professional Development Strategy	Who	When
A/3	Provide staff development for all teachers in order to enhance their expertise in teaching reading	Principal TSA Consultants	9/01-6/03
A/4	Provide staff development training for teachers in the implementation of both Open Court phonics and Houghton Mifflin Reading Programs.	Principal TSA Consultants	9/01-6/03
A/4	Provide staff development for all teachers in strategies for teaching reading to limited English proficient students.	Principal TSA Consultants	9/01-6/03
B/6	Provide staff development for teachers in strategies for grouping and regrouping within classrooms.	Principal TSA Consultants	9/01-6/02
B/12 &14	Provide teachers with grade level planning templates and strategies for facilitating the structured grade level planning meetings.	TSA	9/01-6/03
E/20	Provide training for all instructional staff on the new criterion referenced writing assessment system.	TSA Testing Coordinator	9/01-6/02

Section 5: Curriculum Management

Grade Level	Reading	Language Arts	Mathematics	ELD
K-6		Houghton-Mifflin Invitations to Literacy		
K-3		Open Court Phonics Program		
7-8		Holt. Rinehart & Winston Elements of Literature		
9-12		Prentice Hall Gold & Platinum Editions American Experience The British Tradition		
9-12		Sopris West Language Practice WkBk		
K-1			D.C. Heath & Co. Math Everyday	
2-5			Houghton-Mifflin Mathematics	
6-8			Glencoe McGraw-Hill Interactive Mathematics Activities & Investigations	

6-8			Glencoe McGraw-Hill Applications and Connections	
K-8			Innovative Learning Concepts Touchmath-SDC Adopt.	
7-8			College Preparatory Mathematics Algebra One	
9-12			Houghton-Mifflin PreCalculs with Limits	
9-12			CPM Educational Program Math 3	
K-6				Hampton-Brown Publishing "Into English!"
7-8				Heinle & Heinle Publishers English as a Second Language Program
9-12				Heinle & Heinle Making Connections Voices in Literature

Using Data to Improve Academic Achievement

As a Pulliam Group school, Van Buren Elementary received license to utilize the Instructional Data Management System (IDMS) in order to organize and analyze student achievement data by teacher, by grade level and by sub-group, as well as to monitor individual students' standards-based progress.

IDMS is programmed to deliver SAT 9 data and to serve as the school's source for monitoring standards-based interim assessments such as Jurupa School Districts Criterion Referenced assessments or an individual teacher's standards based exam. The exams, correlated to academic standards, are electronically scored and a timely report of the standards students need to learn and the standards students have mastered is provided. The system is designed to support teacher decisions regarding classroom instruction, grouping and regrouping as well as academic interventions. Van Buren teachers have already begun to utilize the SAT 9 Analyzer portion of this system to analyze grade level strengths and weaknesses in the areas of Reading, Language Arts and Mathematics, individually and during grade level meetings. This system allows teachers and school administrators quick, timely access to data that heretofore could only be obtained through the district office systems.

California Department of Education
Education Support and Networks Division

Form 2
School Cover Page

Immediate Intervention/ Underperforming Schools Program (II/USP)

SCHOOL APPLICATION For II/USP Funding

Part I: Application Information: Complete for school submitting application for funding.			
Name of Applicant School: Ina Arbuckle Elementary 14 Digit County/District/School Code: 33 67090 6032171		Total School Grant Amount Requested: FY 2001-2002 $_162,600_____ FY 2002-2003 $_162,600_____ Dates of Project Duration: July 1, 2001 to June 30, 2003	
Principal: Luz Mendez		External Evaluator: The Pulliam Group	
Address: 3600 Packard Ave.		Address: P.O. Box 999	
City: Riverside	Zip: 92509	City: Lake Arrowhead	Zip: 92352
Phone: 909-222-7788	Fax: 909-369-3913	Phone: 909-336 1495	E-mail: info@pulliamgroup.com

Part II: Signatures (Signatures **must** be original. Please use blue ink.)

The Principal and the External Evaluator submitting the application sign on behalf of all staff and parents/community members.

Luz Mendez

Printed or Typed Name of Principal Date Signature of Principal Date

Luz P. Mendez april 19, 2001

The Pulliam Group

Printed or Typed Name of External Evaluator's Organization

Cheryl Hightower

Printed or Typed Name of External Evaluator Date Signature of External Evaluator

Cheryl Hightower 4-19-01

Form 3

Action Plan Team Members' Signature Page

II/USP

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan, as required by legislation and outlined in these *Guidelines*.

Typed or Printed Name and Position	Signature	Date
External Evaluator: Cheryl Hightower		
Maribel Sandoval, Parent	Maribel Sandoval	4-19-01
Steve Lewis, Parent	Steve Lewis	4-19-01
Abigail Rocha, Parent	Abigail Rocha	
Lavon Peterson, Parent	Lavon Peterson	4-19-01
Ina Negrete, Parent	Ina Negrete	4-19-01
Maria I. Estrada, Parent	Maria I Estrada	04-19-01
Maria Ibarra, Parent	Maria Ibarra	4-19-01
Consuelo Maldonado, Parent	Consuelo Maldonado	4-19-01
Stacy Hainlen, Teacher	Stacy Hainlen	4-19-01
Cathe Giles, Teacher	Cathe Giles	4-19-01
Jason Atkinson, Teacher	Jason M. Atkinson	4-19-01
Karen Garinger, Teacher	Karen Garinger	
Victoria Jobe, Teacher	Victoria Jobe	

As needed, please duplicate this form to accommodate the names and signatures of additional Action Plan Team Members.

Quality Review Criteria Checklist

1. Governing Board Policies
The school site Action Plan clearly identifies and describes:

	Page(s)
A. Schoolwide and districtwide barriers to improvement in student achievement and underlying causes for low performance.	2-5
B. Solutions/strategies for overcoming these barriers and underlying causes.	6-9
C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.	10
D. How school and district conditions in the School Accountability Report Card are being addressed, as needed	10
E. Annual growth targets at least as high as those adopted by the State Board of Education.	11
F. School-specific short-term academic objectives for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets established for the school.	11
G. The process administrators and teachers use to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.	12

2. Parental and Community Involvement
The school site Action Plan clearly identifies and describes:

A. How parents and the community have been actively involved in developing the Action Plan and how they will be involved in carrying it out.	12-13

3. Fiscal Management
The school site Action Plan clearly presents evidence that expenditures are:

A. An effective and efficient allocation of II/USP, matching funds, and other resources.	15-16
B. Linked to overcoming barriers to achievement.	15-16
C. Not in excess of available funds (II/USP and other sources).	15-16

4. Personnel Management
The school site Action Plan clearly identifies and describes:

A. The number and percentage of fully certificated teachers that are in place in each core academic subject area and at each grade level.	17
B. How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes.	17
C. How professional development is provided to all teachers.	18
D. How professional development is aligned to core content standards and is specific to standards-based instructional materials used at the schoolsite.	18
E. How professional development is directly related to areas where student academic performance needs improvement.	18

5. Curriculum Management

The school site Action Plan clearly documents the extent to which:

A. Each student has a complete set of instructional materials aligned to the state core content standards.	19

B. Schools have instructional materials adopted by the State Board of Education for kindergarten through grade eight.	19
C. The local governing board selects instructional materials aligned to the State Board of Education-adopted content standards, for grades nine through twelve.	XX
D. Any lack of instructional materials is addressed.	XX

The school site Action Plan clearly identifies and describes:

E. How administrators and teachers use the results of state and local assessments to modify instruction and improve student achievement.	20
F. How disaggregated data regarding pupil achievement and other indicators are used to determine adequate short-term and long-term progress among all groups of students.	20

Section 1: Governing Board Policies

School: Ina Arbuckle	Grade Levels: K-6
Calendar: Traditional	Enrollment: 813

Located in Riverside California, in a rapidly growing unincorporated community, Ina Arbuckle Elementary School is one of 16 elementary schools in the Jurupa Unified School District, Ina Arbuckle School houses kindergarten through sixth grade classes. The school has a diverse ethnic population of 813 students including the following ethnic groups: 11% African American, 77% Hispanic or Latino, 1% Pacific Islander and 10% White not Hispanic. According to SAT 9 data 90% of the students are on free or reduced price lunch and 42% are English Language Learners.

The II/USP planning process has provided Ina Arbuckle Elementary school with an opportunity to study, analyze, and discuss data pertaining to student academic achievement, staff, student and parent opinions regarding schooling, and demographic factors that may affect student achievement. During this process, the staff and planning committee identified 5 focus areas to improve student achievement.

Reference	Focus Areas	Student Population
A	Reading, Language Arts and Mathematics emphasizing: • Phonics vocabulary development and Comprehension • Spelling, writing, grammar • Math	K-6
B	Instructional strategies and best practices • Addressing multiple ability levels	K-6
C	School wide Discipline Plan • Classroom management plan • School wide student discipline/ morale plan • Attendance and tardiness.	K-6
D	Teacher Collaboration /Planning Time and Support	K-6

E	Interventions for students not meeting grade level standards.	K-6

The focus areas listed above represent the most significant areas of academic improvement intervention. A discrepancy analysis of each focus area is outlined in the following pages.

Focus Area A: Reading, Language Arts and Mathematics

API results indicate that 78% of students are below the 40th percentile in reading, 76% are below the 40th percentile in spelling, 69% are below the 40th percentile in language and 70% are below the 40th percentile in mathematics.

Lowest API Performance Bands

Performance Bands	Reading	Language	Spelling	Math
20-39	20.95%	27.83%	24.47%	23%
1-19	56.9%	41.04%	51.29%	46.71%

In the recent survey about half of the teachers indicated they do not feel expert at teaching reading. Teachers also said they do not have at least 90 minutes of uninterrupted learning time for reading each day and support staff agree students are not spending the targeted amount of time on reading. The survey also indicated that almost all teachers are comfortable teaching math concepts and about half of the teachers say they have at least 60 minutes of uninterrupted math instruction each day. Many teachers say that there are not sufficient instructional resources and materials available for the subjects that they teach.

Although the district has adopted texts for reading, language, and math, Ina Arbuckle's teachers do not utilize common material or strategies for instruction in any of the core curriculum areas. In an analysis of the materials currently used to teach reading

teachers indicated that Open Court Phonics is very difficult for their students. It does not have the cues needed on picture cards and there are not enough hands on or kinesthetic activities built into the program. Ina Arbuckle's teachers currently use Zoo Phonics, Phonics and Friends, Houghton Mifflin, Making Words and Hampton Brown ELD materials. In mathematics teachers also report using different material including Excel Math, D.C Heath, Houghton Mifflin, Glencoe, and Addison-Wesley.

In discussing barriers to raising student achievement in reading, language arts and mathematics teachers also report the following:

- There is not sufficient instructional time and/or interventions focused on reading.
- A consistent, sequenced phonics program for all grade levels is not in place.
- Teachers are not using consistent programs to teach spelling and grammar.
- Teaching strategies using research-based best practices are not used consistently to meet the needs of all students.
- Teachers have not had sufficient training in the Math Research Based Instructional (RBI) Model

Focus Area B: Instructional strategies and best practices

Teaching strategies using research-based best practices are not used consistently to meet the needs of all students. Teachers agree that they need additional strategies to meet the needs of the varied ability levels present in each class, especially in upper grades with large class sizes.

The English Learners Review also found that teachers needed to implement additional strategies for English Language Learners. The district has developed and is implementing district ELD standards in K-12. ELD assessments and individual student profile cards are currently being implemented in Kindergarten and first grade. Assessments and profile cards for grades 2-6 are still under development and scheduled to be delivered to sites during the spring of 2001.

Differentiated instruction is not readily apparent as a part of the regular instructional program and teachers have requested additional research based strategies focused on content area delivery such as phonics, spelling, grammar and vocabulary

development. They have also requested staff development on strategies and best practices in meeting the needs of very low achieving students.

Focus Area C: School wide Discipline Plan

Staff members agree that expectations are not consistent regarding behavior management and follow through for rule infractions. During data analysis meetings all staff agreed that student disruptions and inconsistent classroom and school wide discipline procedures were a major barrier to student achievement.

Survey results indicate that parents, the majority of teachers and support staff do not think students treat each other with respect. Less than half of the students responding to the survey feel that other students treat them with respect and 54% of the students say that other students are always acting up in class. Most support staff and teachers believe that students feel safe on the campus. Survey results indicated that 23-40% of students say they don't feel safe on this campus.

Ina Arbuckle currently has a focus on student attendance. They will continue to implement attendance incentive programs and after school detentions as a deterrent to tardiness and student misbehavior.

Other barriers to raising student achievement:

- Large class sizes in upper grades and multiple ability levels decrease student achievement and increase discipline problems.
- Tardiness and students wandering the halls cause a loss of focus, time on task and a loss on instructional time.
- Students who act out in class also cause a loss of time on task and instruction.
- There is inconsistency by staff in upholding common rules for student behavior and dispensing positive or negative consequences.

Focus Area D: Teacher Collaboration / Planning Time and Support

Due to a lack of organized, common structured planning time, some teachers are basically teaching in isolation. A lack of organized planning time results in decreased communication between and within grade levels and the inability to access staff resources, resulting in an inconsistent academic program. It is also difficult for new teachers to acquire information on the alignment of standards, agreed upon instructional material, instructional strategies, interim assessments and intervention programs.

Although the district has provided clear standards for each subject area and grade level, as well as a criterion referenced assessment system, teachers need organized, common, grade level planning time to review results and plan for a consistent academic instructional program and interventions to meet student needs.

Teachers also report that inefficient office procedures, lack of organization and last minute decisions result in unneeded classroom interruptions and a loss of instructional time. Teachers have requested the office reorganize the production of information so that parents and staff receive all communications in a timely manner.

Focus Area E: Interventions for students not meeting grade level standards.

Currently students not meeting Jurupa USD minimum standards for their grade level have the opportunity to participate in extended learning programs in the winter and summer which concentrate on helping students make adequate progress toward meeting standards. Survey results indicate that less than half of the teachers believe this school has a successful intervention program for students who are not meeting standards.

Teachers report that intervention programs not aligned to grade level standards or classroom instruction, in some cases, disrupt rather than enhance student continuity in learning. Currently intervention programs lack an assessment component to evaluate student progress and to provide student progress results to students, regular classroom teachers and parents.

Solutions & Strategies for Overcoming Barriers

Jurupa Unified School District and specifically, Ina Arbuckle Elementary School, provides a base instructional support program for all students. District purchased instructional materials are listed on page 19. Base program support strategies and support personnel currently include the following:

Subject Area	Instructional Strategies	Personnel
Mathematics	Research Based Instructional (RBI) Model, Grades K-6 Standards and Assessment, CRTs, Grades K-12 Summer Intervention, Grades K-12	District Administrators / TSAs
Reading	Research Based Instructional (RBI) Model Grades K-6 K-3 Class Size Reduction Workshops Standards and Assessment, CRTs, Grades K-12 Summer Intervention, Grades K-12	District Administrators / TSAs
Language Arts	Research Based Instructional (RBI) Model Grades K-6 K-3 Class Size Reduction Workshops Standards and Assessment, CRTs, Grades K-12 Summer Intervention, Grades K-12	District Administrators / TSAs
Science	Standards Grades K-12	District Administrators / TSAs
Social Studies	Standards Grades K-12	District Administrators / TSAs

The district also provides strong curriculum and instructional support services from a small district staff. Teachers throughout the district have served on district committees to assist with the development of "Strategies for Teaching and Learning" guides. Each grade level guide includes grade level standards, assessment benchmarks, grading/scoring resources, and a standards-based report card. Teachers have been trained in how to use the guide.

In addition to the base program provisions, the following II/USP academic improvement strategies will be implemented in the 2001-2002 and 2002-2003 school years.

Barrier A: Lack of consistent reading, spelling, grammar and mathematics programs.

	Strategy	Who	When
1	Align grade level standards, instruction, and materials in the area of reading, spelling, grammar and math.	Grade Level Teams	August
2	Group students for guided reading within grade levels according to reading level and interim assessment performance.	Teachers	September '01
3	Review all aspects of the phonics program, purchase all appropriate materials for all grade levels and ensure consistent implementation.	Teachers /Reading Resource Teacher	June '01
4	Implement the complete Houghton Mifflin program school wide.	Reading Resource Teacher/Teachers	Sept'01
5	Provide staff development for teachers in research based spelling and phonemic awareness.	Consultant/ TSA	Aug-Dec '01
6	Backwards map and calendar math and language arts essential standards for each grade level.	Teachers	Aug September '01
7	Review and implement the math RBI Model and continue implementation of the Language Arts RBI Model.	TSA / Teachers	Aug-Dec'01

Barrier B: Lack of consistent implementation of research based instructional strategies and best practices.

	Strategy	Who	When
8	Provide staff development in the area of research based best instructional practices and strategies.	Consultant/ TSA	August-Dec '01
9	Develop a system to provide time and opportunities for peer coaching and team teaching selected curriculum within and across grade levels.	Principal/ Grade Level Reps	Sept-Ongoing
10	Provide staff development on ELD assessment to all appropriate staff and implement assessment in order to monitor EL student achievement.	Reading Resource Teacher/ District Staff	Sept/ Ongoing
11	Continue District staff development programs, including class size reduction, Research Based Instructional Model, CLAD and SDAIE	District / TSA	Ongoing
12	Provide staff development for all teachers and instructional staff and share strategies for meeting the needs of English language learners and very low achieving students.	Consultant/ TSA / Teachers	October/ Ongoing
13	Establish schedules for each grade level for uninterrupted language arts time.	Grade Level Reps	Sept '01

Barrier C: There is not a consistently implemented school wide or classroom based discipline program and student disruptions and interruptions interfere with learning

	Strategy	Who	When
14	Develop and consistently implement a school wide discipline plan that includes, clear expectations for student behavior in the classroom and on the school campus, as well as positive and negative consequences.	Vice Principal/ Leadership Team	August
15	Provide training for all staff, students and parents to teach and reinforce expectations and policies for student behavior.	Vice Principal	September / Ongoing
16	Reorganize and restructure the office and support staff routine in order to minimize class interruptions.	Principal / Office Team	August/ Ongoing

17	Plan and implement activities to develop school spirit related to the new mascot, Ina Arbuckle's Eagles ...Soaring to Success. Reinstate the student council, student store and positive rewards.	Vice Principal/ Sub-Committee	Sept '01/ Ongoing
18	Continue the focus on student attendance through incentive programs, after school detentions, and the exploration of other options.	Principal/ Attendance Clerks	Sept' 01/ Ongoing
19	Implement and enforce a consistent school wide dress code.	Vice Principal/ Parent Groups	Sept '01 / Ongoing

Barrier D: Lack of teacher collaboration, planning time and support to provide a consistent academic program for students.

	Strategy	Who	When
20	Provide a common planning time, with facilitation, for grade levels and support staff to meet and review student assessments, student work and to plan for instructional improvements	Leadership Team	Sept '01/ Ongoing
21	Explore the possibility of banking minutes each day to allow grade level planning time to be held on weekly minimum days.	Principal / Teacher Union Rep	Spring '01

Barrier E: Inconsistent Intervention program for students not meeting grade level standards.

	Strategy	Who	When
22	Develop and implement a standards based after school intervention program to meet the needs of the lowest 20-25% of K-6 students.	Reading Resource Teacher/ Principal	Sept '01/ March'02
23	Implement an assessment component that includes short pre- and post-tests to determine students' mastery of skills and to monitor the effectiveness of the program.	After School Lab & Reading Resource Teachers	Sept' 01/ March'02
24	Intervention programs will implement a communication system that provides standards based progress reports to teachers, students and parents.	After School Lab Teacher	Sept' 01

Accountability Report Card Conditions and Crime Statistics

Ina Arbuckle Elementary School's Accountability Report Card (SARC) provides parents with descriptive information about the students and staff at Ina. It lists the school's vision and goals, the SAT9 results from 1997 through 1999 and the programs available to students. The SARC also reports that class size at Ina was reduced to 20-1 in kindergarten through second grades as a part of the class size reduction legislation. During the 1999-00 school year, Ina Arbuckle had the following grades reduced: Six kindergarten classes, six first grade classes, one first-second grade class, and four second grade classes for a total of seventeen. Third through sixth grades classes cannot exceed 34 students.

Ina Arbuckle's staff has agreed to continue their focus on discipline and creating a positive climate for learning. They have agreed to consistently implement a comprehensive discipline plan that includes common rules for behavior, positive and negative consequences, as well as a training program for staff, students and parents. Staff has established a Peace Builders Program that teaches staff, students, parents and community a proactive approach to address crime and youth violence.

Growth Targets

Annual:

Academic Performance Index	**2002**	**2003**
Reading	5% of 2001 API	5% of 2002 API
Language Arts	5% of 2001 API	5% of 2002 API
Mathematics	5% of 2001API	5% of 2002 API
Sub Groups	80% of 5%	80% of 5%

Short-Term:

Barrier/ Strategy	**Measurable Objective**	**Measurement Tool**
	Ina Arbuckle's subgroups, including Socio-Economically Disadvantaged students, will meet their API measurable growth targets.	API
A	10% or more of students will move from the lowest quintile to the fourth quintile in language, math, reading and spelling.	SAT9
A	80% of Students in grades K-3 will achieve at the 85th percentile or above on the district CRTs in reading and language that are administered in June.	CRTs
A	Students in grades 4-6 will increase their scores on district CRTs in math and language arts by 5%	CRTs
E	80% of students in Ina's reading intervention program will show measurable growth on post-tests at the completion of the program.	Intervention
Parent Involvement	30% or more of parents and guardians will attend informational meetings and workshops related to curriculum, instruction, discipline, parent conferences, and other topics.	Parents

Monitoring and Evaluation
II/USP Action Plan

For each strategy listed above Ina Arbuckle's leadership team has developed a separate action plan defining specific steps that must be taken to implement the strategy as well as defining the person or position responsible for taking the lead in implementation. The leadership team under the direction of the principal will be responsible for maintaining the schedule of actions and timelines associated with the overall plan.

Each teacher will be responsible for administering grade-level, standards-based, assessments to their students. Teachers will engage in collaborative planning time to analyze student achievement and to prescribe needed interventions. The II/USP Action Plan goals and objectives will be monitored by utilizing both interim and annual assessments.

Section 2: Parental and Community Involvement

Parent Support and Involvement During II/USP Planning Process

Parent support and involvement was an integral part of the II/USP planning process. On December 12, 2000, an open meeting for parents was held in the cafeteria. Parents and community members were provided an orientation to II/USP and an overview of Ina Arbuckle's involvement in the process along with a plan of scheduled activities. They were invited to contribute to the II/USP process by participating in a discussion around two major questions: 1) How can parents be more effective in helping the school to educate their children? and 2) What can the school do to help parents get more involved in the education of their children? A Spanish translator was provided for those parents who didn't speak English or who felt more comfortable using their first language. In addition, a parent survey was sent to a sample group of approximately 50% of all parents. The survey questioned parents in eight domains known to affect student achievement. The data collected gave the planning committees excellent information

and data to use in planning. During the II/USP English Learner Review a group of English Learner parents were called together to meet with the EL reviewer and to discuss their children's needs and progress. Finally, parents served on the II/USP Community Based Planning Committee to review school data, to discuss barriers to student achievement, and to assist in the development of the action plan.

II/USP Planning Committee Support and Involvement

The II/USP Community Based Planning Committee was comprised of parents, community members and school staff. The committee was first convened on December 13, 2000, when the External Evaluator presented information on the State's Educational accountability system, II/USP and the role of the committee in helping the school to review data, to identify barriers and to agree on strategies for improving student achievement. Following the instructional staffs data review meeting, the Community Based Planning Committee received the entire data report and met to review student demographic and assessment data as well as survey summary data from parents, students, certificated staff, classified staff and administrators. They also reviewed staff identified strengths and weaknesses and barriers to student achievement. The committee then had the opportunity to identify additional barriers and strategies for implementation in the coming year. The committee has received written drafts of portions of the plan and finally the entire written action plan for review and approval.

Solutions and Strategies to Increase Parent Involvement

The following strategies outline a series of activities and new practices that engage parents in the process of carrying out the II/USP Action Plan at home and at school.

Barrier/ Strategy	Parent Involvement Strategy	When
A	Provide grade level workshops on essential standards for reading, language arts and mathematics.	Quarterly
Parent Involvement	Provide individualized help (in the home) for parents unable or unwilling to come to school.	Sept '01 / Periodically
Parent Involvement	Continue monthly parent meetings.	Sept '01/ Monthly
A	Implement evening workshops that stress reading, language arts, math and other content areas i.e. Math Family Night etc.	Oct '01/ Monthly
Parent Involvement	Continue current Community Based English Tutoring (CBET) classes.	Quarterly
A	Provide parents with written standards based progress reports from each classroom.	Quarterly
C	Engage parents and students in a campaign to promote respect, to improve student behavior, safety and school spirit.	Sept '01/ Periodically
E	At the conclusion of all intervention programs: Summer school, Saturday school, after school programs etc., standards based progress reports will be shared with parents.	End of Each Session

Section 3: Fiscal Management

Existing Funds (matching funds) That Support the II/USP Action Plan

The Jurupa Unified School District has detailed a complete restructuring of all categorical funds over the next few years in order to equalize funding among all schools and to ensure that all schools have access to funds focused on issues of student achievement and staff development. As a result, in the next two years Ina Arbuckle's categorical funding will decrease. At present Ina Arbuckle receives the following in categorical funding.

- $ 254,047 Title I Allocation
- $ 74,855 School Improvement Allocation
- $ 16,153 EIA

Recommendations to Alter Existing Fund Allocations to Improve Support of II/USP

Strategy	Source of matching funds:	To be used to support the action plan by:
	Title I - $122,129	Materials, Staff Development
	SIP - $38,105	Purchase appropriate Phonics materials for each grade level
	EIA - $2,366	Purchase adequate numbers of Hampton Brown Into English textbooks and kits for each classroom, as needed.
	Totals – $162,600	
	Additional Available Funding:	
	Nell Soto Grant - $25,000	Home Visits by Teachers and Support Staff
	District Funded Programs	CLAD/SDAIE Training, Extended Learning Opportunities—Spring, Summer, and Intensive Literacy Academy Grant

Application of II/USP Funds to Improvement Efforts

	Strategy	Year 1 IIUSPFunds $162,600	Year 2 IIUSP Funds $162,600
1	Alignment of reading, language arts and math materials and instructional practices to essential grade level standards	$10,000	$10,000
	Provide staff development training in the following: • Research based strategies in the delivery of content such as phonics, spelling, grammar and vocabulary development. • Research based best instructional practices • Peer coaching process • The RBI Model, CLAD and SDAIE for appropriate staff • The new school wide discipline plan • IDMS training for teachers and school administration and support personnel.	$70, 374	$70,374
	Purchase the following supplementary materials: • Spelling & other instructional materials and incentives	$78,020	$78,020
	• Indirect Costs	$8,406	$8,406
	TOTALS	**$162,600**	**$162,600**

Section 4: Personnel Management

Teacher Experience

Grade Level	Total # of Teachers	Total # of Fully Credentialed Teachers
Kindergarten	6	5
1st	7	6
2nd	7	6
3rd	5	5
4th	4	3
5th	3	2
6th	3	2
Special Education K-3	1	1
Special Education 4-6	1	1

Grade Level / Subject Area Analysis Re: Impact of Teacher Experience

Three of Ina's non-fully credentialed teachers have emergency certification and 3 have intern credentials. All teachers enjoy a high level of instructional support services.

- Language Speech and Hearing Specialist
- One Resource Teachers
- Bilingual tutors
- Library Media Center Clerk (6 hrs. part- time)
- Youth Services Center counselor (1 day per week)
- TSA (2 times/week)
- RSP Teacher

Professional Development Plan

Barrier/ Strategy	Professional Development Strategy	Who	When
A/ 5	Research based strategies in the delivery of content such as phonics, spelling, grammar and vocabulary development	Consultant / TSA	Aug – Dec'01
A / 7 **B / 11**	. The RBI Model, CLAD and SDAIE for appropriate staff.	Consultants / TSA	Aug-Dec'01
B /8	Research based best instructional practices for all instructional staff	Consultant/ TSA	August-Dec '01
C/ 14	The new school wide discipline plan	Vice Principal/ Leadership Team	August'01
B/ 9	Peer coaching process.	Principal/ Grade Level Reps	Sept-Ongoing
D /19	Facilitation and structured grade level planning training for the grade level leaders.	TSA	August'01
	• IDMS training for teachers and school administration and support personnel.	Consultant	September-Dec'01

Section 5: Curriculum Management

Grade Level	Reading	Language Arts	Mathematics	ELD
K-6		Houghton-Mifflin Invitations to Literacy		
K-3		SRA McGraw Hill Phonics Program		
7-8		Holt. Rinehart & Winston Elements of Literature		
9-12		Prentice Hall Gold & Platinum Editions American Experience The British Tradition		
9-12		Sopris West Language Practice WkBk		
K-1			D.C. Heath & Co. Math Everyday	
2-5			Houghton-Mifflin Mathematics	
6-8			Glencoe McGraw-Hill Interactive Mathematics Activities & Investigations	
6-8			Glencoe McGraw-Hill Applications and Connections	
K-8			Innovative Learning Concepts Touchmath-SDC Adopt.	
7-8			College Preparatory Mathematics Algebra One	
9-12			Houghton-Mifflin PreCalculs with Limits	
9-12			CPM Educational Program Math 3	
K-6				Hampton-Brown Publishing "Into English!"
7-8				Heinle & Heinle Publishers English as a Second Language Program
9-12				Heinle & Heinle Making Connections and Voices in Literature

Using Data to Improve Academic Achievement

As a Pulliam Group school, Ina Arbuckle Elementary received license to utilize the Instructional Data Management System (IDMS) in order to organize and analyze student achievement data by teacher, by grade level and by sub-group, as well as to monitor individual students' standards-based progress.

IDMS is programmed to deliver SAT 9 data and to serve as the school's source for monitoring standards-based interim assessments such as Jurupa School Districts Criterion Referenced assessments or an individual teacher's standards based exam. The exams, correlated to academic standards, are electronically scored and a timely report of the standards students need to learn and the standards students have mastered is provided.

The system is designed to support teacher decisions regarding classroom instruction, grouping and regrouping as well as academic interventions. It allows teachers and school administrators quick, timely access to data, which heretofore could only be obtained through the district office systems.

Some of Ina Arbuckle's teachers have already begun to utilize the SAT 9 Analyzer portion of this system to analyze grade level strengths and weaknesses in the specific cluster areas of Reading, Language Arts and Mathematics.

California Department of Education
Education Support & Networks Division
for State Funds

Public Schools Accountability Act of 1999 Form 4
II/USP Budget Application

School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-
State Funds
Fiscal Year 2001-2002

Name of District: Jurupa Unified School District
CDS Code: 3367090

Name of School: Ina Arbuckle Elementary
CDS Code: 33-67090-6032171

School Contact Person: Luz Mendez, Principal	Phone: (909) 222-7788 FAX: (909) 369-3913	E-mail: lmendez@jusd.k12.ca.us

SACS Resource Code: 7255 **School Enrollment: 813 (From 1999-00 CBEDS)**
SACS Revenue Code: 8590 **Cost per student: $200.00 (Up to $200 per student)**
Non-SACS Income Account Code: 8590

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries		$ 68,865 (1) $ 22,306 (1) $ 11,153 (17)
		Certificated Personnel Salaries, Hrly	$ 35,724	$ 1,163 (1)
		Certificated Personnel Substitutes	$ 1,800	
	2000	Classified Personnel Salaries	$ 7,748	$ 1,032 (1)
	3000	Employee Benefits	$ 3,152	$ 7,638 (1)
	4000	Books, Materials, Supplies	$ 90,020	$ 21,125 (1) $ 11,552 (17) $ 2,366 (15)
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)	$ 3,750	$ 15,400 (17)
		Consultant – Pulliam	$ 12,000	
	6400	Capital Outlay (Equipment)		
	7310	Indirect Costs (Centralized Svs)	$ 8,406	
	Total Amount of II/USP Funds Requested		$162,600	
	Total Matching Funds & Source Codes			$162,600

California Department of Education
Education Support & Networks Division

Public Schools Accountability Act of 1999 Form 4
II/USP Budget Application for State Funds

School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2002-2003

c

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	7310	Indirect Costs (Centralized Svs)	$ 8,406	
	Total Amount of II/USP Funds Requested		$162,600	
	Total Matching Funds & Source Codes			$162,600

NOTE: Please complete and submit budget page(s) for each participating school. (See Instructions for clarification.)

California Department of Education
Education Support and Networks Division

Form 2
School Cover Page

Immediate Intervention/ Underperforming Schools Program (II/USP)

SCHOOL APPLICATION For II/USP Funding

Part I: Application Information: Complete for school submitting application for funding.

Name of Applicant School: Mission Bell Elementary 14 Digit County/District/School Code: 33 67090 6032189	Total School Grant Amount Requested: FY 2001-2002 $_125,200_____ FY 2002-2003 $_125,200_____ Dates of Project Duration: July 1, 2001 to June 30, 2003

Principal: Kim Moore		External Evaluator: The Pulliam Group	
Address: 4020 Conning St.		Address: P.O. Box 999	
City: Riverside	Zip: 92509	City: Lake Arrowhead	Zip: 92352
Phone: 909-360-2748	Fax: 909-681-7714	Phone: 909-336-1495	E-mail: info@pulliamgroup.com

Part II: Signatures (Signatures **must** be original. Please use blue ink.)

The Principal and the External Evaluator submitting the application sign on behalf of all staff and parents/community members.

Kim Moore

Printed or Typed Name of Principal Date Signature of Principal Date 4/4/01

The Pulliam Group

Printed or Typed Name of External Evaluator's Organization

Dan Steele

Printed or Typed Name of External Evaluator Date Signature of External Evaluator

Form 3

Action Plan Team Members' Signature Page

II/USP

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan, as required by legislation and outlined in these *Guidelines*.

Typed or Printed Name and Position	Signature	Date
External Evaluator: Dan Steele		3/19/01
SHERRY OPLATKA – PARENT		3-19-01
ROXANNE STUTTE – PARENT		3/19/01
LINDA BACA – PARENT		3.19.01
TOMASA MARCELINO - PARENT	Tomasa Marcelino	3/19/01
JUNE WILLIAMS – PARENT	June Williams	3/19/01
MARIA PONCE – PARENT	Maria T Ponce	3/19/01
MARIA SIGALA - PARENT	Maria Sigala	3/19/01
IRMA SANCHEZ – PARENT	Irma Sanchez	3/19/01
LORETTA STEVENSON – TEACHER		3/19/01
SUSAN KAY – TEACHER		3/19/01
ALEX ORTIZ – TEACHER		3/19/01
AMY WEIDMAN – TEACHER		3/19/01
DR. KIM MOORE - PRINCIPAL		3/19/01

As needed, please duplicate this form to accommodate the names and signatures of additional Action Plan Team Members.

Quality Review Criteria Checklist

1. Governing Board Policies
The school site Action Plan clearly identifies and describes:

	Page(s)
A. Schoolwide and districtwide barriers to improvement in student achievement and underlying causes for low performance.	1-6
B. Solutions/strategies for overcoming these barriers and underlying causes.	6-9; 13-14
C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.	9-10

D. How school and district conditions in the School Accountability Report Card are being addressed, as needed	9-10
E. Annual growth targets at least as high as those adopted by the State Board of Education.	10
F. School-specific short-term academic objectives for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets established for the school.	10-11
G. The process administrators and teachers use to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.	11

2. Parental and Community Involvement
The school site Action Plan clearly identifies and describes:

A. How parents and the community have been actively involved in developing the Action Plan and how they will be involved in carrying it out.	12-14

3. Fiscal Management
The school site Action Plan clearly presents evidence that expenditures are:

A. An effective and efficient allocation of II/USP, matching funds, and other resources.	14-15
B. Linked to overcoming barriers to achievement.	15-16
C. Not in excess of available funds (II/USP and other sources).	15-16

4. Personnel Management
The school site Action Plan clearly identifies and describes:

A. The number and percentage of fully certificated teachers that are in place in each core academic subject area and at each grade level.	16-17
B. How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes.	16-18; 6-9
C. How professional development is provided to all teachers.	17-

	18
D. How professional development is aligned to core content standards and is specific to standards-based instructional materials used at the schoolsite.	17-18;6-9
E. How professional development is directly related to areas where student academic performance needs improvement.	17-18; 6-9

5. Curriculum Management

The school site Action Plan clearly documents the extent to which:

A. Each student has a complete set of instructional materials aligned to the state core content standards.	18-19

B. Schools have instructional materials adopted by the State Board of Education for kindergarten through grade eight.	18
C. The local governing board selects instructional materials aligned to the State Board of Education-adopted content standards, for grades nine through twelve.	18
D. Any lack of instructional materials is addressed.	18; 6-9

The school site Action Plan clearly identifies and describes:

E. How administrators and teachers use the results of state and local assessments to modify instruction and improve student achievement.	19-20
F. How disaggregated data regarding pupil achievement and other indicators are used to determine adequate short-term and long-term progress among all groups of students.	19-20

Section 1: Governing Board Policies

School: Mission Bell Elementary School	Grade Levels: K-6
Calendar: Traditional	Enrollment: 644 1999-00 CBEDS: 626

Mission Bell Elementary School was identified as a candidate for the II/USP program when it failed to meet its growth target for the disaggregated White not Hispanic group. The API growth target was nine and the group had an API growth of five. The other two disaggregated groups exceeded the growth targets set for them by a substantial margin (Hispanic or Latino +29; Socioeconomically disadvantaged +31).

The II/USP planning process has provided Mission Bell Elementary School with an opportunity to study, analyze, and discuss data pertaining to student academic achievement, staff, student and parent opinions regarding schooling, and demographic factors that may affect student achievement. Meetings with grade level groups were then held to review additional data, validate with experienced based information, identify the barriers affecting the focus area, and design strategies to overcome the barriers and improve academic achievement. During this process, the staff and planning committee identified 3 focus areas to improve student achievement.

Reference	Focus Area	Population
A	**Literacy** With special emphasis on • Phonics • Reading comprehension • Writing skills (language arts)	All students Grades K-5 Grades K-6 Grades K-6
B	**Parent Involvement** With special emphasis on • Parents working with their children at home • Homework appropriateness	Parents, students and staff

Reference	Focus Area	Population
C	**Changing practices** Including: • Continued alignment of existing curriculum and interim assessments with district/state standards and time to accomplish task • Expanding existing interventions to address the needs of all students • English Language Development	

**Math was not selected as a focus area because there was a normal distribution in the student performance bands on the SAT 9*

The focus areas listed above represent the most significant areas of academic improvement intervention. A discrepancy analysis of each barrier is outlined in the following pages.

Focus Area A: Literacy

With special emphasis on

- Phonics
- Reading comprehension
- Writing skills (language arts)

Mission Bell Elementary School's staff and planning committee decided to focus on literacy as their number one priority in their II/USP Action Plan. The three instructional barriers that were targeted were phonics, reading comprehension and writing (or language arts) skills. Teachers agreed that the lack of a consistent approach to teaching phonics coupled with their students' need for increased reading comprehension instruction prescribed their school wide immediate intervention plan. The following charts reflect the school's overall performance and assisted with determining the factors in the selection of literacy as a focus area.

2000 SAT 9- Low Performance Analysis- Word Attack Skills

Test Area	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Spelling/ word structure	Phonetic principals	Phonetic principals	Phonetic principals		
	Consonant sounds	Consonant sounds			
		Vowel sounds	Vowel sounds	Vowel sounds	
	Structural principles	Structural principles		Structural principles	
	Basic understanding	Basic understanding		Basic understanding	Basic Understanding

2000 SAT 9- Low Performance- Comprehension

Test Area	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Comprehension	Initial Understanding	Initial Und.	Initial Und.	Initial Und.	
	Recreational	Recreational	Recreational		Rec.
	Textual	Textual		Textual	
	Functional	Functional	Functional	Functional	Func.
	Reading Comprehension	Reading Comp.		Reading Comp.	

Percentage of Students Scoring Below 50th Percentile in Language Skills

Test	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Language Skills	73%	66%	60%	57%	58%

The Mission Bell staff has taken steps to mitigate some areas of concern during the 2000-2001 school year. The school has purchased Open Court Phonics materials through grade 3 but some teachers reported inadequate training to use the program. The Open Court system was *not* provided for grades 4-6 which is problematic since there is a definite need for word attack skills in most of the intermediate grades. Some intermediate grade teachers have expressed a need for training on how to effectively teach skill-based reading at their grade levels.

Many leveled books have been purchased to allow students to read at their ability level. Classroom observations indicate that many students select reading books that are too difficult for them.

Staff reports that there is a need for a more consistent and aligned writing program at the school. The Houghton- Mifflin series does not appear to address the skills that are currently being assessed on the SAT 9. The existing district standards are a step in the correct direction but many teachers indicate a need for more materials and training.

BARRIERS to raising student literacy achievement at Mission Bell Elementary School are:

- **Teachers need planning time to coordinate and align standards-based instructional practices, materials and programs.**
- **The school needs to identify an articulated phonics based program for all grade levels that includes a strong reading comprehension component.**
- **There needs to be additional training and supplementary language arts materials provided so that the staff can fully implement the district language arts standards.**
- **Staff needs to insure that students read appropriate leveled books.**
- **There needs to be additional interventions to address specific skill needs for at risk students.**

Focus Area B: Parent Involvement

With special emphasis on

- Parents working with their children at home
- Homework appropriateness

The parent involvement focus area will be addressed in detail under the section labeled Parent Involvement found on Page 11.

Focus Area C: Changing practices

Including:

- Continued alignment of existing curriculum and interim assessments with district/state standards and time to accomplish task
- Expanding existing interventions to address the needs of all students
- English Language Development

The Jurupa Unified School District has developed district wide standards that are closely aligned with the California State Standards. It is an expectation that teachers develop instructional strategies that support *all* students in the acquisition of these standards. The following chart reflects a three year trend analysis of students scoring above the 50th percentile on the SAT 9 in reading for Mission Bell.

Reading	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
2000	34	25	29	30	36
1999	42	23	37	23	44
1998	40	28	33	22	35

The Mission Bell staff has been working this past year towards the alignment of their existing curriculum and instructional practices with the district standards so that there is consistent *progress* in moving more students above the 50th percentile in reading skills as measured by the SAT 9. However, staff reports that there is a lack of structured grade level planning time to work collaboratively together to create an aligned standards-based instructional environment in their classrooms. There is a need to analyze student data in order to modify instruction, share effective strategies amongst colleagues and support other members of the grade level teams so that all students can learn.

Mission Bell currently provides after school interventions and tutoring for *some* of the at risk students at the school. Not all students that need additional help can attend. The school staff has expressed a desire to expand the scope and breadth of the existing program.

As mentioned on page one of this report, the White not Hispanic students, which compose 31 % of the school population, failed to achieve their API growth target (Target was 9 growth points; actual growth was 5). The Hispanic or Latino students exceeded their growth target by 29 points. However, it should be acknowledged that the Hispanic or Latino population (64% of the school's population) lags considerably behind in overall achievement when compared to the other group. Staff acknowledges that these students as well as the second language learners must continue to be a focus.

Barriers that require changing practices at the school are:

- **Teachers need planning time to coordinate and align standards-based instructional practices, materials and programs.**
- **Students intervention programs should be more explicitly targeted.**
- **Hispanic or Latino students and second language learners often do not have the literacy skills to do grade level standards based work.**

Solutions & Strategies for Overcoming Barriers

Jurupa Unified School District and specifically, Mission Bell Elementary School, provides a base instructional support program for all students. District purchased instructional materials are listed on page 17. Base program support strategies and support personnel currently includes the following:

Subject Area	Instructional Strategies	Personnel
Mathematics	Research Based Instructional Model (RBI), Grades K-6 Standards and Assessment, CRT's, Grades K-12 Summer Intervention, Grades K-12	District Administrators/ TSAs
Reading/Language Arts	Research Based Instructional Model (RBI), Grades K-6 Standards and Assessment, CRT's, Grades K-12 K-3 Class Size Reduction Summer Intervention, Grades K-12	District Administrators/ TSAs
Social Science/ Science	Standards and Assessment, CRTs, Grades K-12	District Administrators/ TSAs

The district also provides strong curriculum and instructional support services from a small district staff. Teachers throughout the district have served on district committees to assist with the development of "Strategies for Teaching and Learning" guides. Each grade level guide includes grade level standards, assessment benchmarks, grading/scoring resources, and a standards-based report card. Teachers have been trained in how to use the guide

In addition to the base program provisions, the following II/USP academic improvement strategies will be implemented in the 2001-2002 and 2002-2003 school years.

Focus Area A: Literacy

With special emphasis on

- Phonics
- Reading comprehension
- Writing skills (language arts)

A	Strategy	Who	When
1	We will expand the adoption of the Open Court reading program which emphasizes phonics, reading comprehension and language arts as appropriate to specific grade levels.	Principal. Leadership team	Sept., 2001
2	We will investigate the Accelerated Reader Program and other similar programs that motivate students to read more books and increase comprehension and fluency. We will then purchase a program and selected leveled books and receive all necessary training.	Principal, Leadership team	By Jan., 2002

Focus Area C: Changing Practices

Including:

- Alignment of existing curriculum and interim assessments with standards and time to accomplish task
- Expanding existing interventions to address the needs of all students

C	Strategy	Who	When
3	We will implement a weekly minimum day that provides for structured grade level planning time. The plan will allow us to align our curriculum and to continue to meet regularly to discuss student data and adjust and target our instruction.	Principal, staff	Sept., 2001-2003
4	We will establish a budget that will allow teachers to periodically visit other teachers both within and outside the school district.	Principal, staff	2001-2003

C	Strategy	Who	When
5	We will create interventions that target discrete skill needs of students. These interventions will occur outside the normal literacy block at the school. An instructional student data management system will track student progress throughout the year.	Principal, leadership team	2001-2003
6	We will provide professional development for selected staff on the newly adopted state ELD standards and effective instructional strategies.	Principal, school's ELD teachers	Sept., 2001-2003

Accountability Report Card Conditions and Crime Statistics

Mission Bell Elementary School's Accountability Report Card provides parents with descriptive information about the students and staff at Mission Bell Elementary. It lists the school's vision and goals, the SAT9 scores from 1998 and 1999 and the programs available to students at Mission Bell. It indicates that the school participates fully in the class size reduction program in K-3.

The School Accountability Report Card for Mission Bell Elementary School reported that there were no expulsions during the past three years. The number of students suspended has slightly increased each year over the past three years from 16 students suspended in 1996-97 up to 26 students suspended during the 1998-99 school year. However, the student discipline has improved over the past few years due a more consistent implement of the school discipline plan and the follow through of the principal.

The staff identified the need for additional teacher planning time to align the existing curriculum with district and state standards as a focus area. The staff also will focus some of II/USP funding over the next two years towards purchasing support materials, and supporting on-going professional development. A school committee will continue to focus on increasing parental involvement.

The school's Accountability Report Card confirms the barriers that were selected and supports the strategies listed in the **Solutions and Strategies for Overcoming Barriers** section.

According to the **California Safe Schools Assessment**, Mission Bell Elementary School is a safe and secure place for its students and staff. There appear to be no issues that require specific strategies to be addressed in the IIUSP Plan. The survey that The Pulliam Group administered to school staff, parents and selected students confirms this finding.

Growth Targets

Annual:

Academic Performance Index

Reading	**5% of 2001 API**	**5% of 2002 API**
Language	**5% of 2001 API**	**5% of 2002 API**
Spelling	**5% of 2001 API**	**5% of 2002 API**
Mathematics	**5% of 2001 API**	**5% of 2002 API**
Sub-Group Populations	**80% of 5%**	**80% of 5%**

Target: Meet or exceed our API school wide and sub group growth targets for 2002 and 2003.

Short-Term: (on going over two years)

Focus Area	Measurable Objective	Measurement Tool
A	Reading achievement will show at least one month growth for every month of instruction for all students	Continuous growth on

Focus Area	Measurable Objective	Measurement Tool
		interim assessments
B	Attendance at school activities, parent workshops and parent conferences will improve over the 2000-2001 school year. Homework completion rate will improve over the 2000-2001 school year.	Principal and staff observations and grade books
C	Teachers will engage in more collaborative planning with the effect that classroom instruction will be more purposeful and engaging to students. Overall achievement of under-performing second language learners will show continuous year long growth according to interim assessments..	Principal observations; District Interim assessments

Monitoring and Evaluation

II/USP Action Plan

Each strategy section defines the position responsible for implementing the strategies and monitoring the use of resources for Mission Bell's II/USP action plan. The principal is primarily responsible for maintaining a schedule of activities and timelines associated with the overall plan, but each strategy also includes staff assigned responsibility for management of the plan. A two- tiered evaluation plan will enable the school to monitor the affects of their II/USP plan through action research and planning, and through the collection of short and long term data correlated to the plan's goals.

Data driven instruction: Each teacher will be responsible for administering grade-level, standards-based, assessments to their class of students. Teachers will engage in collaborative planning time to analyze student achievement and to prescribe interventions at least three times a year.

Action Plan Goals: The II/USP Action Plan goals and objectives will be monitored with both interim and annual assessments.

Section 2: Parental and Community Involvement

Parent Support and Involvement During II/USP Planning Process was an important part of the planning process. On Dec. 13, 2000 and Jan. 23, 2001, open parent/community meetings were held in the school cafeteria. Parents and community members were invited to contribute to this process by discussing three major questions: What can we do to improve student achievement? What should we stop doing that may be getting in the way of student learning? How can we support parents at home to improve student achievement? Approximately 30 parents attended the meeting. A translator was present to facilitate the participation of the Spanish speaking parents.

In addition to the Open Parent Meeting, a survey was sent home to randomly selected parents. The survey focused on 8 domains that may have an impact on student academic performance: student learning culture, expectations for all students, administrative leadership and support, curriculum and instruction, assessment and feedback, parental involvement, safe environment for all students, and district/school relations. Each of the areas surveyed have been reviewed by the staff and the Community Based Action Planning Team to ensure areas of concern were addressed within the II/USP plan.

II/USP Community Based Action Planning and Support Team supported and was involved in the process. When the committee first met on December 13th, 2000 the external evaluator explained the II/USP program and the role of the committee in helping the school identify barriers, and focus areas, and plan strategies and oversee the II/USP process. The committee met again on March 1st, 2001 to discuss the school barriers, solutions, and the focus areas and strategies. Finally the committee met on March 19th, 2001 to review the final draft and propose and modifications or changes before it went before the Jurupa Unified Board of Education. All members of the Community Based Action Planning Team signed off on the appropriate form that they had been part of the development of the plan.

Solutions and Strategies to Increase Parent Involvement

The following strategies outline a series of activities and new practices that engage parents in the process of carrying out the II/USP Action Plan at home and at school. These strategies were the result of analyzing data from the survey administered by the external evaluator and suggestions from the open parent forum with input from staff and the planning committee.

After considerable discussion, the school staff felt that there needed to be an overall staff agreement as to what the "most important" or prioritized goal would be for all parents. Many suggestions were shared, but the one most important act would be to read regularly with their child. It was felt that this action would send many messages: parents value reading; parents work with their children; and, parents support the school. It was noted that after successful implementation of this goal, another would be selected.

Parents often shared that they were unable to help their child at home with homework because of the inability to speak English or a lack of understanding of the assignment. A review of homework practices was made with staff. It was found that homework was generally assigned irrespective of student abilities and knowledge. The school staff needs to review homework practices and make modifications so that students can successfully fulfill the obligation of completing homework independently.

BARRIERS that restricted parent involvement and engagement included:

- **A lack of agreement between teachers and parents as to a definition of parent involvement**
- **Many parents unable to assist their students with work at home**
- **Appropriateness of assigned homework**

Focus Area B: Parent Involvement

With special emphasis on

- Reading with their students four nights a week
- Homework appropriateness

Focus B Strategy	Parent Involvement Strategy	When
7	A home reading program will be established to insure that students will read at least four nights a week. Parent/student contracts will be developed for a tracking process. Family Literacy Nights, rewards and incentives linked to an Accelerated Reader type program will reinforce the strategy. Staff will investigate methods to add two additional parent conference periods to the school year.	2001-2003
8	Staff will insure that homework is leveled /appropriate and can be successfully completed by students independently.	2001-2003

Section 3: Fiscal Management

Existing Funds (matching funds) That Support the II/USP Action Plan

Virtually all categorical and district support monies directly address the issues of student achievement in literacy and mathematics. For Mission Bell Elementary School, that means that Title 1 and school improvement and district resources are used to purchase supplemental core materials, support literacy through additional library media time, staff development and after school interventions.

Title 1- $57,555

School Improvement- $57,505

District support- $19,224

Total Matching $134,284

Recommendations to Alter Existing Fund Allocations to Improve Support of II/USP

We will *employ* a full time resource teacher that assists teachers in literacy and mathematics instruction, provide staff development and models lessons. The practice of site level staff development training and the purchase of supplemental materials will continue.

Application of II/USP Funds to Improvement Efforts

Because these reform efforts are the core of Mission Bell Elementary School's plan to improve student achievement, the II/USP funding- since it only lasts for two years- has been carefully designed to achieve two goals: give the school discretionary funds for initiatives that support overall student achievement and support strategies that will engage more students and parents in their child's education.

The allocation of funds for instructional strategies is as follows **(available II/USP funds @ $175 per student= $109,550):**

II/USP Budget Worksheet
Mission Bell Elementary School
First Year

Ref Strat.	Expenditure	Account of Expenditures	Amount	Budget Code
1	Purchase reading materials	Purchase Open Court Reading Program materials	64,350	4000
2	Purchase supplemental reading program	Purchase a supplemental reading program like Accelerated Reader which is technology based	10,000	4000
4	Visitation budget	Substitute teacher budget to allow teachers to visit classrooms within and without district (81 visits @ $100 day)	8,100	1000
5	Interventions and training budget	After school interventions for students paid through state and district funds;	-0-	
		Substitute release time for training (30 days @$100 day)	3,000	1000
		Consultant training for alignment, followup and student data management (5 days with materials/use of software, etc.)	12,000	5800

Ref Strat.	Expenditure	Account of Expenditures	Amount	Budget Code
6	Training and release time	Substitute budget for ELD training for selected teachers (10 teachers @ $100 day); ELD specialist(consultant @ $1400))	1,000 1,400	1000 5800
7	Teacher hourly; student reading incentive budget	Teacher hourly to pay for training of parents at literacy nights (80 hours teacher hourly @ $25 hour with prep time); Student reading incentive program	2,000 5,000	1000 5000
8	Teacher hourly for training	Hourly pay to receive training on independent practice theory re: homework, etc.(108 teacher hourly pay @ $25 hour)	2,700	1000
		Total	$109,950	

Section 4: Personnel Management

	Grade K		Grade 1		Grade 1-2		Grade 2	
	# of fully certificated teachers	% of fully certificated teachers	# of fully certificated teachers	% of fully certificated teachers	# of fully certificated teachers	% of fully certificated teachers	# of fully certificated teachers	% of fully certificated teachers
All Subject Areas	4	100%	4	80%	1	100%	4	100%

	Grade 2-3		Grade 3		Grade 3-4		Grade 4	
	# of fully certificated teachers	% of fully certificated teachers	# of fully certificated teachers	% of fully certificated teachers	# of fully certificated teachers	% of fully certificated teachers	# of fully certificate d teachers	% of fully certificated teachers
All Subject Areas	1	100%	3	100%	1	100%	2	100%

	Grade 4-5		Grade 5		Grade 5-6		Grade 6	
	# of fully certificated teachers	% of fully certificate d teachers	# of fully certificated teachers	% of fully certificated teachers	# of fully certificated teachers	% of fully certificated teachers	# of fully certificated teachers	% of fully certificate d teachers
All Subject Areas	1	100%	1	50%	0	0%	2	100%

Grade Level / Subject Area Analysis Re: Impact of Teacher Experience

Throughout the II/USP planning process the principal has analyzed teacher experience level, as well as the training completed by grade level. The following changes will occur next year to support the Action Plan:

- All teachers will work to increase collaboration on grade level teams
- Some teachers may be reassigned to increase the cohesiveness of grade level teams.

Professional Development Plan

Professional development is provided to Mission Bell staff on an on-going basis by both the school site and the district. The district supports this school with standards, curriculum and instruction services which are highly focused on student achievement of the state/district standards.

Mission Bell teachers have been actively engaged with school level and individual professional development opportunities. There is a continuing need to focus activities and time toward student learning of the standards. Collaborative Teacher Planning time will help address this area. As the state moves closer to full implementation of the STAR augmented test (criterion referenced), teachers will feel more confident in their ability to target instruction.

Strategy	Professional Development Strategy	Who	When
1	Staff training for supplemental integrated reading program	Publisher rep	Oct., 2001
2	Staff training for Accelerated Reader Program	Publisher rep	Feb., 2002
5	Continuous training on student data management system and curriculum alignment	Consultant	2001-2003
6	Selected staff training on ELD standards	ELD specialist	Jan., 2002

Section 5: Curriculum Management

Each student has a *complete* set of core texts that have been locally adopted in compliance with *all* state mandates. The following chart indicates those materials that have been adopted by subject and/or grade level. A survey was conducted by the external evaluator that confirms that staff, students and parents support this finding.

Instructional materials adopted by grade level

Grade Level	Reading	Language Arts	Mathematics	ELD
K-6		Houghton-Mifflin Invitations to Literacy		
K-3		SRA McGraw Hill Phonics Program		
7-8		Holt. Rinehart & Winston Elements of Literature		
9-12		Prentice Hall Gold & Platinum Editions American Experience The British Tradition		
9-12		Sopris West Language Practice WkBk		

Grade Level	Reading	Language Arts	Mathematics	ELD
K-1			D.C. Heath & Co. Math Everyday	
2-5			Houghton-Mifflin Mathematics	
6-8			Glencoe McGraw-Hill Interactive Mathematics Activities & Investigations	
6-8			Glencoe McGraw-Hill Applications and Connections	
K-8			Innovative Learning Concepts Touchmath-SDC Adopt.	
7-8			College Preparatory Mathematics Algebra One	
9-12			Houghton-Mifflin PreCalculs with Limits	
9-12			CPM Educational Program Math 3	
K-6				Hampton-Brown Publishing "Into English!"
7-8				Heinle & Heinle Publishers English as a Second Language Program
9-12				Heinle & Heinle Making Connections and Voices in Literature

Using Data to Improve Academic Achievement

Mission Bell Elementary School will use the Instructional Data Management System (IDMS) to organize and analyze student achievement data by grade level and sub-group, monitor individual students standards-based progress, and provide item analysis reports necessary to support teacher decisions regarding classroom instruction and academic interventions.

The features of IDMS will assist Mission Bell teachers and administrators make data based, instructional decisions in the areas of Reading / Language Arts and Math on behalf of four primary groups of students:

1. Students who have attended Mission Bell Elementary School more than one year.

2. Students who have attended Mission Bell Elementary School less than one year.
3. Low Achieving and At-Risk Students
4. English Learners

IDMS is programmed to deliver SAT 9 data and to serve as the school's source for monitoring standards-based interim assessment. Quarterly, grade level exams in the areas of Reading / Language Arts and Math will be administered prior to each report card period. The exams, correlated to academic standards, will be electronically scored and a timely report of the standards students need to learn and the standards students have mastered will be provided. Interim Assessment data will be disaggregated by student sub-group populations.

Individual student results will be used to design targeted interventions for students during the school day, as well as beyond the school day. All students will have prescribed, data driven interventions based on his/her standards-based, academic achievement level.

Teachers may also use IDMS to illustrate student progress and standards based achievement with students and parents. Because IDMS is an electronic, technology-based system, Mission Bell's staff will be prepared to share each student's academic record at a moments notice.

California Department of Education
Education Support & Networks Division

Public Schools Accountability Act of 1999 Form 4
II/USP Budget Application for State Funds

School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program–State Funds
Fiscal Year 2001-2002

Name of District: Jurupa Unified
CDS Code: 33 67090 0000000

Name of School: Mission Bell
CDS Code: 33 67090 6032189

School Contact Person: Kim Moore	Phone: 909 360-2748 FAX: 909 681-7714	E-mail:

SACS Resource Code: 7255
SACS Revenue Code: 8590
Non-SACS Income Account Code: 8590

School Enrollment: 626 (From 1999-00 CBEDS)
Cost per student: $175 (Up to $200 per student)

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries	16,800	
		Teacher hourly pay, substitute teacher pay for visitations, planning and training (see attached worksheets)		
	2000	Classified Personnel Salaries		
	3000	Employee Benefits		
	4000	Books, Materials, Supplies	74,350	
		Open Court Reading materials, supplemental reading materials		
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)	5,000	
	5800	Consultant contracts for training and monitoring, EI training	13,400	
	6400	Capital Outlay (Equipment)		
	7310	Indirect Costs		
	Total Amount of II/USP Funds Requested		109,550**	
	Total Matching Funds & Source Codes			134,284(1,17, 19)

**If the state funds the program above $175 per student, the school would adjust this budget accordingly

California Department of Education
Education Support & Networks Division

Public Schools Accountability Act of 1999 Form 4
II/USP Budget Application for State Funds

School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2002-2003

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SACS Resource Code: 7255
SACS Revenue Code: 8590
Non-SACS Income Account Code: 8590
School Enrollment: 626(From 1999-00 CBEDS)
Cost per student: $175(Up to $200 per student)

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries	21,800	
		Teacher hourly and substitute teacher funds for planning, training, visits (see attached worksheet)		
	2000	Classified Personnel Salaries		
	3000	Employee Benefits		
	4000	Books, Materials, Supplies	64,350	
		Open Court materials and additional reading books		
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)	10,000	
	5800	Consultants for planning, training and monitoring	13,400	
	6400	Capital Outlay (Equipment)		
	7310	Indirect Costs		
	Total Amount of II/USP Funds Requested		109,550	
	Total Matching Funds & Source Codes			134,284(1,17, 19)

II/USP Budget Worksheet
Mission Bell Elementary School
First Year

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2	Purchase supplemental reading program	Purchase a supplemental reading program like Accelerated Reader which is technology based	10,000	4000
4	Visitation budget	Substitute teacher budget to allow teachers to visit classrooms within and without district (81 visits @ $100 day)	8,100	1000
5	Interventions and training budget	After school interventions for students paid through state and district funds;	-0-	
		Substitute release time for training (30 days @$100 day)	3,000	1000
		Consultant training for alignment, follow-up and student data management (5 days with materials/use of software, etc.)	12,000	5800
6	Training and release time	Substitute budget for ELD training for selected teachers (10 teachers @ $100 day);	1,000	1000
		ELD specialist (consultant @ $1400))	1,400	5800
7	Teacher hourly; student reading incentive budget	Teacher hourly to pay for training of parents at literacy nights (80 hours teacher hourly @ $25 hour with prep time);	2,000	1000
		Student reading incentive program	5,000	5000
8	Teacher hourly for training	Hourly pay to receive training on independent practice theory re: homework, etc.(108 teacher hourly pay @ $25 hour)	2,700	1000

II/USP Budget Worksheet
Mission Bell Elementary School
Second Year

Ref Strat.	Expenditure	Account of Expenditures	Amount	Budget Code
1	Purchase reading materials	Purchase Open Court Reading Program materials	20,000	4000
2	Purchase supplemental reading program	Purchase a supplemental reading books that support program that was selected in year one	44,350	4000
4	Visitation budget	Substitute teacher budget to allow teachers to visit classrooms within and without district (81 visits @ $100 day)	8,100	1000
5	Interventions and training budget	After school interventions for students paid through state and district funds; Substitute release time for alignment training (30 teachers @ $100 day) Consultant training for alignment and student data management (5 days training, follow-up and all related materials/ use of software)	-0- 3,000 12,000	 1000 5800
6	Training and release time	Substitute budget for ELD training for selected teachers (10 teachers @ $100 day) ELD specialist (consultant @ $1400)	1,000 1,400	1000 5800
7	Teacher hourly; student reading incentive budget	Teacher hourly to pay for training of parents at literacy nights (teacher hourly @ $25 hour= 250 hours including prep time); Student reading incentive program	7,000 10,000	1000 5000
8	Teacher hourly for training	Teacher hourly pay to receive training on independent practice theory re: homework, etc. and other related areas (108 hours @ $25 hour)	2,700	1000

California Department of Education
Education Support and Networks Division

Form 2
School Cover Page

Immediate Intervention/ Underperforming Schools Program (II/USP)

SCHOOL APPLICATION For II/USP Funding

Part I: Application Information: Complete for school submitting application for funding.

Name of Applicant School: Pacific Avenue Elementary 14 Digit County/District/School Code: 33 67090 6032197		Total School Grant Amount Requested: FY 2001-2002 $_114,400_____ FY 2002-2003 $_114,400_____ Dates of Project Duration: July 1, 2001 to June 30, 2003	
Principal: Todd Duncan		External Evaluator: The Pulliam Group	
Address: 6110 45th St.		Address: P.O. Box 999	
City: Riverside	Zip: 92509	City: Lake Arrowhead	Zip: 92352
Phone: 909-222-7877	Fax: 909-684-4540	Phone: 909-336-1495	E-mail: info@pulliamgroup.com

Part II: Signatures (Signatures **must** be original. Please use blue ink.)

The Principal and the External Evaluator submitting the application sign on behalf of all staff and parents/community members.

Todd Duncan

Printed or Typed Name of Principal Date Signature of Principal Date 4/23/01

The Pulliam Group

Printed or Typed Name of External Evaluator's Organization

Cheryl Hightower

Printed or Typed Name of External Evaluator Date Signature of External Evaluator 4-19-01

Form 3

Action Plan Team Members' Signature Page

II/USP

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan, as required by legislation and outlined in these *Guidelines*.

Typed or Printed Name and Position		Signature	Date
External Evaluator: Cheryl Hightower		Cheryl Hightower	4-19-01
Alicia Gonzalez	Parent		4-19-01
Olivia Mercado	Parent	Olivia Mercado	4-19-01
Janet Coleman	Teacher	Janet Coleman	4-20-01
Lynne Ridge	Teacher	Lynne Ridge	4-23-01
Beatriz Simonds	Parent	Beatriz Simonds	4-23-01
Renea Hawkins	Parent	Renea Hawkins	4-23-01
Earl Williams	Business	Earl Williams	4-24-01
Robert Sirotnik	Business		4-24-01
Ana Moya	Business	Ana Moya	4-24-01

As needed, please duplicate this form to accommodate the names and signatures of additional Action Plan Team Members.

Quality Review Criteria Checklist

1. Governing Board Policies
The school site Action Plan clearly identifies and describes:

	Page(s)
A. Schoolwide and districtwide barriers to improvement in student achievement and underlying causes for low performance.	2-6
B. Solutions/strategies for overcoming these barriers and underlying causes.	6-10
C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.	11
D. How school and district conditions in the School Accountability Report Card are being addressed, as needed	11
E. Annual growth targets at least as high as those adopted by the State Board of Education.	12
F. School-specific short-term academic objectives for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets established for the school.	12
G. The process administrators and teachers use to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.	13

2. Parental and Community Involvement
The school site Action Plan clearly identifies and describes:

A. How parents and the community have been actively involved in developing the Action Plan and how they will be involved in carrying it out.	13-14

3. Fiscal Management
The school site Action Plan clearly presents evidence that expenditures are:

A. An effective and efficient allocation of II/USP, matching funds, and other resources.	16-17
B. Linked to overcoming barriers to achievement.	16-17
C. Not in excess of available funds (II/USP and other sources).	16-17

4. Personnel Management
The school site Action Plan clearly identifies and describes:

A. The number and percentage of fully certificated teachers that are in place in each core academic subject area and at each grade level.	18
B. How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes.	18
C. How professional development is provided to all teachers.	19
D. How professional development is aligned to core content standards and is specific to standards-based instructional materials used at the schoolsite.	19
E. How professional development is directly related to areas where student academic performance needs improvement.	19

5. Curriculum Management

The school site Action Plan clearly documents the extent to which:

A. Each student has a complete set of instructional materials aligned to the state core content standards.	19-20

B. Schools have instructional materials adopted by the State Board of Education for kindergarten through grade eight.	19-20
C. The local governing board selects instructional materials aligned to the State Board of Education-adopted content standards, for grades nine through twelve.	XX
D. Any lack of instructional materials is addressed.	XX

The school site Action Plan clearly identifies and describes:

E. How administrators and teachers use the results of state and local assessments to modify instruction and improve student achievement.	20
F. How disaggregated data regarding pupil achievement and other indicators are used to determine adequate short-term and long-term progress among all groups of students.	20

Section 1: Governing Board Policies

School: Pacific Avenue	Grade Levels: K-6
Calendar: Traditional	Enrollment: 528

Located in Riverside California, in several unincorporated communities, Pacific Avenue School is one of 16 schools in the Jurupa Unified School District. Pacific Avenue houses pre-kindergarten through sixth grade classes. The school has a diverse ethnic population of 528 students including the following ethnic groups: 16% African American, 1% Asian, 64% Hispanic or Latino, and 18% White not Hispanic. According to SAT 9 data 62% of the students are on free or reduced price lunch and 16% are English Language Learners.

The II/USP planning process has provided Pacific Avenue Elementary School with an opportunity to study, analyze, and discuss data pertaining to student academic achievement, staff, student and parent opinions regarding schooling, and demographic factors that may effect student achievement. During this process, the staff and planning committee identified 5 focus areas to improvement in student achievement.

Reference	Focus Areas	Student Population
A	Reading, Language Arts and Mathematics	K-6
B	School wide and Classroom Discipline Plans • Consistent behavioral expectations and consequences. • Training for staff, students and parents • A plan for monitoring consistent implementation of the plan	K-6
C	Consistent implementation of standards based curriculum with emphasis on the following areas. • Consistent direction and leadership • Effective organization and coordination • Grade level goals, benchmarks and analysis of results and planning • Continued training and implementation of the Research Based Instructional Model	K-6

D	Quality base and supplementary materials aligned to the standards with emphasis on the following areas. • Math (K-5) • Hampton Brown Into English • Multi leveled Reading • Reference Materials	 K-5 ELD K-6 K-6
E	Parent involvement in the education of their children.	K-6

The focus areas listed above represent the most significant areas of academic improvement intervention. A discrepancy analysis of each focus area is outlined in the following pages.

Focus Area A: Reading, Language Arts and Mathematics

API results indicate, 71% of the students are in the lowest performance bands for reading and of that number approximately 44% are scoring below the 20th percentile, 61% of the students are in the lowest performance bands for spelling, 59% of the students are in the lowest performance bands for language and 65% of the students are in the lowest performance bands for math.

Lowest API Performance Bands

Performance Bands	Reading	Language	Spelling	Math
20-39	27.08%	26.45%	26.09%	30.43%
1-19	43.75%	32.27%	34.78%	34.78%

A recent survey indicated that 67% of the teachers feel that they are expert at teaching reading, and that all teachers report that they spend 90 minutes on reading each day. During staff data meetings, the following SAT 9 grade level information was reviewed and staff determined the need to focus on reading, language arts and mathematics for all grade levels.

Percentage of Students below the 50th Percentile on the SAT 9

	2nd grade	**3grade**	**4th grade**	**5th grade**	**6th grade**	**Average**
Reading	71%	86%	82%	80%	79%	**79%**
Language	71%	68%	66%	71%	64%	**68%**
Spelling	66%	70%	80%	81%	65%	**72%**
Mathematics	77%	63%	78%	83%	70%	**74%**
Average	**71%**	**72%**	**77%**	**79%**	**70%**	**73%**

Focus Area B: School wide and Classroom Discipline plan

Discussions with teachers, classified staff and parents have indicated that a lack of common expectations for student behavior and consistency of consequences has become a major barrier to improved student achievement. School wide and classroom discipline plans have been developed, but inconsistent application of rules by classroom teachers, support staff and administration and inconsistent implementation of consequences for rule infractions have caused continued disruptive and disrespectful behavior on the part of some students. The amount of time spent in maintaining discipline has created a loss of instructional time and student time-on task.

Recent survey results indicate that 50% of the teachers report student disruptions frequently interfere with learning in their classes, 43% of the students report that students

are always acting up in class and 23% of the parents agree that student disruptions frequently interfere with class.

Focus Area C: Consistent implementation of standards-based curriculum

Discussions with teachers, classified staff and parents have provided the foundation for understanding the staff support needed in order to consistently implement a standards-based curriculum. Many faculty members believe that the major barriers to student achievement are related to inconsistency in direction and leadership support. They also cite ineffective organization, coordination and communication within and between grade levels and school wide, as a barrier to consistent implementation of curriculum. Currently, grade levels lack goals and benchmarks in all areas of the core curriculum. Analysis of student results on the district CRTs is done individually and in collaboration with other staff at facilitated grade level planning meetings. During discussions of Pacific Avenue's strengths and weaknesses teachers indicated that a lack of specific direction during weekly planning time, ineffective organization and coordination results in loss of instructional time, as well as decreased focused planning time.

Careful analysis of data and staff discussions has determined that Pacific Avenue's staff must focus on teaching to mastery the essential grade level standards in the areas of reading, language arts and mathematics. Currently there is an inconsistent instructional program because there is no alignment of materials with grade level standards and teachers are utilizing a variety of materials acquired from a variety of sources. Sixth grade teachers have chosen a team teaching strategy to meet the needs of their students and to provide some consistency within their grade level.

Teachers in grades 2- 6th reported that they use criterion reference tests on a quarterly basis to measure student progress in English language arts and math, however these tests do not measure progress on the English Language Development standards. The English Language Learner Program Reviewer recommended that teachers utilize the Into English Language Development test in order to track student progress in ELD.

English Language Learner Program Review also indicated that few teachers at Pacific Avenue used peer tutors to provide some primary language support to English Language Learners. Pacific Avenue does, however, provide after school intervention programs for English Language Learners, which focus on language arts, especially reading. There are two classes at every grade from first through sixth with the exception of one class at fourth grade.

Focus Area D: Quality base and supplementary materials aligned to the standards

Staff has agreed on the need to acquire additional standards-based textbooks and supplementary materials. There are several areas where teachers believe books and materials are in short supply or adopted material is not aligned to the standards.

Although math scores are higher than reading scores as a whole, teachers agree that SAT9 scores for mathematics indicate a need for a continued focus in this area. The current mathematics textbooks utilized by 1st-5th grade teachers are not aligned to the standards and don't provide students with instruction and sufficient practice on all of the grade level standards. Reading texts are provided at grade level only. By 4th grade the reading levels in each classroom vary considerably. Teachers report that the adopted reading texts must be supplemented because the grade level material is too difficult for the varying ability levels of students at each grade level. Pacific Avenue teachers are lacking multi leveled reading material focused on increasing vocabulary and improving comprehension skills. Currently, teachers also do not have common quality material for teaching spelling and grammar.

Hampton Brown's Into English is the base program for English Language Development. The teachers expressed a concern that all teachers with English language learners do not have an Into English kit. The English Learner Program Review recommended that primary language textbooks be accessible to beginning and early intermediate students to assure them full access to the core curriculum.

Focus Area E: Parent involvement in the education of their children

According to parents during the ELL review, parent participation at Pacific Avenue has decreased in the last 3 years. During the open parent meetings, parents agreed that there is not enough parent participation at Pacific Avenue. They suggested language proficiency as one barrier to parent participation, but also indicated that "some parents are not able to help" as an additional barrier. Parents requested strategies such as each child having a math book to take home so that parents are able to read the directions on how to complete assignments or photocopying the directions page for assignments and sending it home with students. Parents also acknowledged the inability of many parents to assist students with homework, even with directions, and requested parent education classes or meetings focused in the various content areas, for English and Spanish speaking parents.

Teachers value the role that parents play in the education of students at Pacific Avenue. Currently there is a VIP, Very Important Parents, room on campus dedicated to parents. Parent volunteers use the VIP room daily as they work to prepare materials for classroom use.

Solutions & Strategies for Overcoming Barriers

Jurupa Unified School District and specifically, Pacific Avenue Elementary School, provides a base instructional support program for all students. District purchased instructional materials are listed on page 19. Base program support strategies and support personnel currently includes the following:

Subject Area	Instructional Strategies	Personnel
Mathematics	Research Based Instructional (RBI) Model, Grades K-6 Standards and Assessment, CRTs, Grades K-12 Summer Intervention, Grades K-12	District Administrators / TSAs

	Extended Learning Opportunities, Grades K-6	
Reading	Research Based Instructional (RBI) Model Grades K-6 K-3 Class Size Reduction Standards and Assessment, CRTs, Grades K-12 Summer Intervention, Grades K-12 Extended Learning Opportunities, Grades K-6	District Administrators / TSAs
Language Arts	Research Based Instructional (RBI) Model Grades K-6 K-3 Class Size Reduction Standards and Assessment, CRTs, Grades K-12 Summer Intervention, Grades K-12 Extended Learning Opportunities, Grades K-6	District Administrators / TSAs
Science	Standards (draft) Grades K-12	District Administrators / TSAs
History	Standards (draft) Grades K-12	District Administrators / TSAs

The district also provides strong curriculum and instructional support services from a small district staff. Teachers throughout the district have served on district committees to assist with the development of "Strategies for Teaching and Learning" guides. Each grade level guide includes grade level standards, assessment benchmarks, grading/scoring resources, and a standards-based report card. Teachers have been trained in how to use the guide.

In addition to the base program provisions, the following II/USP academic improvement strategies will be implemented in the 2001-2002 and 2002-2003 school years.

Barrier A: Inconsistent instructional program in reading, language arts and mathematics

	Strategy	Who	When
1	Align grade level standards, instruction, and materials in the area of reading, spelling, writing, language mechanics and mathematics.	Teaching Staff/ Principal	Sept.-Dec. 2001
2	Research, adopt, coordinate and purchase supplementary reading materials.	Resource Teacher	Sept.-Nov. '01
3	Provide staff development for instructional staff on adopted supplementary materials as well as standards-based reading strategies.	Principal /District Office/ Resource Teacher	Sept. / Ongoing
4	Group and regroup students by skill levels for intensive skill building to mastery.	Teachers	Sept'01 Ongoing '01-'03
5	Provide continuous appropriate training in language arts and math strategies aligned to standards.	Resource Teacher/ TSA	Oct '01/ Ongoing
6	Use the following district mandated basal materials in reading and language arts: Houghton Mifflin, Open Court and Hampton Brown.	Teachers	Sept'01 Ongoing
7	Continue to use the supplemental math program, EXCEL	Teachers	Ongoing

Barrier B: School-wide and classroom discipline plans are not consistently implemented affecting students focus on academics

	Strategy	Who	When
8	Develop and implement a discipline plan that includes common expectations for student behavior, consequences and rewards and a process for monitoring consistency in implementation	Discipline Committee / Teachers	August'01
9	Provide common training for all staff, including teachers, instructional aides, yard supervisors, other classified staff and parent volunteers.	Discipline Committee / Principal	Sept'01
10	Engage parents and students in a campaign to promote respect and to improve student behavior and safety.	Principal/ Resource Teacher/ Teachers	Sept '01/ Ongoing
11	Provide training to all students on classroom discipline procedures and school wide rules and consequences. Continue weekly character building with entire student body and principal.	Principal / Teachers	Sept'01/ Ongoing

Barrier C: Consistent implementation of standards based curriculum

	Strategy	Who	When
12	Continue to provide common planning time, with facilitation, for grade levels to meet and review grade level goals and benchmarks, analyze student assessments results and student work, and to plan for instructional improvements.	Principal/ Resource Teacher	Ongoing
13	Administration and support personnel will provide guidance, coordination, support and timely information to the leadership team and grade level planning groups as they focus on instructional improvements	Principal /Resource Teacher/ TSA	Sept'01/ Ongoing
14	Determine the purpose goals, objectives and scope of work for the leadership team and primary and upper grade team leaders in improving academic achievement.	Principal	Aug'01
15	Teachers new to the school and new to a grade level are provided consistent leadership, uniform goals and benchmarks with time parameters, scope and sequence.	Principal/ Resource Teacher	Sept'01/ Ongoing
16	Create and implement standards- based intervention programs to teach needed skills.	Teachers	Sept'01/ Ongoing
17	Administer the State ELD exam in order to track student progress in ELD.	2-6th Grade Teachers	Quarterly
18	Continue to coordinate and maintain student incentive programs to increase achievement (i.e. Principal's Math Competition, Principal's Homework Club, etc.	Principal/ resource Teacher	Ongoing '01

Barrier D: Inadequate quantity and quality base and supplementary materials aligned to the standards

	Strategy	Who	When
19	Extend the focus on literacy through other subject areas and by utilizing a variety of reference material. Purchase grade level appropriate reference material for each classroom encyclopedias, dictionaries etc	Principal /Resource Teacher	August '01
20	Purchase multi leveled reading programs for each classroom.	Principal /Resource Teacher	August '01
21	Provide adequate numbers of Hampton Brown Into English textbooks and kits for each classroom in order to appropriately implement English Language Standards for EL Learners	Principal/ District	August '01
22	Upgrade technology to assure teachers have access to contemporary, standards- based reading, language arts and math programs that can identify strengths and weaknesses in students learning and assist teachers with the daily management and instructional grouping.	Principal /Resource Teacher	August '01
23	Utilize common materials aligned to essential grade level standards for language arts.	Teachers	September/ Ongoing

Barrier E: Lack of parent involvement in the education of their children. **See page 14**

Accountability Report Card Conditions and Crime Statistics

Pacific Avenue Elementary School's Accountability Report Card (SARC) provides parents with descriptive information about the students and staff at Pacific Avenue. It lists the school's vision and goals, the SAT9 results from 1997 through 1999 and the programs available to students. The SARC also reports the class size at Pacific Avenue as 20-1 in kindergarten through third grades, and a maximum of 34 students in fourth through sixth grades. The SARC reports that suspensions decreased in 1999-2000. Suspensions went from a high in 1998 of 134 students suspended and 1 student expelled, to 113 students suspended and none expelled in 1999-2000.

The staff identified several issues from the SARC that are barriers to student achievement. 1. They indicated that consistently implemented school-wide and classroom rules and consistency in the implementation of consequences was a barrier that required focus. Currently, student disruptions and interruptions cause a loss of on task learning time. Many staff believe that rule infractions are treated differently by teachers, yard supervisors and administrators and many report a feeling of dissatisfaction with the fairness of negative consequences dispensed. 2. Staff also report that due to the short supply of substitutes, students are often distributed to other teachers classrooms causing disruptions in many classrooms.

Pacific Avenue's staff has agreed to develop a comprehensive discipline plan that includes common rules for behavior, as well as, consistently implemented positive and negative consequences. The current status of crime committed on the school campus as well as policies, procedures and guidelines in a number of discipline and safety related areas will be reviewed.

Growth Targets

Annual:

Academic Performance Index	**2002**	**2003**
Reading	5% of 2001 API	5% of 2002 API
Language Arts	5% of 2001 API	5% of 2002 API
Mathematics	5% of 2001API	5% of 2002 API
Sub Groups	80% of 5%	80 % 5%

Target: *Meet or exceed our API school wide and sub-group growth targets for 2002 and 2003*

Short-Term:

Barrier/ Strategy	**Measurable Objective**	**Measurement Tool**
A	All students will show continued progress toward mastery of district standards (80% correct or higher)	District CRT's given quarterly
A	All students in grades 2-6 will show an average increase of 10 percentile points on the Sat 9	SAT 9
A	The percentage of students below the 50th percentile will decrease by 10% in reading, language, spelling and mathematics.	SAT 9
A	White not Hispanic, student sub-group will make their API growth target.	API
B	All staff will follow the common expectations for student behavior, which includes consequences and rewards	Referrals
B	Incidents of disrespectful and disruptive classroom behavior will decrease by 20% in each of the implementation years.	Referrals notices
C	All students scoring below the 36th percentile will participate in an intervention program designed to meet their needs.	Intervention Reports
D	90% of all Teaching staff will implement the Research Based Instruction Model	RBI Observation Form

Monitoring and Evaluation
II/USP Action Plan

For each strategy listed above, Pacific Avenue's leadership team has developed a separate action plan defining specific steps that must be taken to implement the strategy, as well as, defining the person or position responsible for taking the lead in implementation. The leadership team along with the primary and upper grade leaders, under the direction of the principal will be responsible for maintaining the schedule of actions and timelines associated with the overall plan. An External Evaluator will continue to assist the school to monitor and evaluate implementation efforts.

Each teacher will be responsible for administering grade-level, standards-based, assessments to their class of students. Teachers will engage in collaborative planning time to analyze student achievement and to prescribe needed interventions. The II/USP Action Plan goals and objectives will be monitored by utilizing both interim and annual assessments.

Section 2: Parental and Community Involvement

Parent Support and Involvement During II/USP Planning Process

Parent support and involvement was an integral part of the II/USP planning process. On January 11, 2001, an open meeting for parents was held in the cafeteria. Parents and community members were provided an orientation to II/USP and an overview of Pacific Avenue's involvement in the process along with a plan of scheduled activities. They were invited to contribute to the II/USP process by participating in a discussion around two major questions: 1. How can parents be more effective in helping the school to educate their children? And 2. What can the school do to help parents get more involved in the education of their children? A Spanish translator was provided for those parents who didn't speak English or who felt more comfortable using their first language. In addition, a parent survey was sent to a sample group of approximately 50% of all parents. The survey questioned parents in eight domains

known to affect student achievement. The data collected gave the planning committees excellent information to use in planning. During the II/USP English Learner Review, a group of English Learner parents were called together to meet with the EL reviewer and to discuss their children's needs and progress. And finally, parents served on the II/USP Community Based Planning Committee to review school data, discuss barriers to student achievement and to assist in the development of the action plan.

II/USP Planning Committee Support and Involvement

The II/USP Community Based Planning Committee was comprised of parents, community members and school staff. The committee was first convened on January 11, 2001 when the External Evaluator presented information on the State's Educational accountability system, II/USP and the role of the committee in helping the school to review data, to identify barriers and to agree on strategies for improving student achievement. Following the instructional staff's data review meeting, the Community Based Planning Committee received the entire data report and met to review student demographic and assessment data as well as survey summary data from parents, students, certificated staff, classified staff and administrators. They also reviewed staff identified strengths and weaknesses and barriers to student achievement. The committee then had the opportunity to identify additional barriers and strategies for implementation in the coming year. The committee has also received written drafts of portions of the plan and finally the entire written action plan for review and approval.

Solutions and Strategies to Increase Parent Involvement

The following strategies outline a series of activities and new practices that engage parents in the process of carrying out the II/USP Action Plan at home and at school.

Barrier/ Strategy	Parent Involvement Strategy	When
E	Develop and implement a plan to actively engage parents in their children learning experiences both at school and at home. i.e. Parent institutes, parent coffees, parent nights, etc.	Sept'01 / Ongoing
A&C	Hold grade level parent meetings to provide parents with information on grade level standards and techniques for reinforcing standards at home.	Sept, Dec, March Yearly
E	Communicate with parents, in Spanish and English, using a variety of venues including PTA newsletters, bulletins and monthly / yearly calendars.	Ongoing
C	At the conclusion of all intervention programs: Summer school, Saturday school, after school programs etc., standards based progress reports will be shared with students and parents and the regular classroom teachers	Periodically
E	Offer English classes for Spanish speakers.	Oct / Ongoing
B	Engage parents in a campaign to promote respect and to improve student behavior and safety.	Sept'01 / Ongoing
C	Provide parents with regular standards-based reports on the progress of their children from classroom activities and interim assessment results.	Sept '01/ Ongoing

Section 3: Fiscal Management

Existing Funds (matching funds) That Support the II/USP Action Plan

The Jurupa Unified School District has detailed a complete restructuring of all categorical funds over the next few years in order to equalize funding among all schools and to ensure that all schools have access to funds focused on issues of student achievement and staff development. As a result, in the next two years Pacific Avenue's categorical funding will decrease significantly, as compared to 2000-2001's allocation.

	2000-2001	2001-2002	2002-2003
Title I	$ 143,959	$67,525	$70,632
School Improvement	$54,877	$ 47,471	Not yet determined

Recommendations to Alter Existing Fund Allocations to Improve Support of II/USP

Focus	Source of matching funds:	To be used to support the action plan by:
D	Title I $1,017 SIP $1,090	Purchase appropriate language arts and math supplemental materials to support the current base program and or II/USP strategies.
A	Title I/51 $95,737	Partially funding --Resource Teacher, Project Clerk, Library Media Clerk and TSA

Application of II/USP Funds to Improvement Efforts

	Strategy	Year 1 IIUSP Funds	Year 2 IIUSP Funds
	Alignment of reading, language arts and math materials and instructional practices to essential grade level standards (Teacher hourly)	$1,800	$1,800

	Provide staff development training in the following: • Supplementary materials as well as standards based reading strategies. • Strategies for grouping and regrouping • Language arts and math strategies aligned to standards. • Leadership team training • Technology training for teachers (IDMS, Computer software programs for Lab and classroom use). • Conferences covering reading /math strategies	$16,150	$16,150
	Purchase the following supplementary materials: • Multi leveled reading programs • Supplementary reading, spelling, writing, language mechanics and mathematics materials • Grade level appropriate reference material for each classroom--encyclopedias, dictionaries etc. • Computer hardware/software	37,712	37,712
	Personnel costs	44,478	44,478

Section 4: Personnel Management

Teacher Experience

Grade	# of fully certificated teachers	% of fully certificated teachers
K	3	100%
1	3	75%
2	3	100%
3	4	80%
4	1	50%
5	2	67%
6	1	50%
SDC/RSP	0	0%

Grade Level / Subject Area Analysis Re: Impact of Teacher Experience

Pacific Avenue experienced a large turnover of teachers last year. There are 23 classroom teachers at Pacific Avenue, 11 are in their first year of teaching here. Six teachers are currently teaching with emergency permits or intern certifications, 5 teachers have CLAD credentials, 4 teachers have SDAIE training, 3 teachers are CLAD interns and 6 teachers are in CLAD training. The current level of staff mobility has created a sense of starting over rather than building on what was learned or decided previously, and it has affected the morale of many experienced staff.

Professional Development Plan

Barrier/ Strategy	Professional Development Strategy	Who	When
A / 3	Provide staff development for instructional staff on adopted supplementary materials as well as standards-based reading strategies.	Principal/ Resource Teacher/ TSA	Sept'01/ Ongoing
A / 5	Provide training in language arts and math strategies aligned to standards.	Principal/ Resource Teacher/ TSA	
B / 8	Provide specific training to the leadership team and primary and upper grade leaders on school leadership and in facilitation of structured grade level planning meetings.	Principal/ Resource Teacher/ TSA Consultant	Sept'01/
B / 10	Provide consistent leadership, orientation and training to new teachers on standards, materials, uniform goals and benchmarks with time parameters, as well as scope and sequence in reading, language arts and mathematics.	Principal/ Resource Teacher/ TSA Leadership Team	Sept'01/ Ongoing

C / 13	Provide common training on a school wide and classroom discipline plans for all appropriate staff, including teachers, instructional aides, yard supervisors, other classified staff and parent volunteers.	Discipline Committee/ Principal/ Resource Teacher	Aug-Sept'01/ Ongoing
D / 19	Provide teachers with needed technology training to implement new student based technology, materials and the Instructional Data Management System.	District Office Technology Chair/ Consultant	Nov'01

Section 5: Curriculum Management

Grade Level	Reading	Language Arts	Mathematics	ELD
K-6		Houghton-Mifflin Invitations to Literacy		
K-3		SRA McGraw Hill Open Court Phonics Program		
7-8		Holt. Rinehart & Winston Elements of Literature		
9-12		Prentice Hall Gold & Platinum Editions American Experience The British Tradition		
9-12		Sopris West Language Practice WkBk		
K-1			D.C. Heath & Co. Math Everyday	
2-5			Houghton-Mifflin Mathematics	
6-8			Glencoe McGraw-Hill Interactive Mathematics Activities & Investigations	
6-8			Glencoe McGraw-Hill Applications and Connections	
K-8			Innovative Learning Concepts Touchmath-SDC Adopt.	
7-8			College Preparatory Mathematics Algebra One	
9-12			Houghton-Mifflin PreCalculs with Limits	
9-12			CPM Educational Program Math 3	

K-6				Hampton-Brown Publishing "Into English!"
7-8				Heinle & Heinle Publishers English as a Second Language Program
9-12				Heinle & Heinle Making Connections and Voices in Literature

Using Data to Improve Academic Achievement

As a Pulliam Group school, Pacific Avenue Elementary received license to utilize the Instructional Data Management System (IDMS) in order to organize and analyze student achievement data by teacher, by grade level and by sub-group, as well as to monitor individual students' standards-based progress.

IDMS is programmed to deliver SAT 9 data and to serve as the school's source for monitoring standards-based interim assessments such as Jurupa School Districts criterion referenced assessments or an individual teacher's standards-based exam. The exams, correlated to academic standards, are electronically scored and a timely report of the standards students need to learn and the standards students have mastered is provided.

The system is designed to support teacher decisions regarding classroom instruction, grouping and regrouping, as well as academic interventions. It allows teachers and school administrators quick, timely access to data that heretofore could only be obtained through the district office systems.

Pacific Avenue's teachers have already begun to utilize the SAT 9 Analyzer portion of this system to analyze grade level strengths and weaknesses in the areas of Reading, Language Arts and Mathematics. In the coming year, they will focus on the progress of all students with a special emphasis on the sub-group of White not Hispanic, students that did not reach their growth target this past year.

California Department of Education
Education Support & Networks Division

Public Schools Accountability Act of 1999 Form 4
II/USP Budget Application for State Funds

School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2001-2002

Name of District: Jurupa Unified School District
CDS Code:

Name of School: Pacific Avenue Elementary
CDS Code:

School Contact Person: Todd Duncan, Principal	Phone:(909) 222-7877 FAX:(909) 684-4540	E-mail: tduncan@jusd.k12.ca.us

SACS Resource Code: 7255 **School Enrollment: 528** **(From 1999-00 CBEDS)**
SACS Revenue Code: 8590 **Cost per student: $200** **(Up to $200 per student)**
Non-SACS Income Account Code: 8590

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries	32,696	63,948
	2000	Classified Personnel Salaries	4,984	18,301
	3000	Employee Benefits	6,798	13,488
	4000	Books, Materials, Supplies	8,472	2,107
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)	17,950	11,206
	6400	Capital Outlay (Equipment)	29,240	
	7310	Indirect Costs	5,460	5,945
	Total Amount of II/USP Funds Requested		105,600	
	Total Matching Funds & Source Codes			114,995

NOTE: Please complete and submit budget page(s) for each participating school. (See Instructions for clarification.)

California Department of Education
Education Support & Networks Division

Public Schools Accountability Act of 1999 Form 4
II/USP Budget Application for State Funds

School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2002-2003

Name of District: Jurupa Unified School District
CDS Code:

Name of School: Pacific Avenue Elementary
CDS Code:

School Contact Person: Todd Duncan, Principal	Phone:(909) 222-7877 FAX: (909) 684-4540	E-mail: tduncan@jusd.k12.ca.us

SACS Resource Code: 7255 **School Enrollment: 528** **(From 1999-00 CBEDS)**
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Non-SACS Income Account Code: 8590

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries	32,696	65,500
	2000	Classified Personnel Salaries	4,984	19,982
	3000	Employee Benefits	6,798	6,998
	4000	Books, Materials, Supplies	8,472	8,472
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)	17,950	11,206
	6400	Capital Outlay (Equipment)	29,240	
	7310	Indirect Costs	5,460	5,945
	Total Amount of II/USP Funds Requested		105,600	
	Total Matching Funds & Source Codes			118,103

NOTE: Please complete and submit budget page(s) for each participating school. (See Instructions for clarification.)

California Department of Education
Education Support and Networks Division

Form 2
School Cover Page

Immediate Intervention/ Underperforming Schools Program (II/USP)

SCHOOL APPLICATION For II/USP Funding

Part I: Application Information: Complete for school submitting application for funding.

Name of Applicant School: Sunnyslope Elementary 14 Digit County/District/School Code: 33 67090 6106843	Total School Grant Amount Requested: FY 2001-2002 $124,950 FY 2002-2003 $124,950 Dates of Project Duration: July 1, 2001 to June 30, 2003

Principal: Tamara Elzig		External Evaluator: The Pulliam Group	
Address: 7050 38th St.		Address: P.O. Box 999	
City: Riverside	Zip: 92509	City: Lake Arrowhead	Zip: 92352
Phone: 909-360-2781	Fax: 909-360-5462	Phone: 909-336-1495	E-mail: info@pulliamgroup.com

Part II: Signatures (Signatures must be original. Please use blue ink.)

The Principal and the External Evaluator submitting the application sign on behalf of all staff and parents/community members.

Tamara Elzig — Tamara Elzig 4-16-01

Printed or Typed Name of Principal — Date — Signature of Principal — Date

The Pulliam Group

Printed or Typed Name of External Evaluator's Organization

Dan Steele — 4/16/01

Printed or Typed Name of External Evaluator — Date — Signature of External Evaluator

Form 3

Action Plan Team Members' Signature Page

II/USP

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan, as required by legislation and outlined in these *Guidelines.*

Typed or Printed Name and Position	Signature	Date
External Evaluator: Dan Steele		4/16/01
Tamara Elzig, Principal		4/16/01
Adriana Patlan, Parent		4/16/01
John Ruffcorn, Community Member		4/16/01
Jose Valdovinos, Parent		4-16-01
Iris Linder, Parent		4/16/01
Theresa Dominguez, Parent		4/16/01
Lucia Gonzalez, Parent		4/16/01
Barbara Martin, Teacher		4/16/01
Sandra Amatriain, Teacher		4/16/01
Joanne Viafora, Teacher		4/16/01

As needed, please duplicate this form to accommodate the names and signatures of additional Action Plan Team Members.

Quality Review Criteria Checklist

1. Governing Board Policies
The school site Action Plan clearly identifies and describes:

	Page(s)
A. Schoolwide and districtwide barriers to improvement in student achievement and underlying causes for low performance.	1-7
B. Solutions/strategies for overcoming these barriers and underlying causes.	7-9; 13
C. School and district crime statistics, addressing any of the factors that negatively impact student achievement.	9-10

D. How school and district conditions in the School Accountability Report Card are being addressed, as needed	9-10
E. Annual growth targets at least as high as those adopted by the State Board of Education.	10
F. School-specific short-term academic objectives for pupil achievement for a two-year period that will allow the school to make adequate progress toward the growth targets established for the school.	11
G. The process administrators and teachers use to monitor and evaluate the implementation of the Action Plan and its impact on student achievement.	11

2. Parental and Community Involvement
The school site Action Plan clearly identifies and describes:

A. How parents and the community have been actively involved in developing the Action Plan and how they will be involved in carrying it out.	12-13

3. Fiscal Management
The school site Action Plan clearly presents evidence that expenditures are:

A. An effective and efficient allocation of II/USP, matching funds, and other resources.	14
B. Linked to overcoming barriers to achievement.	15-16
C. Not in excess of available funds (II/USP and other sources).	14-16

4. Personnel Management
The school site Action Plan clearly identifies and describes:

A. The number and percentage of fully certificated teachers that are in place in each core academic subject area and at each grade level.	16
B. How any lack of certificated/qualified teachers is addressed through specific strategies with measurable outcomes.	16-17; 7-9
C. How professional development is provided to all teachers.	17-18

D. How professional development is aligned to core content standards and is specific to standards-based instructional materials used at the schoolsite.	17-18
E. How professional development is directly related to areas where student academic performance needs improvement.	17-18; 7-9

5. Curriculum Management

The school site Action Plan clearly documents the extent to which:

A. Each student has a complete set of instructional materials aligned to the state core content standards.	18-19

B. Schools have instructional materials adopted by the State Board of Education for kindergarten through grade eight.	18-19
C. The local governing board selects instructional materials aligned to the State Board of Education-adopted content standards, for grades nine through twelve.	18
D. Any lack of instructional materials is addressed.	18-19; 7-9

The school site Action Plan clearly identifies and describes:

E. How administrators and teachers use the results of state and local assessments to modify instruction and improve student achievement.	19-20
F. How disaggregated data regarding pupil achievement and other indicators are used to determine adequate short-term and long-term progress among all groups of students.	19-20

Section 1: Governing Board Policies

School: Sunnyslope Elementary School	Grade Levels: K-6
Calendar: Traditional	Enrollment: 744 1999-00 CBEDS: 714

Sunnyslope Elementary School achieved its school-wide growth target while two disaggregated groups failed to make their target. The *Socioeconomically Disadvantaged* student group missed the target by 4 API points and the *Hispanic* student target group missed its API target by 12 points.

The II/USP planning process has provided **Sunnyslope Elementary School** with an opportunity to study, analyze, and discuss data pertaining to student academic achievement, staff, student and parent opinions regarding schooling, and demographic factors that may affect student achievement. During this process, the staff and planning committee identified 4 focus areas to improve student achievement. Grade level committees were then established to review additional data, validate with experienced based information, identify the barriers affecting the focus area, and design strategies to overcome the barriers and improve academic achievement.

Reference	Focus Area	Population
A	**Literacy** With special emphasis on • Reading comprehension and leveled materials • Supplemental materials and training to support acquisition of decoding skills • Training and materials to teach reading in the intermediate grades • Language mechanics and expression • Supplemental materials and training to support EL Learners	All students and those **disaggregated groups** that did not meet their API annual growth rate
B	**Math** With special emphasis on • Problem solving strategies and critical thinking skills	K-6 students and staff
C	**Parent Involvement** With special emphasis on • Improving communication • Identification of specific goals to improve parent engagement	Parents and staff

Reference	Focus Area	Population
D	**Changing Practices** Including: • Regularly scheduled structured collaborative planning time for teachers to align curriculum, assess student data and modify instruction • Review existing interventions and expand where necessary to address the needs of at risk students	Staff

The focus areas listed above represent the most significant areas of academic improvement intervention. A discrepancy analysis of each area is outlined in the following pages.

Focus Area A: Literacy

With special emphasis on

- Reading comprehension and leveled materials
- Supplemental materials and training to support acquisition of decoding skills
- Training and materials to teach reading in the intermediate grades
- Language mechanics and expression
- Supplemental materials and training to support EL Learners

Careful analysis and grade level team discussions determined Sunnyslope Elementary School's decision to focus on literacy as their number one priority in their II/USP action plan. Several literacy focus areas were identified.

The school staff and planning committee spent time analyzing SAT 9 data, looked at other multiple measures and listened to information obtained from classroom observations. Teachers agreed that, based upon the performance results of their students on the SAT 9, there was a need to develop a more consistent reading program that emphasized phonics instruction and reading comprehension. The following SAT 9 data supports this determination.

When meeting with grade level committees, many intermediate grade teachers expressed a need for additional training and materials that would support them when teaching their at risk (including EL) students how to read and comprehend. The adopted text does not provide an appropriate range of skill level for very low performing students.

Word Attack Skills and Comprehension

Low Performance Analysis

Sub Test	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Word Attack					
	Phonetic Principles	Phonetic Principles	Phonetic Principles	Phonetic Principles	Phonetic Principles
	Consonant Sounds	Consonant Sounds		Consonant Sounds	Consonant Sounds
	Vowel Sounds		Vowel Sounds	Vowel Sounds	
Comprehension					
	Interpretation	Interpretation	Interpretation	Inter.	Inter.
	Critical Analysis	Critical Analysis	Critical Analysis	Critical Analysis	
	Reading Comp.	Reading Comp.		Reading Comp.	

In addition to the SAT 9 analysis of reading, writing/language arts was deemed an area in need of more attention. The following chart displays the percentage of students scoring below the 50th percentile on the language arts portion of the test. The district standards provide a framework to address this area and the addition of the district-wide writing assessment will provide instructional direction, but structured teacher planning time will allow time to identify resources needed and plan for improvement.

Language- Percent of Students Scoring Below the 50th Percentile

Test	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Language	60	57	60	65	47

According to the performance on the SAT 9, the disaggregated Hispanic/Latino subgroup did not make its annual growth target. The external evaluator provided an ELD specialist to investigate and make recommendations to address these issues. The primary recommendations on the report dealt with staff development that focused on more

effective teaching strategies for the EL students. These recommendations will be considered as part of the strategies for literacy.

The Sunnyslope staff has taken steps this year to mitigate some of these issues. They have purchased Houghton Mifflin English books in grades 2-6. Spelling materials have been purchased for use in grades 2-6. The Daily Oral Language program is also used in grades 2-6. Structured teacher planning time will allow for an in depth look at current language arts practices.

Barriers to raising student literacy achievement at Sunnyslope Elementary School are:

- There is not a consistent and sequenced course of phonics instruction for grade levels that address the needs of all students.
- There is a need for supplemental reading comprehension materials and training for selected staff on effective reading strategies with special emphasis on EL students.
- Several intermediate teachers need training and materials in order to teach reading to their at risk students.
- There is a need to supplement the writing/language arts adoption with materials and training.

Focus Area B: Mathematics

With special emphasis on

- Problem solving strategies and critical thinking skills

A detailed analysis of SAT 9 scores helped to identify barriers to math achievement. Problem solving and thinking skills are areas that need more attention. Teachers reported that many students did not exhibit good computational skills. When coupled with low reading levels, this presented a substantial barrier for many students to overcome. An additional barrier is the lack of a comprehensive math text that addresses math concepts, operations, problem solving and critical thinking. This barrier will be addressed in the near future with a new district adoption of an aligned and standards based math program.

Math- Percent of Students Scoring Below the 50th Percentile

Test	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Math	63	55	64	75	39

Progress has been made over time, especially in grade 6. Discussions should take place with the sixth grade teachers to find the strategies and support that they have used that seem to be successful.

Sunnyslope staff has begun addressing the math issues. For the 2000-2001 school year, they have purchased the Excel Mathematics program to help address deficits in math problem solving. A mathematics committee has been established to identify resources and training needed to increase achievement in mathematics.

Barrier to raising student achievement at Sunnyslope Elementary School are:

- Instruction and materials for computation, operations, problem solving and critical thinking are not sufficient.

Focus Area C: Parent Involvement

With special emphasis on

- Improving communication
- Identification of specific goals to improve parent engagement

**<u>Analysis found on Pages 12-14 of Parent Involvement Section</u>.

Focus Area D: Changing Practices

Including:

- Regularly scheduled structured collaborative planning time for teachers to align curriculum, assess student data and modify instruction
- Review existing interventions and expand where necessary to address the needs of at risk students

The Jurupa Unified School District has developed district wide standards that are closely aligned with the California State Standards. It is an expectation that teachers develop instructional strategies that support *all* students in the acquisition of these standards. The following chart reflects a three year trend analysis of students scoring above the 50th percentile on the SAT 9 in reading and language for Sunnyslope.

Test Area	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Reading 2000	28	33	33	27	51
Reading 1999	42	23	34	23	37
Reading 1998	28	17	24	41	33
*****	*****	*****	*****	*****	*****
Language 2000	40	43	41	36	53
Language 1999	52	29	42	30	60
Language 1998	30	24	28	55	42

The Sunnyslope staff has been working this past year towards the alignment of their existing curriculum and instructional practices with the district standards so that there is consistent *progress* in moving more students above the 50th percentile in reading and language as measured by the SAT 9. However, staff reports that structured grade level planning time to work collaboratively together to create an aligned standards- based instructional environment in their classrooms is problematic due to the existing practice of teachers being away from class in order to meet in grade level teams. There is also a need to analyze student data in order to modify instruction, share effective strategies amongst colleagues and support other members of the grade level teams so that all students can learn. These issues will be addressed with the implementation of a minimum day schedule during the 2001-2002 school year.

Sunnyslope Elementary currently provides after school interventions and tutoring for *some* of the at risk students at the school. The school staff has expressed a desire to expand the scope and breadth of the existing program. There is a need to restructure the current extended day intervention program to allow for targeted, purposeful instruction

for *all* at risk students. This restructuring will also provide a way to overcome current teacher recruitment problems.

Barriers to changing practices at Sunnyslope Elementary School are:

- Teachers need additional planning time to coordinate and align district and state standards-based instructional practices, materials and programs and to assess student progress.
- Extended day programs need to be restructured to allow for targeted, purposeful instruction that will give all at risk students access to programs.

Solutions & Strategies for Overcoming Barriers

Jurupa Unified School District and specifically, Sunnyslope, provides a base instructional support program for all students. District purchased instructional materials are listed on pages 18-19. Base program support strategies and support personnel currently includes the following:

Subject Area	Instructional Strategies	Personnel
Mathematics	Research Based Instructional Model (RBI), Grades K-6 Standards and Assessment, CRT's, Grades K-12 Summer Intervention, Grades K-12	District Administrators/ TSAs
Reading/Language Arts	Research Based Instructional Model (RBI), Grades K-6 Standards and Assessment, CRT's, Grades K-12 K-3 Class Size Reduction Summer Intervention, Grades K-12	District Administrators/ TSAs
Social Science/ Science	Standards and Assessment, CRTs, Grades K-12	District Administrators/ TSAs

The district also provides strong curriculum and instructional support services from a small district staff. Teachers throughout the district have served on district committees to assist with the development of "Strategies for Teaching and Learning" guides. Each grade level guide includes grade level standards, assessment benchmarks, grading/scoring resources, and a standards-based report card. Teachers have been trained in how to use the guide.

In addition to the base program provisions, the following II/USP academic improvement strategies will be implemented in the 2001-2002 and 2002-2003 school years.

Focus Area A: Literacy

With special emphasis on

- Reading comprehension and leveled materials
- Supplemental materials to support acquisition of decoding skills with appropriate training
- Training and materials to teach reading in the intermediate grades
- Language mechanics and expression
- Supplemental materials and training to support EL Learners

A	Strategy	Who	When
1	Staff will identify supplemental materials/program (s) that will support word attack/study skills for those at risk students that are unable to read at grade level.	Principal; grade level reps	Sept., 2001
2	The school will purchase appropriate leveled reading books for all grade levels to improve comprehension and fluency. A consultant will be selected to provide periodic training on effective teaching strategies with emphasis on EL learners.	Principal; staff	2001-2003
3	Staff will identify those school wide skill areas in language arts that are not being adequately addressed according to student performance on the SAT 9. Materials and training will be provided to improve the writing skills of all students.	Principal; staff	Sept., 2001-June, 2002
4	Staff will identify materials and receive training specifically aimed at English acquisition for newcomers.	Principal; staff	Sept., 2001-2003
5	Intermediate grade teachers will be provided with materials and training to support differentiated literacy instruction including guided reading/writing; shared reading/writing, etc.	Principal; staff; trainer	2001-2003

A	Strategy	Who	When
6	We will investigate the Accelerated Reader program and other similar programs that motivate students to read more books and increase comprehension and fluency. We will then purchase the program and selected leveled books and receive all necessary training.	Principal; staff; trainer	Sept. 2001

Barrier C: Math

With special emphasis on problem solving strategies and critical thinking skills

B	Strategy	Who	When
7	Staff will investigate, select and purchase supplementary materials that will improve problem solving and higher level thinking strategies in students.	Principal; Leadership team	Sept., 2001-2003

Barrier D: Changing Practices

Including:

- Regularly scheduled structured collaborative planning time for teachers to align curriculum, assess student data and modify instruction
- Review existing interventions and expand where necessary to address the needs of at risk students

D	Strategy	Who	When
8	Staff will implement a way to provide for regularly scheduled structured teacher planning time to align curriculum and practices to district standards and to focus on student data to drive instruction and *create additional targeted interventions.* Consultant will provide training, software and facilitation of this process.	Principal; leadership team and district	Sept., 2001-2003

Accountability Report Card Conditions and Crime Statistics

Sunnyslope Elementary School's Accountability Report Card provides parents with descriptive information about the students and staff at the school. It lists the school's vision and goals, the SAT9 scores from 1998 and 1999 and the programs available to students. It indicates that the school participates fully in the class size reduction program in K-3.

The School Accountability Report Card for Sunnyslope Elementary School reported that there were no expulsions during the past three years. The number of students suspended has slightly increased each year over the past three years from 31

students suspended in 1996-97 up to 45 students suspended during the 1998-99 school year. However, the student discipline has improved over the past few years due to a more consistent implementation of the school discipline plan and the follow through of the principal (according to recent survey information).

The staff identified the need for additional teacher planning time to align the existing curriculum with district and state standards as a focus area. The staff also will focus some of II/USP funding over the next two years towards purchasing support materials, and supporting on-going professional development. A school committee will continue to focus on increasing parental involvement.

The school's Accountability Report Card confirms the barriers that were selected and supports the strategies listed in the **Solutions and Strategies for Overcoming Barriers** section.

According to the **California Safe Schools Assessment**, Sunnyslope Elementary School is a safe and secure place for its students and staff. There appears to be no issues that require specific strategies to be addressed in the IIUSP Plan. The survey that The Pulliam Group administered to school staff, parents and selected students confirms this finding.

Growth Targets

Annual:

Academic Performance Index

Reading	**5% of 2001 API**	**5% of 2002 API**
Language	**5% of 2001 API**	**5% of 2002 API**
Spelling	**5% of 2001 API**	**5% of 2002 API**
Mathematics	**5% of 2001 API**	**5% of 2002 API**
Sub-Group Populations	**80% of 5%**	**80% of 5%**

Target: Meet or exceed our API school wide and sub group growth targets for 2002 and 2003

Short-Term (on going two year):

Focus Area/ Strategy	Measurable Objective	Measurement Tool
A1-2 & 4-6 B7	90% of all students continuously enrolled for one or more years at Sunnyslope School will show significant progress in achieving grade level standards (minimum- one month growth for one month of instruction to be measured at each reporting period).	District CRT/Reading and Math Interim Assessment
A3	Student's writing, grammar, and spelling performance will improve and approach or meet grade level standards.	Spelling Test Standards-based Writing Rubric
A5	3rd-6th grade students will increase targeted practice and learning through the use of standards based strategies (minimum- one month growth for one month instruction to be measured at each reporting period).	District CRT Student assessments
D8	Weekly grade level planning meetings will take place that are focused on student data and learning.	Principal observation
C9-12	*Increase parent communication and support for all students, with special attention to parents of at-risk students.*	Annual School Plan Evaluation

Monitoring and Evaluation

II/USP Action Plan

Each strategy section defines the position responsible for implementing the strategies and monitoring the use of resources for Sunnyslope's II/USP action plan. The principal is primarily responsible for maintaining a schedule of activities and timelines associated with the overall plan, but each strategy also includes staff assigned responsibility for management of the plan. A two-tiered evaluation plan will enable the school to monitor the affects of their II/USP plan through action research and planning, and through the collection of short and long term data correlated to the plan's goals.

Data driven instruction: Each teacher will be responsible for administering grade-level, standards-based, assessments to their class of students. Teachers will engage in collaborative planning time to analyze student achievement and to prescribe interventions at least monthly.

Action Plan Goals: The II/USP Action Plan goals and objectives will be monitored with both interim and annual assessments.

Section 2: Parental and Community Involvement

Parent Support and Involvement During II/USP Planning Process

Sunnyslope Elementary School parents were involved in the II/USP planning process in four different ways. First, all parents were invited to an Open Forum Meeting to learn more about the II/USP process and how parents could help support their students. Translators were available for those attending parents that required those services. Parents were given an opportunity to share ideas on how the school could be more effective in meeting the needs of their children. Second, a parent survey was randomly distributed to a sample group of parents. The survey questioned parents in eight different domains that are known to affect student achievement. This survey provided important information when meeting with the staff and Community Based Planning Committee. Third, a group of English Language Learner parents met with an EL reviewer to discuss their children's needs and progress. Finally, parents served on the II/USP Community Based Planning Committee to review school data and to assist with the development of an action plan.

II/USP Planning Committee Support and Involvement supported and was involved in the process. When the committee first met on January 10th, 2001 the external evaluator explained the II/USP program and the role of the committee in helping the school identify barriers, and focus areas, and plan strategies and oversee the II/USP process. The committee met again to discuss the school barriers, solutions, and the focus areas and strategies. Finally the committee met on April 17th, 2001 to review the final draft and propose and modifications or changes before it went before the Jurupa Unified Board of Education. All members of the Community Based Action Planning Team signed off on the appropriate form that they had been part of the development of the plan.

Solutions and Strategies to Increase Parent Involvement

Discussions with teachers, parents and the Community Based Planning Committee members provided the foundation for understanding parent involvement barriers to student achievement. Parents shared that they wanted to help their children at home but sometimes were unable to do so because of language issues or a lack of understanding of the assignment. Where parents were confident that their children could be successful in school, they were less certain about what their children were learning and how they could help. However, according to the survey data, most parents rated themselves as very supportive and involved. The school staff and students rated the parents lower in this area. When discussing this discrepancy it was determined that school expectations for parent involvement and parents' expectations in this area may be different.

The following strategies outline a series of activities and new practices that engage parents in the process of carrying out the II/USP Action Plan at home and at school.

Focus Area D: Parent Involvement

With special emphasis on

- Improving communication
- Identification of specific goals to improve parent engagement.

Barrier/ Strategy	Parent Involvement Strategy	When
C9	Staff will develop consistency within and between grade levels on increasing the number and quality of parent contacts.	2001
C10	The school will create a committee composed of school staff and parents whose specific duty will be to create ways to improve parent/school engagement and involvement. Resources will be set aside to provide for parent training and information nights, etc.	2001-2003
C11	Staff will identify ways to increase positive communication with parents (including translation services, hotline, web site, school newspaper, etc.).	2001-2003
C12	Workshops and classes will be offered through the CBET program to support EL learners and their parents.	2001-2003

Section 3: Fiscal Management

Existing Funds (matching funds) That Support the II/USP Action Plan

Virtually all categorical and district support monies directly address the issues of student achievement in literacy and mathematics. For Sunnyslope Elementary School, that means that Title 1, school improvement and district resources are used to purchase supplemental core materials, staff development and sponsor after school interventions.

Title 1- $76,960

School Improvement- $64,316

District support- $22,971

Total Matching $164,247

Recommendations to Alter Existing Fund Allocations to Improve Support of II/USP

The school will redirect categorical funds and resources to expand before/after school interventions for at risk students.

Application of II/USP Funds to Improvement Efforts

Because these reform efforts are the core of Sunnyslope Elementary's plan to improve student achievement, the II/USP funding - since it only lasts for two years - has been carefully designed to achieve two goals: give the school discretionary funds for initiatives that support overall student achievement and support strategies that will engage more students and parents in their child's education.

The allocation of funds for instructional strategies is as follows **(available II/USP funds @ $175 per student = $124,950):**

II/USP Budget Worksheet
Sunnyslope Elementary School

Ref.	Expenditure	Account of Expenditures	Amount	Budget Code
A1	Teacher hourly salaries; consultant; materials	Teacher hourly @ $33 hr for 16 hours to receive training on use of phonics materials after hours	$528	1000
		District consultant	$500	5800
		Phonics materials (Open Court; 4 Block Program, misc.)	$10,000	4000

Ref.	Expenditure	Account of Expenditures	Amount	Budget Code
A2	Teacher hourly salaries; sub salaries; consultant; materials	Teacher hourly @ $33 hr for 106 hours to receive training on effective instructional strategies with emphasis on EL learners Substitutes for release time to visit classrooms, attend workshops or conferences Consultant Instructional materials (Santinilla, leveled readers)	$3498 $540 $500 8,000	1000 1000 5800 4000
A3	Consultant; materials	Consultant to advise and train staff in language arts/writing Instructional materials (yet to be determined)	$1,000 $500	5800 4000
A4	Materials	Instructional materials to supplement existing district adoption for El learners (Santinilla, books for El learners, misc.)	$7,000	4000
A5	Teacher hourly salaries; sub salaries; consultant; materials	Teacher hourly @ $33 hr for 62 hours for intermediate teachers to receive training on reading instruction Sub salaries @ $90 day for 22 days for release time and class visits Consultant on reading strategies Instructional materials (Scholastic, Wright Group, misc. leveled reading books)	$2,046 $1980 $5,000 $20,000	1000 1000 5800 4000
A6	Software	Accelerated Reader or similar program	$5,650	4000
B7	Materials	Excel Math and Glencoe math books	$10,402	4000
D8	Teacher hourly salaries; sub salaries; classified salariy and benefits; Consultant	Teacher hourly @ $33 hr for 62 hours to align, plan, and focus on student data to continuously adjust instruction; create interventions Sub salaries @ $90 for 78 days for release time Clerk to organize and provide service to extended learning opportunity program Consultant to train and monitor throughout two years	$2046 $7,020 $10,000 $13,000	1000 1000 2000 & 3000 5800
C9		No cost		
C10	Teacher hourly salaries; consultants; other	Teacher hourly @ $33 hr for 180 hours to prepare , organize and teach parent classes Consultant (s) pay for special presentations to parents (science nights,	$5,940 $3,000	1000 5800

Ref.	Expenditure	Account of Expenditures	Amount	Budget Code
	supplies	math nights, etc.) Refreshments for program participants	$2,500	5200
C11	Teacher hourly salaries; telephone	Teacher hourly @ $33 hr for 100 hours to create, coordinate and update web page, homework hotline, etc.) Dedicated phone line	$3,300 $1,000	1000 5700
C12		No cost		
		Total	**$124,950**	

Section 4: Personnel Management

Teacher Experience

Total Number of Teachers = 32	Grade K		Grade 1		Grade 2		Grade 3	
	# of fully certificated teachers	% of fully certificated teachers	# of fully certificated teachers	% of fully certificated teachers	# of fully certificated teachers	% of fully certificated teachers	# of fully certificated teachers	% of fully certificated teachers
All Subject Areas	5	16%	4	13%	6	19%	5	16%

	Grade 4		Grade 5		Grade 6	
	# of fully certificated teachers	% of fully certificated teachers	# of fully certificated teachers	% of fully certificated teachers	# of fully certificated teachers	% of fully certificated teachers
All Subject Areas	5	16%	2	6%	3	9%

- percent of total number of teachers that are fully certificated

Grade Level / Subject Area Analysis Re: Impact of Teacher Experience

Every effort has been made to ensure that students are receiving instruction from credentialed teachers. Throughout the II/USP planning process the principal has analyzed teacher experience level, as well as the training completed by grade level. Those teachers that are currently serving under provisional or temporary credentials will be strongly

encouraged to complete coursework towards a permanent teaching credential. These teachers will be closely monitored and offered support where necessary. That support could include attendance at designated trainings, visitations or the assignment of on-site mentors. The professional development opportunities listed below, along with the school/district support offered to new teachers will assure that quality instruction is taking place in all classrooms. Several changes are planned for next year to support a stronger academic program for all students.

- All teachers will work to increase collaboration in grade level teams
- Some teachers may be reassigned to increase the cohesiveness of grade level teams.

Professional Development Plan

Professional development is provided to the Sunnyslope staff on an on-going basis by the school/district. With the onset of the II/USP planning process, additional attention was given to understanding the specific academic needs of Sunnyslope students. The planning sessions served as professional development opportunities for staff members to analyze and discuss the instructional strategies, materials, and programs currently being used to support students. This process proved to be so helpful that it will be preserved in the Action Plan, affording teachers multiple professional development opportunities to analyze and plan together.

At the root of the effectiveness of the Collaborative Teacher Planning Time is the need for focused, standards specific student assessment. Teachers will establish an assessment calendar and will be continually refining the assessments they use to correlate to each student's ability to master the district/state standards and illustrate mastery on a written test. As the state moves closer to full implementation of the STAR augmented test (criterion referenced), teachers will feel more confident in their ability to target instruction and interim assessment.

The chart below reflects how professional development will be used to ensure that the school is providing instructional programs that are aligned to the core content standards, will be using strategies and district/state standards-based instructional

materials that are appropriate and will be focusing on where students' academic performance needs to be improved.

Barrier/ Strategy	Professional Development Strategy	Who	When
A1-2 & 5	Consultant will provide up to five days each year of training on effective literacy and language arts strategies.	Consultant and staff	2001-2003
A4	EL specialist will provide training to selected staff on effective techniques and strategies for entering non-English speaking students	Specialist and staff	2001-2003
A6	Publisher will provide training to staff on purchased program(s) that will improve comprehension and fluency of all students	Publisher	Sept. 2001
D8	Staff will receive on going training and monitoring while meeting in weekly grade level planning teams that will be focused on district/state alignment issues, data and student achievement	Principal and staff	2001-2003

Section 5: Curriculum Management

Each student has a *complete* set of core texts that have been locally adopted in compliance with *all* state mandates. The following chart indicates those materials that have been adopted by subject and/or grade level.

District adopted Instructional Materials

Grade Level	Reading	Language Arts	Mathematics	ELD
K-6		Houghton-Mifflin Invitations to Literacy		
K-3		SRA McGraw Hill Phonics Program		
7-8		Holt. Rinehart & Winston Elements of Literature		
9-12		Prentice Hall Gold & Platinum Editions American Experience The British Tradition		
9-12		Sopris West Language Practice		

Grade Level	Reading	Language Arts	Mathematics	ELD
		WkBk		
K-1			D.C. Heath & Co. Math Everyday	
2-5			Houghton-Mifflin Mathematics	
6-8			Glencoe McGraw-Hill Interactive Mathematics Activities & Investigations	
6-8			Glencoe McGraw-Hill Applications and Connections	
K-8			Innovative Learning Concepts Touchmath-SDC Adopt.	
7-8			College Preparatory Mathematics Algebra One	
9-12			Houghton-Mifflin PreCalculus with Limits	
9-12			CPM Educational Program Math 3	
K-6				Hampton-Brown Publishing "Into English!"
7-8				Heinle & Heinle Publishers English as a Second Language Program
9-12				Heinle & Heinle Making Connections and Voices in Literature

Using Data to Improve Academic Achievement

Sunnyslope Elementary School will use the Instructional Data Management System (IDMS) to organize and analyze student achievement data by grade level and sub-group, monitor individual students standards-based progress, and provide item analysis reports necessary to support teacher decisions regarding classroom instruction and academic interventions.

The features of IDMS will assist Sunnyslope teachers and administrators make data based, instructional decisions in the areas of Reading / Language Arts and Math on behalf of four primary groups of students:

1. Students who have attended Sunnyslope Elementary School more than one year.
2. Students who have attended Sunnyslope Elementary School less than one year.

3. Low Achieving and At-Risk Students
4. English Learners

IDMS is programmed to deliver SAT 9 data and to serve as the school's source for monitoring standards-based interim assessment. Quarterly, grade level exams in the areas of Reading / Language Arts and Math will be administered prior to each report card period. The exams, correlated to academic standards, will be electronically scored and a timely report of the standards students need to learn and the standards students have mastered will be provided. Interim Assessment data will be disaggregated by student sub-group populations.

Individual student results will be used to design targeted interventions for students during the school day, as well as beyond the school day. All students will have prescribed, data driven interventions based on his/her standards-based, academic achievement level.

Teachers may also use IDMS to illustrate student progress and standards based achievement with students and parents. Because IDMS is an electronic, technology-based system, Sunnyslope's staff will be prepared to share each student's academic record at a moment's notice.

School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2001-2002

Name of District: Jurupa Unified
CDS Code: 33 67090 0000000

Name of School: Sunnyslope Elementary
CDS Code: 33 67090 610843

School Contact Person: Tamara Elzig	Phone: 909 360-2781 FAX: 909 360-5462	E-mail:

SACS Resource Code: 7255
SACS Revenue Code: 8590
Non-SACS Income Account Code: 8590
School Enrollment: 714(From 1999-00 CBEDS)
Cost per student: $175 (Up to $200 per student)

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries	26,898	
		Teacher hourly; sub salaries for release time to study student data, plan and develop programs		
	2000	Classified Personnel Salaries	8,000	
		Classified clerk time to organize and provide staff and parents with info and materials		
	3000	Employee Benefits	2,000	
		Classified benefits for clerk, etc.		
	4000	Books, Materials, Supplies	61,552	
		Phonics materials, training materials, books, etc. to support literacy		
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)		
	5200	Refreshments for parent training	2,500	
	5700	Phone line to support homework hotline, etc.	1,000	
	5800	Consultant (s) fees for training and on going monitoring of planning, EI program, language arts, parent training	23,000	
	6400	Capital Outlay (Equipment)		
	7310	Indirect Costs		
	Total Amount of II/USP Funds Requested		124,950**	
	Total Matching Funds & Source Codes			164,247 (1, 17, 19)

**If the state funds the program above $175 per student, the school will adjust the budget accordingly.

California Department of Education
Education Support & Networks Division

Public Schools Accountability Act of 1999 Form 4
II/USP Budget Application for State Funds

School Site Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2002-2003

Name of District: Jurupa Unified
CDS Code: 33 67090 0000000

Name of School: Sunnyslope Elementary
CDS Code: 33 67090 610843

School Contact Person: Tamara Elzig	Phone: 909 360-2781 FAX: 909 360-5462	E-mail:

SACS Resource Code: 7255
SACS Revenue Code: 8590
Non-SACS Income Account Code: 8590

School Enrollment: 714(From 1999-00 CBEDS)
Cost per student: $175 (Up to $200 per student)

SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds & Source Code
	1000	Certificated Personnel Salaries	26,898	
		Teacher hourly; sub salaries for release time to study student data, plan and develop programs		
	2000	Classified Personnel Salaries	8,000	
		Classified clerk time to organize and provide staff and parents with info and materials		
	3000	Employee Benefits	2,000	
		Classified benefits for clerk, etc.		
	4000	Books, Materials, Supplies	61,552	
		Phonics materials, training materials, books, etc. to support literacy		
	5000	Services and Other Operating Expenses (Including Travel & Direct Costs)		
	5200	Refreshments for parent training	2,500	
	5700	Phone line to support homework hotline, etc.	1,000	
	5800	Consultant (s) fees for training and on going monitoring of planning, EI program, language arts, parent training	23,000	
	6400	Capital Outlay (Equipment)		
	7310	Indirect Costs		
	Total Amount of II/USP Funds Requested		124,950	
	Total Matching Funds & Source Codes			164,247 (1, 17, 19)

Attachement
IIUSP Budget Worksheet
Sunnyslope Elementary School

Ref.	Expenditure	Account of Expenditures	Amount	Budget Code
A1	Teacher hourly salaries; consultant; materials	Teacher hourly @ $33 hr for 16 hours to receive training on use of phonics materials after hours District consultant Phonics materials (Open Court; 4 Block Program, misc.)	$528 $500 $10,000	1000 5800 4000
A2	Teacher hourly salaries; sub salaries; consultant; materials	Teacher hourly @ $33 hr for 106 hours to receive training on effective instructional strategies with emphasis on EL learners. Substitutes for release time to visit classrooms, attend workshops or conferences Consultant Instructional materials (Santinilla, leveled readers)	$3498 $540 $500 8,000	1000 1000 5800 4000
A3	Consultant; materials	Consultant to advise and train staff in language arts/writing Instructional materials (yet to be determined)	$1,000 $500	5800 4000
A4	Materials	Instructional materials to supplement existing district adoption for El learners (Santinilla, books for El learners, misc.)	$7,000	4000
A5	Teacher hourly salaries; sub salaries; consultant; materials	Teacher hourly @ $33 hr for 62 hours for intermediate teachers to receive training on reading instruction Sub salaries @ $90 day for 22 days for release time and class visits Consultant on reading strategies Instructional materials (Scholastic, Wright Group, misc. leveled reading books)	$2,046 $1980 $5,000 $20,000	1000 1000 5800 4000
A6	Software	Accelerated Reader or similar program	$5,650	4000
B7	Materials	Excel Math and Glencoe math books	$10,402	4000
D8	Teacher hourly	Teacher hourly @ $33 hr for 62 hours to align, plan, and focus	$2046	1000

Ref.	Expenditure	Account of Expenditures	Amount	Budget Code
	salaries; sub salaries; classified salariy and benefits; Consultant	on student data to continuously adjust instruction; create interventions Sub salaries @ $90 for 78 days for release time Clerk to organize and provide service to extended learning opportunity program Consultant to train and monitor throughout two years	 $7,020 $10,000 $13,000	 1000 2000 & 3000 5800
C9		No cost		
C10	Teacher hourly salaries; consultants; other supplies	Teacher hourly @ $33 hr for 180 hours to prepare , organize and teach parent classes Consultant (s) pay for special presentations to parents (science nights, math nights, etc.) Refreshments for program participants	$5,940 $3,000 $2,500	1000 5800 5200
C11	Teacher hourly salaries; telephone	Teacher hourly @ $33 hr for 100 hours to create, coordinate and update web page, homework hotline, etc.) Dedicated phone line	$3,300 $1,000	1000 5700
C12		No cost		
		Total	$124,950	

Jurupa Unified School District

2001/2002 ENROLLMENT, STAFFING AND FACILITIES

	ENROLLMENT						STAFFING			FACILITIES					
Location	K	Regular	SDC	Subtotal	Preschool/ Head Start	Grand Total	K	Regular	SDC	1/2 Day K Units Available	1/2 Day K Units Use	Number of Classrooms	Regular Use	Other Dedicated Use	Capacity
Camino Real	90	582	16	688	0	688	4	24	1	4	4	25	24, 1 SDC		697
Glen Avon	89	580	14	683	0	683	5	24	1	6	5, 1 vac	27	24, 1 SDC, 1 vacancy	Library	745
Granite Hill	82	608	10	700	0	700	4	25	1	4	4	27	25, 1 SDC, 1 vacancy		737
Ina Arbuckle	123	722	30	875	68	943	5	31	2	4	4	39	31, 1 K (am), 1 SDC, 1 CH, Need 2 Rms	1 Media, 1 Title I, 2 HdS (am/pm), Fac, Spch/RSP, Comp. Lab	910
Indian Hills	119	722	16	857	0	857	6	30	1	4	4	30	30,1 K (am/pm),1 SDC, Need 2 Rms		817
Mission Bell	78	528	32	638	48	686	4	22	2	6	4,Pre(am/pm)	26	22, 2 SDC	Media, Computer Lab	710
Pacific Avenue	76	468	15	559	34	593	3	20	2	4	3, 1vac	24	20, 2 SDC, Need 2 Rooms	2 Title1, HdS (am/pm), RSP	580
Pedley	88	691	31	810	0	810	4	29	2	4	4	35	29, 2 SDC, 1 vacancy	Media, RSP, Lounge	846
Peralta	71	422	38	531	0	531	3	18	1	4	3, 1 vac	19	18, 1 SDC		541
Rustic Lane	90	677	0	767	48	815	4	28	1	6	4, 2 Pre	34	28, 1 SDC	Media, Fac, Comp. Lab, Title I, RSP	837
Sky Country	102	582	17	701	0	701	5	24	1	4	4	27	24, 1 SDC, 1 K (am)	RSP	725
Stone Avenue	75	509	9	593	0	593	4	21	1	4	4	23	21, 1 SDC	Faculty	613
Sunnyslope	119	619	14	752	48	800	5	26	3	4	4	32	26, 1 K (am), 1 SDC, 2 Pre SDC, 1 vacancy	Pre (am/pm)	875
Troth Street	103	781	18	902	24	926	5	33	1	6	5, 1 Pre	35	33, 1 SDC, Need 2 Rooms	Library, Title I, Parent Resource Center	893
Van Buren	94	575	14	683	48	731	5	24	1	4	4	27	24, 1 SDC, 1 K (am)	Pre (am/pm)	773
West Riverside	102	691	17	810	78	888	5	29	1	4	4	37	29, 1 K (am),1 SDC	2 Title 1, HdS(am/pm), Pre(am/pm), RSP, Community Room	927
K-6 TOTAL	**1,501**	**9,757**	**291**	**11,549**	**396**	**11,945**	**71**	**408**	**22**	**72**		**467**			**12,226**
Jurupa Middle		972	57	1,029		1,029		38	4		P.E. 162	42	38, 4 SDC, Need 1 Room	3 RSP (2 Rooms), Healthy Start, Faculty, Yearbook, Youth Connect	1,254
Mira Loma Middle		1,150	64	1,214		1,214		43	4		P.E. 192	46	43, 4 SDC, Need 1 Room	3 RSP, Youth Connect	1,476
Mission Middle		943	67	1,010		1,010		36	4		P.E. 157	40	36, 4 SDC	2 RSP (1 room), Youth Connect	1,313
7-8 TOTAL		**3,065**	**188**	**3,253**		**3,253**		**117**	**12**			**128**			**4,043**
Jurupa Valley		2,618	143	2,761		2,761		97	7		P.E. 436	105	97, 7 SDC, Need 3 Rooms	2 ROP, 2 ROTC, 2 Co. SDC, 7 RSP, 4 Comp Labs, Auto Shop, OCD, Drafting, Storage, Photo Room, Video Prod, Band, Choir, MPR, Wood Shop	2,827
Rubidoux		2,294	132	2,426		2,426		89	7		P.E. 382	91	89, 7 SDC (Need 5 min-10 max Rms)	Career Center, 6 ROP, 3 ROTC, 7 RSP, 2 Co. SED, OCD	2,549
Nueva Vista		300	20	320		320		12	2			22	12, 2 SDC	ROP, Media, OCD, Work Experience, RSP, CalSafe, 2 RV (Offices)	392
Rio Vista		25	0	25		25		2	0			0	2 (Housed in JMS County Building)		0
Learning Center												11	7	Office, Assessment Center, Community Room, SCORE	0
9-12 TOTAL		**5,237**	**295**	**5,532**		**5,532**		**200**	**16**			**229**			**5,768**
DISTRICT TOTAL	**1,501**	**18,059**	**774**	**20,334**	**396**	**20,730**	**71**	**725**	**50**	**72**		**824**			**22,037**

Elementary Capacity Formula: # of Rooms - SDC and Other Category x 20 (Grades K-3); x 32 (Grades 4-6) + 17 x SDC staff + 15 x Preschool SDC + Preschool/Head Start

(If RSP occupies a regular classroom, but can be moved to a non-classroom space if needed, list RSP under Regular Use and load at regular rate. If no other space available, list RSP under Other Dedicated use and do not add to capacity.)

Middle/High School Capacity Formula: # of rooms - SDC and Other Category x 32 + 17 x SDC staff + P.E.

Nueva Vista Capacity Formula: # of rooms - Other Category x 31

P.E. computed by dividing the number of regular students by 6 (periods).

Fac - Faculty Workroom or Lounge
HdS - Head Start
Pre - Preschool
RSP - Resource Specialist
SDC - Special Day Class

04/05/01

JURUPA UNIFIED SCHOOL DISTRICT
Districtwide Classroom Inventory (4/01)

School	Permanent Classrooms	Relocatable Classrooms	Rental Classrooms	Totals
Camino Real Elementary School	12	15	0	27
Glen Avon Elementary School	21	9	0	30
Granite Hill Elementary School	16	13	0	29
Ina Arbuckle Elementary School	20	21	2	43
Indian Hills Elementary School	17	15	2	34
Mission Bell Elementary School	17	12	0	29
Pacific Avenue Elementary School	17	9	2	28
Pedley Elementary School	16	21	0	37
Peralta Elementary School	0	21	0	21
Rustic Lane Elementary School	19	18	0	37
Sky Country Elementary School	18	11	0	29
Stone Avenue Elementary School	16	9	0	25
Sunnyslope Elementary School	12	22	0	34
Troth Street Elementary School	18	20	2	40
Van Buren Elementary School	20	9	0	29
West Riverside Elementary School	20	19	0	39
Total Elementary	**259**	**244**	**8**	**511**
Jurupa Middle School	34	8	1	43
Mira Loma Middle School	36	9	1	46
Mission Mission School	29	11	0	40
Total Middle School	**99**	**28**	**2**	**129**
Jurupa Valley High School	77	28	0	105
Rubidoux High School	62	29	1	92
Nueva Vista Cont. High School	15	7	0	22
Rio Vista Cont. High School	0	0	0	0
Learning Center	0	11	0	11
Total High School	**154**	**75**	**1**	**230**
TOTAL DISTRICTWIDE	**512**	**347**	**11**	**870**

PERCENTAGE OF CLASSROOMS THAT ARE RELOCATABLE CLASSROOMS: 41%

Jurupa Unified School District

Personnel Report #19

May 8, 2001

CERTIFICATED PERSONNEL

Regular Assignment

Language, Speech & Hearing Specialist	Ms. Alicia Dick 1010 Cimarron Court Redlands, CA 92374	Eff. August 31, 2001 Clinical Rehabilitative Services Credential

From Temporary to Probationary

Teacher	Ms. Kristi Batchelder 3572 Banbury Drive #101 Riverside, CA 92505	Eff. September 4, 2001 Multiple Subject Credential
Teacher	Ms. Geri Beld 2954 Ivy Street Riverside, CA 92506	Eff. September 4, 2001 Multiple Subject w/CLAD Credential

Temporary Assignment

Teacher	Mr. QuocHung Nguyen 605 N. Alamo Street #2 Anaheim, CA 92801	Eff. September 4, 2001 through June 19, 2002 Single Subject-Chemistry & Math Emergency Credential
Teacher	Ms. Carolyn Snow 5329 Valinda Avenue Alta Loma, CA 91737	Eff. September 4, 2001 Multiple Subject Emergency Credential

Substitute Assignment

Teacher	Mr. Troy Martin 4821 Beverly Court Riverside, CA 92506	As needed Emergency 30-Day Permit
Teacher	Ms. Nicole Walker 2613 S. Castle Harbour Ontario, CA 91761	As needed Emergency 30-Day Permit

Extra Compensation Assignment

Education Services; to evaluate biology textbooks for future adoption; March 24, 2001 through April 2, 2001; not to exceed 25 hours total; appropriate hourly rate of pay.

Ms. Jamie Angulo

Research & Categorical Projects; to work with the GATE program; February 8, 2001 through March 29, 2001; not to exceed eight (8) hours total; appropriate hourly rate of pay.
Ms. Sharilyn Halsey Ms. Pam Grethen

Personnel Report #19

CERTIFICATED PERSONNEL

Leave of Absence

Teacher	Ms. Jackie Bremer 6582 Mitchell Avenue Riverside, CA 92505	Unpaid Special Leave September 4, 2001 through June 19, 2002 without compensation, health and welfare benefits or increment advancement.
Teacher	Ms. Carol Hogerty 2262 Quartz Place Riverside, CA 92507	Maternity Leave eff. March 21, 2001 through May 16, 2001 with use of sick leave benefits.
Teacher	Ms. Amy Denise Sanchez 822 W. Princeton Ontario, CA 91762	Maternity Leave eff. March 20, 2001 through May 1, 2001 with use of sick leave benefits and Unpaid Special Leave May 2, 2001 through June 22, 2001 without compensation, health and welfare benefits or increment advancement.

Placement on 39-Month Reemployment List
(Education Code section 44978.1)

Teacher	Mr. David Garza 408 W. Maple Ontario, CA 91762	Eff. March 27, 2001
Teacher	Ms. Rhonda West 1396 Caulfield Court Riverside, CA 92506	Eff. April 17, 2001

CLASSIFIED PERSONNEL

Regular Assignment

Instructional Aide	Mr. Miguel Espinoza 1581 Stockport Drive Riverside, CA 92507	Eff. April 17, 2001 Work Year E1 Part-time
Instructional Aide	Ms. Kamalyn McGookin 5510 Wentworth Drive Riverside, CA 92505	Eff. April 24, 2001 Work Year E1 Part-time
Instructional Aide	Ms. Rebecca Neve 11170 58th Street Mira Loma, CA 91752	Eff. April 17, 2001 Work Year E1 Part-time
Print Clerk	Mr. Tomas Sanchez 7849 Whitney Drive Riverside, CA 92509	Eff. April 23, 2001 Work Year A

Personnel Report #19

CLASSIFIED PERSONNEL

Regular Assignment

Bilingual Language Tutor	Ms. Martha Unzueta 4059 Zimmerman Street Riverside, CA 92505	Eff. April 24, 2001 Work Year E1 Part-time

Substitute Assignment

Custodian	Mr. Patrick Settles 3818 Lindsay Street Riverside, CA 92509	As needed

Resignation

Cafeteria Assistant II	Ms. Carolyn Smith 7361 Percheron Avenue Riverside, CA 92509	Eff. April 20, 2001

MANAGEMENT PERSONNEL

Regular Assignment

Director of Facility Planning & Development	Mr. Gregory Bowers 7819 Ralston Place Riverside, CA 92508	Eff. May 7, 2001 Work Year A

Resignation

High School Principal	Ms. Janice Moorehouse 2267 Drummond Street Riverside, CA 92506	Eff. June 30, 2001

OTHER PERSONNEL

Short-Term Assignment

Adult Education; to serve as Campus Security; March 23, 2001 through June 15, 2001; not to exceed eight (8) hours per day; $11.87 per hour.

Campus Security Mr. Sean Spangler

Maintenance & Operations; peak load custodial to help with floors at Jurupa Valley High School due to accreditation; March 23, 2001; not to exceed eight (8) hours total; $11.86 per hour.

Peak Load Custodial Ms. Norma Diaz

Maintenance & Operations; peak load custodial to watch concrete at Pedley Elementary; March 19, 2001; not to exceed four (4) hours total; $11.86 per hour.

Peak Load Custodial Mr. Humberto Castillo

Personnel Report #19

OTHER PERSONNEL

Short-Term Assignment

Maintenance & Operations; peak load custodial; March 14, 2001; not to exceed two (2) hours total; $11.86 per hour.

Peak Load Custodial Ms. Eva Del Toro

Maintenance & Operations; peak load custodial to watch concrete at Jurupa Valley High School; March 22, 2001; not to exceed 17 hours total; $11.86 per hour.

Peak Load Custodial Mr. Robert Garcia
Peak Load Custodial Mr. Brian Sturgeon
Peak Load Custodial Ms. Elaine Charles

Maintenance & Operations; peak load custodial to clean rain gutters at various sites; March 13-26, 2001; not to exceed eight (8) hours each per day; $11.86 per hour.

Peak Load Custodial Mr. Everado Hernandez
Peak Load Custodial Mr. Richard Martinez
Peak Load Custodial Mr. David Ruiz

Maintenance & Operations; peak load custodial due to an inservice; March 20, 2001; not to exceed two (2) hours total; $11.86 per hour.

Peak Load Custodial Mr. Juan Duran

Maintenance & Operations; peak load custodial to watch concrete at Stone Avenue Elementary School; March 14, 2001; not to exceed 4.25 hours total; $11.86 per hour.

Peak Load Custodial Mr. David Ruiz

Maintenance & Operations; peak load custodial to assist in putting new tables together; March 16, 2001; not to exceed eight (8) hours total; $11.86 per hour.

Peak Load Custodial Mr. Everado Hernandez

Maintenance & Operations; peak load custodial due to accreditation at Jurupa Valley High School; March 26, 2001; not to exceed eight (8) hours total; $11.86 per hour.

Peak Load Custodial Mr. Earl Burts
Peak Load Custodial Ms. Elizabeth Morgan

Warehouse; to serve as a Peak Load Assistant; April 1-30, 2001; not to exceed eight (8) hours per day; $10.80 per hour.

Peak Load Assistant Mr. Robert Martinez

Personnel Report #19

OTHER PERSONNEL

Short-Term Assignment

Ina Arbuckle Elementary; to serve as a Peak Load Assistant; March 15, 2001 through June 10, 2001; not to exceed 40 hours total; $10.512 per hour.

Peak Load Assistant Ms. Annie Patino

Ina Arbuckle Elementary; to serve as a Peak Load Assistant; March 15, 2001 through June 10, 2001; not to exceed 40 hours total; $10.766 per hour.

Peak Load Assistant Ms. Sofia McCarthy

Mission Bell Elementary; to serve as an Activity Facilitator; January 2, 2001 through June 21, 2001; not to exceed 25 hours each; $8.50 per hour.

Activity Facilitator Ms. Sonia Almanduer
Activity Facilitator Ms. Valerie DeLeon
Activity Facilitator Ms. Maria Franco

Rustic Lane Elementary; to serve as Peak Load Clerical; April 16, 2001 through June 30, 2001; not to exceed 3.5 hours per week; $9.00 per hour.

Peak Load Clerical Ms. Mary Villalpondo

Van Buren Elementary; to serve as a Title I Helper; April 3, 2001 through June 30, 2001; not to exceed 50 hours total; $9.542 per hour.

Title I Helper Ms. Sandy Reilly

Jurupa Middle School; to serve as a Student Worker; March 6, 2001 through June 20, 2001; not to exceed six (6) hours per week; $6.25 per hour.

Student Worker Ms. Megan Richey

Mira Loma Middle School; to serve as a Student Worker; February 26, 2001 through June 20, 2001; not to exceed six (6) hours per week; $6.25 per hour.

Student Worker Ms. Kendra Barber
Student Worker Ms. Annette Del Real

Mission Middle School; to serve as a Student Worker; March 19, 2001 through June 20, 2001; not to exceed 15 hours per week; $6.25 per hour.

Student Worker Mr. Nicholas Santilli

Personnel Report #19

OTHER PERSONNEL

Short-Term Assignment

Jurupa Valley High School; to serve as a Peak Load Assistant; March 27, 2001 through June 20, 2001; not to exceed 24 hours total; $11.568 per hour.

Peak Load Assistant Mr. Marcus Zimmer

The above actions are recommended for approval:

Kent Campbell, Assistant Superintendent-Personnel Services

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Jurupa Unified School District

Personnel Report #19

May 8, 2001

CERTIFICATED PERSONNEL

Regular Assignment

Teacher	Ms. Tiffany Cobb 2583 Brush Creek Road St. Louis, MO 63129	Eff. August 31, 2001 Single Subject-Art Credential
Teacher	Ms. Teresa Foltz 5725 Ridgemark Place Fontana, CA 92336	Eff. August 31, 2001 Single Subject-Math Credential
Teacher	Ms. Michelle Johnson 7621 Geenock Way Riverside, CA 92508	Eff. August 31, 2001 Multiple Subject Credential
Teacher	Mr. Brent Lumsden 1625 S. Maple Ann Arbor, MI 48103	Eff. August 31, 2001 Single Subject-English Credential
Teacher	Mr. Carlos Moreno 6515 Dorinda Drive Riverside, CA 92503	Eff. August 31, 2001 Single Subject-Spanish Credential
Teacher	Ms. Jennifer Ruiz 4260 Tyrolite Street Riverside, CA 92509	Eff. August 31, 2001 Multiple Subject Credential

From Temporary to Probationary

Teacher	Mr. Nathan Martin 2367 Carlene Circle Corona, CA 91720	Eff. September 4, 2001 Multiple Subject Credential
Teacher	Ms. Pamela Moore-Walker 4993 Via Campeche Riverside, CA 92507	Eff. September 4, 2001 Multiple Subject Credential
Teacher	Mr. Donald Wade 8303 Lakeside Drive Riverside, CA 92509	Eff. September 4, 2001 Single Subject-Music & Social Science Credential

Intern Assignment

Teacher	Ms. Ann Meier 16101 Bellino Way Riverside, CA 92501	Eff. September 4, 2001 Multiple Subject Internship Credential

Temporary Assignment

Resource Specialist	Ms. Kelli Bonzoumet 2945 Mission Inn Avenue Riverside, CA 92507	Eff. September 4, 2001 through June 19, 2002 Specialist-Mild/ Moderate Pre-intern Credential

Personnel Report #19

CERTIFICATED PERSONNEL

Temporary Assignment

Teacher	Ms. Kimberly Castaneda 5074 Sundance Drive San Bernardino, CA 92407	Eff. September 4, 2001 through June 19, 2002 Single Subject-Biology Emergency Credential
Teacher	Mr. Dale Fullerton 6506 Doolittle Ave. #8B Riverside, CA 92503	Eff. July 1, 2001 Single Subject- Agriculture Emergency Credential
Teacher	Ms. Rebecca Gomez 4750 Somerset Drive Riverside, CA 92507	Eff. September 4, 2001 through June 19, 2002 Single Subject-English Emergency Credential
Language, Speech & Hearing Specialist (80%)	Ms. Anne Lew 8099 Whitney Drive Riverside, CA 92509	Eff. September 4, 2001 through June 19, 2002 Clinical Rehabilitative Services Waiver
Teacher (SDC)	Mr. Joseph Ramer 1436 Lovat Court Riverside, CA 92508	Eff. September 4, 2001 through June 19, 2002 Specialist-Learning Handicapped Emergency Credential
Teacher	Mr. George Ramos 1812 Hibiscus Street Corona, CA 91720	Eff. September 4, 2001 through June 19, 2002 Single Subject-Social Science Emergency Credential
Teacher	Ms. Sara Raygor 4521 Opal Street Riverside, CA 92509	Eff. September 4, 2001 through June 19, 2002 Multiple Subject Emergency Credential
Resource Specialist	Ms. Lorraine Robles 3425 Valencia Hill Drive Riverside, CA 92507	Eff. September 4, 2001 through June 19, 2002 Specialist-Mild/ Moderate Emergency Credential
Teacher	Ms. Maria Sauceda 14895 Rembrandt Drive Moreno Valley, CA 92553	Eff. September 4, 2001 through June 19, 2002 Multiple Subject Pre-intern Credential

Personnel Report #19

CERTIFICATED PERSONNEL

Change of Status

Resource Teacher	Ms. Jamie Aballi 1515 Bellafontaine Dr. Riverside, CA 92506	Eff. July 1, 2001 From 40% to 60%
Language, Speech & Hearing Specialist	Ms. Anne Lew 8099 Whitney Drive Riverside, CA 92509	Eff. September 4, 2001 From 60% to 80%
Teacher	Ms. Janine Stewart 735 Allen Drive Corona, CA 92879	Eff. July 1, 2001 From 100% to 50%

Substitute Assignment

Teacher	Ms. Pamela Atcitty 24680 Patrician Court Moreno Valley, CA 92551	As needed Emergency 30-Day Permit
Teacher	Mr. Robert Battin 7110 Peralta Place Riverside, CA 92509	As needed CBEST Waiver
Teacher	Mr. Darryl Brierley 4291 Estrada Drive Riverside, CA 92509	As needed Emergency 30-Day Permit
Teacher	Ms. Lyubov Coffey 800 Libby Drive Riverside, CA 92507	As needed CBEST Waiver
Teacher	Ms. Beth Flynn 9210 Belden Circle Riverside, CA 92509	As needed Emergency 30-Day Permit
Teacher	Ms. Denise Guthaus 14365 Sunset Ridge Road Riverside, CA 92503	As needed Emergency 30-Day Permit
Teacher	Ms. Frances Lopez 2952 Avalon Street Riverside, CA 92509	As needed Emergency 30-Day Permit
Teacher	Mr. Todd Luce 4585 Merrill Avenue Riverside, CA 92507	As needed Emergency 30-Day Permit
Teacher	Ms. Sarah Walker 2613 S. Castle Harbour Ontario, CA 91761	As needed Emergency 30-Day Permit

Personnel Report #19

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Curriculum & Instruction; to attend formal meetings with an assigned BTSA/consulting teacher; April 3-18, 2001; not to exceed three (3) hours each; appropriate hourly rate of pay.

Ms. Cindy Karhan Ms. Sheila Ramirez

Curriculum & Instruction; to attend formal meetings with an assigned BTSA/consulting teacher; March 21, 2001; not to exceed 1 1/2 hours each; appropriate hourly rate of pay.

Mr. Ron Crawford Ms. Jenna Doen Mr. Steve Pricer

Curriculum & Instruction; to attend formal meetings with an assigned BTSA/consulting teacher; December 12, 2000; not to exceed 1 1/2 hours total; appropriate hourly rate of pay.

Ms. Jenna Doen

Curriculum & Instruction; to attend meetings with an assigned consulting teacher; March 29, 2001; not to exceed one (1) hour each; appropriate hourly rate of pay.

Ms. Geri Beld Ms. Evelyn English Ms. Elisa Sosa

Curriculum & Instruction; to attend meetings with an assigned consulting teacher; April 23, 2001; not to exceed one (1) hour each; appropriate hourly rate of pay.

Mr. Joe Beloni Mr. Mike Cloke Mr. Jon Trujillo

Curriculum & Instruction; to attend meetings with an assigned consulting teacher; April 18, 2001; not to exceed one (1) hour each; appropriate hourly rate of pay.

Mr. Todd Chard Mr. Geoff Holt Mr. Jeff Huerta

Curriculum & Instruction; 2000-2001 school year; to serve as a Spelling Bee Coordinator; $385 each.

Ms. Janet Templin
Ms. Connie Dam
Ms. Nicole Haber
Ms. Judy Lynch
Ms. Margie Sivert
Ms. Karen Stokoe
Mr. Brian Delameter
Ms. Rae Ann Magnon
Ms. JoAnn Greeley
Ms. Maggie Beach
Ms. Sandra Roberson
Ms. Lois Clark
Ms. Christa Shorey
Ms. Maggie Manning
Ms. Barbara Flores
Mr. Carl Zitek
Ms. Carole Patty

Curriculum & Instruction; 2000-2001 school year; to serve as a Spelling Bee Coordinator; $192.50 each.

Ms. Traci McCracken Ms. Lisa Pacheco Ms. Kathryn McSkimming
Ms. Dawn Thompson

Curriculum & Instruction; to attend meetings with an assigned consulting teacher; February 7, 2001 through March 29, 2001; not to exceed four (4) hours each; appropriate hourly rate of pay.

Ms. Shawnette Bukarau Ms. Zoe Washburn

Personnel Report #19

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Curriculum & Instruction; to attend an optional Staff Development day at Stone Avenue Elementary; February 6, 2001, March 13, 2001 and April 18, 2001; $250 each.

Ms. Laura Berkeley	Ms. Michelle Cohen	Mr. Alex Garcia
Mr. Dave Gruidl	Ms. Gina Hughes	Ms. Aileen Lauritzen
Mr. John Payne	Ms. Kathy Pedroza	Ms. Debbie Pekarcik
Ms. Brandi Pricer	Ms. Dolores Vasquez	

Curriculum & Instruction; to serve as a presenter/facilitator for various optional Staff Development days; February 23, 2001 through April 21, 2001; not to exceed 14 hours each; appropriate hourly rate of pay.

Mr. John Allen	Ms. Janet Garcia-Hudson	Ms. Dani Hart
Ms. Teresa Hoag		

Education Services; to attend an optional Staff Development Day at West Riverside Elementary; April 3, 2001 and April 5, 2001; $250 each.

Ms. Jodi Brandom	Mr. Tom Buchanon	Ms. Elsa Buenrostro
Ms. Sharon Carey	Mr. Maurice Castro	Ms. Teresa Chavez
Ms. Kathy Doubravsky	Ms, Kathy Edmond	Mr. Chet Edmunds
Ms. Emma Garza	Ms. Mary Golden	Ms. Laura Gonzales
Mr. Mark Gonzales	Ms. Vickie Hawkins	Ms. Wendy Holder
Ms. Mayra McClain	Ms. Aminta Ortega	Ms. Carole Patty
Ms. Martha Rodriguez	Ms. Kathleen Sakaki	Mr. Hector Sanchez
Ms. Maria Sauceda	Ms. Peg Schmidt	Mr. Rick Shannon

Education Services; to attend an optional Staff Development Day at Ina Arbuckle; March 17, 2001; not to exceed 7.25 hours each; appropriate hourly rate of pay.

Ms. Sophia Gray	Ms. Dani Hart	Ms. Dolores Hernandez
Ms. Joan Lauritzen		

Education Services; to attend an optional Staff Development Day at West Riverside Elementary; April 3, 2001 and April 5, 2001; $250 each.

Ms. Mabel Armenta	Mr. Jason Atkinson	Mr. Vincent Campos
Ms. Shari Cook	Mr. Timothy Crider	Ms. Connie Dam
Ms. Jana Dexter	Ms. Silvana Diaz	Ms. Bertha Fletes
Ms. Adriana Flores	Ms. Karen Garinger	Ms. Cathe Giles
Ms. Stacy Hainlen	Ms. Kate Jardine	Ms. Victoria Jobe
Ms. Frieda Labrado-Weber	Ms. Carmen Mendez	Ms. Gloria Morales
Ms. Nanette Prince	Ms. Sally Quintana	Mr. Robert Ramirez
Ms. June Van Genuchten	Ms. Julie Vanderman	Ms. Nancy Velasquez
Ms. Norma Velasquez	Mr. John Allen	

Education Services; to work with enrichment standards; April 24, 2001; not to exceed 2.5 hours each; appropriate hourly rate of pay.

Ms. Kelly Dodd	Ms. Carol O'Dell

Personnel Report #19

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Education Services; to work on standards revisions; April 1-3, 2001; not to exceed 10 hours total; appropriate hourly rate of pay.

Ms. Karen Martinez

Education Services; to review standards for the Curriculum Review Committee; April 17, 2001; not to exceed ½ hour each; appropriate hourly rate of pay.

Ms. Linda Goedhart Ms. Denyse Hart

Language Services; to work on standards and assessments; April 9-13, 2001; not to exceed 12 hours each; appropriate hourly rate of pay.

Ms. Lupe Lopez Ms. Martha Gomez

Personnel Services; to attend a job fair; March 9, 2001; not to exceed eight (8) hours each; appropriate hourly rate of pay.

Ms. Kathy Drost Ms. Nancy Cadiente

Personnel Services; to conduct CPR/First Aid Training; April 17-19, 2001; not to exceed four (4) hours total; appropriate hourly rate of pay.

Ms. Irene Allen

Research & Categorical Projects; to work with the GATE program; February 8-22, 2001; not to exceed four (4) hours total; appropriate hourly rate of pay.

Ms. Terese Pisarik

Research & Categorical Projects; to work with the Curriculum Review Committee; April 19, 2001; not to exceed 1.5 hours each; appropriate hourly rate of pay.

Ms. Veronica Capata Ms. Lisa Levine-Perkins

Student & Community Services; CPR/First Aid Training for after-school program coordinators; April 1, 2001 through June 21, 2001; not to exceed 10 hours total; appropriate hourly rate of pay.

Ms. Irene Allen

Ina Arbuckle Elementary; 2000-2001 school year; elementary group leaders; appropriate annual rate of pay.

Ms. Kate Jardine Ms. Sally Quintana

Ina Arbuckle Elementary; 2000-2001 school year; combination classes; appropriate annual rate of pay.

Ms. Wendy Wilson Ms. Martha Molina Ms. Victoria Jobe

Personnel Report #19

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Ina Arbuckle Elementary; 2000-2001 school year; extra duties; appropriate annual rate of pay.

Ms. Gloria Cabrera	Student Study Team Leader
Ms. Susie Galewski	Technology Coordinator
Ms. Nanette Prince	Testing Coordinator
Ms. Nanette Prince	GATE Coordinator
Ms. Bridgette Ivory	Science Fair Coordinator
Ms. Adriana Flores/ Ms. Beth VandenRaadt	Math Field Day Coordinator
Ms. Deanna Long	Disaster Preparedness Coordinator
Ms. Nanette Prince	
Ms. Martha Molina	Young Authors
Ms. Victoria Jobe	Site Translator
Mr. Larry Sturm	Yearbook Advisor

Ina Arbuckle Elementary; to attend training needed to implement the technology plan in conjunction with the AB1339 grant; July 7, 2000 through August 30, 2001; not to exceed 49 hours total; appropriate hourly rate of pay.

Ms. Gloria Cabrera	Ms. Connie Dam	Ms. Kate Jardine
Ms. Deanna Long	Ms. Kay Vail	Ms. Silvana Diaz
Ms. Adriana Flores	Ms. Wendy Wilson	Ms. Carmen Mendez
Ms. Beth Vandenraadt	Ms. Norma Velasquez	Ms. Martha Molina
Ms. Mabel Armenta	Mr. Jason Atkinson	Ms. Shari Cook
Ms. Karen Garinger	Ms. Susie Galewski	Ms. June Van Genuchten
Ms. Victoria Jobe	Ms. Bertha Fletes	Ms. Julie Vanderman
Ms. Nancy Velasquez	Ms. Frieda Weber	Ms. Bridgette Ivory
Ms. Gloria Morales	Ms. Nancy Summers	Mr. David Garza
Ms. Cathe Giles	Mr. Tim Crider	Ms. Sally Quintana
Ms. Leona Williams	Ms. Jana Dexter	Ms. Stacy Hainlen
Mr. Robert Ramirez	Ms. Nancy Cadiente	Ms. Shirly Taylor
Mr. Larry Sturm	Ms. Jacque Smith	Mr. Mike Wasinger
Ms. Nori Garavito	Ms. Nanette Prince	Ms. Debbie Toten
Mr. Irwin Condit	Mr. John Allen	

Indian Hills Elementary; 2000-2001 school year; extra duties; appropriate annual rate of pay.

Ms. Bev Hedin	Student Study Team Leader
Terry Noring/Joyce Baumann	Testing Coordinator
Alison Young	Technology Coordinator
Christa Biddle	GATE Coordinator
Carolyn Snow	Science Fair Coordinator
John S. Hill	Principal's Designee
Candy Curiel	Disaster Preparedness
Claudia Clark/ Louise Gillette/ Lisa Macdougall	Youth Authors

Indian Hills Elementary; 2000-2001 school year; combination classes; appropriate annual rate of pay.

Renee Hill	John S. Hill	Candy Curiel
Traci Skinner		

Personnel Report #19

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Indian Hills Elementary; 2000-2001 school year; elementary group leaders; appropriate annual rate of pay.

John S. Hill Kristie Burson

Mission Bell Elementary; 2000-2001 school year; extra duties; appropriate annual rate of pay.

Ms. Laraine Knight	Student Study Team Leader
Mr. Brian Long	Testing Coordinator
Ms. Amy Weidman	Technology Coordinator
Ms. Amy Weidman	GATE Coordinator
Ms. Annmarie Lee	Science Fair Coordinator
Ms. Susan Kay	Student Council
Ms. De'Ann McWilliams	Principal's Designee
Ms. Loretta Stevenson	School-wide Review Plan

Mission Bell Elementary; 2000-2001 school year; elementary group leaders; appropriate annual rate of pay.

Ms. Susan Kay Ms. Donna Prince

Mission Bell Elementary; 2000-2001 school year; combination classes; appropriate annual rate of pay.

Ms. Michelle Trujillo Ms. Loretta Stevenson Ms. Janine Stewart
Ms. Christy Gandara Ms. Ann Meier

Pacific Avenue Elementary; 2000-2001 school year; extra duties; appropriate annual rate of pay.

Ms. Cindy Huffman	Student Study Team Leader
Ms. Faye Edmunds	Testing Coordinator
Ms. Faye Edmunds	GATE Coordinator
Ms. Nicole Haber	Technology Coordinator
Mr. Bruce Hebert	Principal's Designee
Mr. Brian Mitchell	Science Fair Coordinator
Ms. Kristen Mullen	Student Council
Mr. Bruce Hebert	Disaster Preparedness

Pacific Avenue Elementary; 2000-2001 school year; combination classes; appropriate annual rate of pay.

Ms. Janet Coleman Ms. Candy Kvidahl Mr. Jim Huber
Ms. Jyll Morris

Pacific Avenue Elementary; 2000-2001 school year; elementary group leaders; appropriate annual rate of pay.

Ms. Janet Coleman Ms. Jyll Morris

Pedley Elementary; 2000-2001 school year; elementary group leaders; appropriate annual rate of pay.

Ms. Miriam Kim Ms. Rhonda Batterton

Personnel Report #19

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Pedley Elementary; 2000-2001 school year; extra duties; appropriate annual rate of pay.

Ms. Kim Parker	Student Study Team Leader
Ms. Emily Terry	Testing Coordinator
Ms. Marcia Weaver	Technology Coordinator
Ms. Rhonda Batterton	GATE Coordinator
Ms. Cindy Jensen	Science Fair Coordinator
Ms. Emily Terry	Yearbook
Ms. Brook Walker	Disaster Preparedness
Ms. Mary Ann Ekbring	Young Authors

Pedley Elementary; 2000-2001 school year; combination classes; appropriate annual rate of pay.

Ms. Janet McClellan	Ms. Marlene Jockers	Ms. Marcia Weaver
Ms. Bonnie Welch	Ms. Brook Walker	Mr. Andy Elliott

Peralta Elementary; 2000-2001 school year; combination classes; appropriate annual rate of pay.

Ms. Peggy Bosley	Mr. Michael Nelson	Ms. Tiffany Coleman
Ms. Rebecca Ramos	Mr. Nathan Martin	

Peralta Elementary; 2000-2001 school year; elementary group leaders; appropriate annual rate of pay.

Ms. Marcy Hale	Ms. Lisa Cook

Peralta Elementary; 2000-2001 school year; extra duties; appropriate annual rate of pay.

Ms. Melody Mills	Student Study Team Leader
Ms. Carisa Heranandez	Testing Coordinator
Ms. Jaclyn Johnson/ Mr. Michael Nelson	Technology Coordinator
Ms. Tiffany Coleman	GATE Coordinator
Ms. Valerie Baule	Science Fair Coordinator
Mr. Paul DeFoe	Principal's Designee
Ms. Tiffany Coleman	Yearbook Coordinator
Ms. Lynda Lopez/ Ms. Peggy Bosley	Young Authors

Sky Country Elementary; 2000-2001 school year; extra duties; appropriate annual rate of pay.

Ms. Kristen Barnes/ Ms. Kathy Clark/ Ms. Cynthia Palmer	Technology Coordinator
Ms. Margie Forward/ Ms. Suzanne Hanna	Science Fair Coordinator
Ms. Margie Forward	Student Study Team
Ms. Jamey Hesler/ Ms. Kim Sorenson	Testing Coordinator
Mr. Richard Long	Principal's Designee
Ms. Traci McCracken	Yearbook Coordinator
Ms. Cynthia Woods	GATE Coordinator
Ms. Cynthia Woods	Programs Coordinator

Personnel Report #19

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Sky Country Elementary; 2000-2001 school year; elementary group leaders; appropriate annual rate of pay.

Ms. Margie Forward Ms. LeeAnne Reynolds

Sky Country Elementary; 2000-2001 school year; combination classes; appropriate annual rate of pay.

Mr. Darwin Dallas Ms. Sally Louis Ms. Cynthia Palmer
Ms. Lynne Seymour

Sky Country Elementary; to assist and facilitate an after school program that promote higher-level thinking skills and problem solving integrating technology; February 6, 2001 through May 16, 2001; not to exceed 40 hours total; appropriate hourly rate of pay.

Mr. Charles Lantz

Sky Country Elementary; to support the extended learning opportunities program for intensive reading; April 17, 2001 through May 9, 2001; not to exceed 10 hours total; appropriate hourly rate of pay.

Ms. Shelley Levers Ms. Jennifer Bullard

Sky Country Elementary; to support the extended learning opportunities program for at-risk students; April 17, 2001 through May 9, 2001; not to exceed 10 hours total; appropriate hourly rate of pay.

Mr. Charles Lantz

Sky Country Elementary; to support the extended learning opportunities program in the low performing areas; April 17, 2001 through May 9, 2001; not to exceed 10 hours total; appropriate hourly rate of pay.

Ms. Lori Williams

Sky Country Elementary; to assist with planning, training staff for Comite' review; August 1, 2000 through June 30, 2001; not to exceed 30 hours total; appropriate hourly rate of pay.

Ms. LeeAnne Reynolds Ms. Cynthia Woods

Sunnyslope Elementary; 2000-2001 school year; combination classes; appropriate annual rate of pay.

Ms. Deanna Soccio Ms. Janet Thompson Ms. Anne Gibson
Ms. Tricia Ramer/Leah Luke Ms. Jamie Neal

Sunnyslope Elementary; 2000-2001 school year; elementary group leaders; appropriate annual rate of pay.

Ms. Annie Gibson Ms. Barbara Martin

Personnel Report #19

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Sunnyslope Elementary; 2000-2001 school year; extra duties; appropriate annual rate of pay.

Ms. Jamie Neal	Student Study Team Leader
Ms. Sandra Amatriain	Testing Coordinator
Mr. Carl Zitek/ Mr. Robert Mitchell	Technology Coordinator
Ms. Mary Blevins/ Ms. Sherry Bockman	GATE Coordinator
Ms. Carol Hogerty/ Ms. Shawnette Bukarau	Science Fair Coordinator
Ms. Carolyn Sherman	Student Council
Ms. Sandra Amatriain/ Ms. Barbara Martin	Principal's Designee
Mr. Giovanni Bernier/ Ms. Cynthia Johnson	Disaster Preparedness

Troth Street Elementary; 2000-2001 school year; extra duties; appropriate annual rate of pay.

Ms. Heidi Burns	GATE Coordinator
Ms. Anita Cantwell	Principal's Designee
Ms. Elena Escobar	Spanish Language Translator
Mr. Les Brown	Student Council Coordinator
Ms. Shelley Logan	Student Study Team Leader
Mr. Rick Knudsen	Technology Coordinator
Mr. Rick Knudsen	Testing Coordinator
Ms. Margie Sivert	Spelling Bee Coordinator
Ms. Bonnie Werner	Science Fair Coordinator

Troth Street Elementary; 2000-2001 school year; combination classes; appropriate annual rate of pay.

Ms. Luz Salazar	Ms. Esther Ruvalcaba	Ms. Maria Preciado
Ms. Monica Jarcy	Ms. Ramona Loynd	Ms. Melissa Montoya

Troth Street Elementary; 2000-2001 school year; elementary group leaders; appropriate annual rate of pay.

Ms. Rosa Santos-Lee	Ms. Lynette Monaco

Troth Street Elementary; goals and objectives; March 1, 2001 through June 21, 2001; not to exceed 125 hours total; appropriate hourly rate of pay.

Ms. Bertha Lopez	Ms. Connie Nagle	Ms. Jovanka Martinez
Ms. Janice Sheldon	Ms. Tracy Bratton	Ms. Luz Salazar
Ms. Rosa Santos-Lee	Ms. Michelle Escobar	Ms. Hannah Paik
Ms. Stacy Gilbert	Ms. Andrea Roe	Ms. Yolanda Corona
Ms. Esther Ruvalcaba	Ms. Bonnie Werner	Ms. Janet Edmondson
Ms. Dorothy Baca	Ms. Kelly Horspool	Ms. Melissas Casassa
Ms. Maria Preciado	Ms. Margie Sivert	Ms. Julia Holt
Ms. Heidi Burns	Ms. Elizabeth Hanson	Ms. Elena Escobar
Ms. Hillary Moe	Ms. Monica Jarcy	Mr. Eli Salazar
Ms. Jill Moulton	Ms. Ramona Loynd	Ms. Claudia Garcia
Ms. Sarah Franz	Ms. Lynette Monaco	Ms. Melissa Montoya
Ms. Tina Bold	Mr. Jesus Romero	Ms. Anne Borchardt

Personnel Report #19

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Van Buren Elementary; 2000-2001 school year; combination classes; appropriate annual rate of pay.

Ms. Kathleen Perez
Ms. Maureen Dalimot
Ms. Erin Harrison
Mr. Charles Loving

Van Buren Elementary; 2000-2001 school year; elementary group leaders; appropriate annual rate of pay.

Ms. Ginger Jones
Ms. Josefina Castro

Van Buren Elementary; 2000-2001 school year; extra duties; appropriate annual rate of pay.

Ms. Maureen Dalimot	GATE Coordinator
Ms. Jessie Caballero	SST Coordinator
Ms. Josefina Castro	Science Fair Coordinator
Ms. Pat Bastiaans	Technology Coordinator
Ms. Karen Laskey	Testing Coordinator
Ms. Shelley Edwards	Disaster Preparedness Coordinator
Mr. Charles Loving	Student Council Advisor
Ms. Maureen Dalimot/ Ms. Jessie Caballero	Principal's Designee
Ms. Erin Harrison/ Mr. Eric Gruenewald	Skills Day Coordinator
Ms. Josefina Castro	Spanish Language Translator

West Riverside Elementary; grade level meetings to discuss Language Arts and Mathematics strategies; March 13, 2001 through May 1, 2001; not to exceed 136 hours total; appropriate hourly rate of pay.

Ms. Carolyn Bolz	Ms. Elsa Buenrostro	Mr. Tom Buchanan
Mr. Maurice Castro	Ms. Teresa Cullen	Mr. Chet Edmunds
Ms. Emma Garza	Ms. Barbara Godoy	Mr. Mark Gonzales
Ms. Kathleen Doubravsky	Ms. Mayra McClain	Ms. Carole Patty
Ms. Kathi Sakaki	Mr. Hector Sanchez	Mr. Richard Shannon
Ms. Sharon Carey	Ms. Monette Stewart	Ms. Anne Waldeck
Ms. Mary Golden	Ms. Jodi Brandom	Ms. Kristy Wiley
Ms. Aminta Ortega	Ms. Teresa Chavez	Ms. Vickie Hawkins
Ms. Laura Gomez	Ms. Wendy Holder	Ms. Maria Sauceda
Mr. Rafael Ruvalcaba	Ms. Peg Schmidt	Ms. Martha Rodriguez
Ms. Danielle Gutierrez	Ms. Veronica Villalobos	

Jurupa Middle School; 2000-2001 school year; extra duties; appropriate annual rate of pay.

Ms. Christine Rizzo	Department Head (Language Arts)
Mr. Scott Hill	Department Head (Social Studies)
Mr. Tom Morrison	Department Head (Science)
Mr. Gary Golden	Department Head (Math)
Ms. Molly Ramirez	Department Head (Fine/Applied Arts)
Ms. Judy Berndt	Department Head (P.E.)
Ms. Vicki D'Angelo/ Ms. Stephanie King	Department Head (Special Education)
Ms. Lisa Levine-Perkins	Department Head (Technology)
Ms. Sherry Zelenka	After School ASB Advisor
Mr. Darrel Walker	Yearbook
Ms. Christy Rizzo	Journalism

Personnel Report #19

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Jurupa Middle School; 2000-2001 school year; extra duties; appropriate annual rate of pay.

Mr. Jay Hakomaki	Instrumental Music
Ms. Gaye King	Choral Music
Mr. Ken Sanford	Eighth Grade Head Sponsor
Ms. Christy Rizzo	Seventh Grade Head Sponsor
Ms. Sherry Zelenka/ Ms. Rebecca Brawner	Site Testing Coordinator
Ms. Veronica Capata	Technology Coordinator
Ms. Gaye King	Student Study Team Leader
Ms. Gaye King	GATE Coordinator
Mr. Tom Morrison	Science Fair Coordinator
Mr. Gary Golden	Math Field Day Coordinator
Ms. Dawn Thompson/ Ms. Kathryn McSkimming	Spelling Bee Coordinator
Ms. Stephanie King	DATE Coordinator

Mira Loma Middle School; 2000-2001 school year; extra duties; appropriate annual rate of pay.

Mr. Todd Beasley	Yearbook Advisor
Mr. Todd Beasley	Department Head (Electives)
Mr. Kent Bukarau	Technology Coordinator
Ms. Anne Cox	Department Head (Math)
Ms. Anne Cox	Student Study Team Leader
Ms. Anne Cox	Math Field Day Coordinator
Ms. Patricia Cruz	Choral Music Coordinator
Ms. Patricia Cruz	Instrumental Music Coordinator
Ms. Lynn Hill	Eighth Grade Head Sponsor
Ms. Lynn Hill	Seventh Grade Head Sponsor
Ms. Lynn Hill	Department Head (Physical Education)
Mr. Rudy Monge	ASB Advisor
Ms. Terese Pisarik	Department Head (Science)
Ms. Terese Pisarik	GATE Coordinator
Ms. Suzanne Rowland	Department Head (English/Language Arts)
Ms. Heather Lynch	Testing Coordinator
Ms. Karen Stokoe	Spelling Bee Coordinator
Ms. Karen Stokoe	Department Head (Social Studies)
Ms. Carol Veneman	Science Fair Coordinator
Ms. Vera Walker	Department Head (Special Education)

Mission Middle School; to provide administrative/leadership support for school improvement efforts; September 1, 2000 through June 30, 2001; not to exceed 500 hours total; appropriate hourly rate of pay.

Ms. Alicia Acevedo	Ms. Janice Almond	Ms. Laura Beal
Ms. Kelli Bonzoumet	Ms. Lois Clark	Ms. Sue Ferraro
Ms. Toni Fletcher	Mr. Sam Gee	Mr. Joe Gerez
Mr. John Gonzalez	Mr. Andrew Hernandez	Ms. Lupe Hernandez
Ms. Danice Hord	Mr. Jay Ishimoto	Mr. Jamie Lewison
Ms. Nancy Matzenauer	Mr. Chris Metzger	Ms. Patti Miller
Mr. Ed Mills	Ms. Ermine Nelson	Ms. Roberta Pace
Ms. Anna Palmer	Ms. Joann Papavero	Mr. John Papavero
Ms. Monica Patino	Mr. Dan Patterson	Ms. Loretta Pearce
Ms. Donna Perricone	Mr. Dan Poelstra	Ms. Susan Ridder
Ms. Carmen Rivera	Ms. Lorraine Robles	Ms. Kari Rohr
Mr. Juan Salas	Ms. Triza Samuel	Ms. Lorraine Sanchez

Personnel Report #19

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Mission Middle School; to provide administrative/leadership support for school improvement efforts; September 1, 2000 through June 30, 2001; not to exceed 500 hours total; appropriate hourly rate of pay.

Mr. Drew Scherrer	Ms. Shelly Sinclair	Mr. David Solorio
Ms. Niki Stashuk	Mr. Doug Stevens	Ms. Terri Stevens
Ms. Maureen Vance	Ms. Judy Van Train	Ms. Cynthia Wilson
Mr. Ross Yohonn		

Mission Middle School; to participate in the preparation and implementation of CBET parent workshops; April 1, 2001 through June 30, 2001; not to exceed 50 hours total; appropriate hourly rate of pay.

Ms. Nancy Matzenauer	Mr. Juan Salas	Ms. Carmen Rivera
Ms. Lupe Hernandez	Mr. David Solorio	Mr. Ralph Garcia

Mission Middle School; 2000-2001 school year; extra duties; appropriate annual rate of pay.

Ms. Lois Clark	Department Head (English/Language Arts)
Mr. Andrew Hernandez	Department Head (Electives)
Ms. Ermine Nelson	Department Head (Special Education)
Ms. Sue Ferraro	Department Head (Science)
Mr. Andrew Scherrer	Department Head (Mathematics)
Ms. Susan Ridder	Department Head (Social Studies)
Ms. Jamie Lewison	Department Head (Instrumental Music)
Ms. Jamie Lewison	Department Head (Choral Music)
Mr. Juan Salas/ Ms. Toni Fletcher/ Ms. Susan Ridder	ASB Advisor
Ms. Lorraine Robles	Eighth Grade Head Sponsor
Mr. Andrew Scherrer	Seventh Grade Head Sponsor
Ms. Sue Ferraro	Journalism Advisor
Mr. Dan Patterson	Yearbook Advisor
Ms. Triza Samuel	Student Study Team Leader
Ms. Ermine Nelson	Testing Coordinator
Mr. Dan Poelstra	GATE Coordinator
Ms. Carmen Rivera	Technology Coordinator
Ms. Carmen Rivera/ Ms. Nancy Matzenauer	Designated Translator

Jurupa Valley High School; assigned student(s) above class size maximum; January 2, 2001 through February 2, 2001; (1 period, 22 days); appropriate rate of pay.

Mr. Pat Monaco

Rubidoux High School; 2000-2001 extra duties; appropriate annual rate of pay.

Ms. Patricia Prosser	ASB Advisor
Ms. Patricia Prosser	Testing Coordinator
Ms. Staci Della-Rocco	Choral Music Coordinator
Ms. Cori Barber	Drama Advisor
Ms. Cori Barber	Forensic Advisor
Ms. Ellen Finan	GATE Coordinator
Ms. JoAnn Alford	Head Class Sponsor (Junior)
Ms. Rachel Lisker	Head Class Sponsor (Junior)
Mr. Charles Guzman	Head Class Sponsor (Senior)

Personnel Report #19

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Rubidoux High School; 2000-2001 extra duties; appropriate annual rate of pay.

Mr. Vince Rosse	Head Class Sponsor (Sophomore)
Mr. Vince Rosse	Yearbook Advisor
Mr. Vince Rosse	Science Fair Coordinator
Mr. Charles Gray	Instrumental Music Coordinator
Ms. Rachel Williams	Journalism Advisor
Ms. Jamie Angulo	Mock Trail Advisor
Ms. Tricia McDougall	Pep Squad Advisor
Ms. Sue Eaton	Student Study Team Leader
Mr. Ron Kahn	Technology Coordinator
Ms. Rhonda Fuller	Department Chair (Agriculture)
Mr. Ernie Wright	Department Chair (Arts & Technology)
Ms. Martha Escobar	Department Chair (Foreign Language)
Ms. Gloria Hill	Department Chair (Language Arts)
Mr. Allan Stringer	Department Chair (Math)
Mr. Charles Gray	Department Chair (Performing Arts)
Ms. Carol O'Dell	Department Chair (Physical Education)
Mr. William Carroll	Department Chair (ROTC)
Mr. Vince Rosse	Department Chair (Science)
Mr. Mike Dohr	Department Chair (Social Science)
Mr. Jim Bice	Department Chair (Special Education)

Rubidoux High School; to grade French paperwork due to another teacher's absence; March 16-18, 2001; not to exceed nine (9) hours total; appropriate hourly rate of pay.

Ms. Martha Escobar

Rubidoux High School; school-to-university partnership program; January 1, 2001 through June 30, 2001; not to exceed 20 hours each; appropriate hourly rate of pay.

Ms. Jamie Angulo	Mr. Bobbie Arterberry	Ms. Cori Barber
Mr. Jim Bice	Mr. Paul Binns	Ms. Cindy Blackstone
Mr. Jerald Bowman	Ms. Lenore Boykin	Ms. Debra Bush
Mr. Tom Bystrzycki	Mr. William Carroll	Mr. Victor Centeno
Ms. Amanda Chann	Mr. Todd Chard	Mr. Wayne Cochrun
Ms. Gillian Coffey	Mr. Frank Cohens	Mr. Harrison Cole
Mr. Libbern Cook	Ms. Alice Cornejo	Mr. Nick Cornejo
Mr. Ron Crawford	Ms. Devi Curtis	Mr. Ingemar Dahlberg
Ms. Denise Dawson	Ms. Staci Della-Rocco	Ms. Viola Depass
Ms. Jenna Doen	Mr. Mike Dohr	Ms. Briana Donnelly
Mr. Sam Drapiza	Ms. Corri Eakin	Mr. Maurice Edu
Mr. Darald Erickson	Ms. Laurie Erickson	Ms. Martha Escobar
Mr. Pat Fagan	Ms. Ellen Finan	Mr. Chris Fowler
Ms. Rhonda Fuller	Ms. Laura Gaumer	Mr. Ignacio Godoy
Mr. Charles Gray	Mr. Jose Guillen	Ms. Susan Gurrola
Mr. Charles Guzman	Ms. Connie Halloway	Mr. Jay Hammer
Mr. Eric Hammond	Ms. Michele Hampton	Ms. Gloria Hill
Mr. John A. Hill	Mr. Geoff Holt	Mr. Charles Hopkins
Mr. Paul Horn	Mr. Jeff Huerta	Mr. Dale Johnson
Ms. Nancy Jones	Mr. Tim Jones	Mr. Ronald Kahn
Mr. Bryan Kendall	Mr. Robert Liddle	Ms. Rachel LIsker
Ms. Connie Lubak	Ms. Barbara Maguire	Mr. Robert Maimbourg
Mr. Ray Marisnick	Mr. Al Martinez	Mr. Zelmon McBride
Ms. Tricia Macdougall	Ms. Heather McIntosh	Ms. Theresa Mendoza
Mr. Charles Meyerett	Ms. Kristina Moore	Ms. Ni'Cole Mukes

Personnel Report #19

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Rubidoux High School; school-to-university partnership program; January 1, 2001 through June 30, 2001; not to exceed 20 hours each; appropriate hourly rate of pay.

Mr. Armando Muniz	Ms. Carol O'Dell	Ms. Diane Parker
Ms. Silvia Pascu	Mr. Tom Podgorski	Ms. Kristin Podgorski
Mr. Stephen Pricer	Ms. Patricia Prosser	Mr. Oscar Reynoso
Mr. James Rose	Mr. Vince Rosse	Mr. Joshua Runyan
Ms. Julia Sanzberro	Ms. Kathleen Schroeder	Ms. Karen Shaw
Ms. Martha Smith	Mr. Fred Drury	Mr. Allan Stringer
Ms. Sharon Tavaglione	Ms. Danielle Texera	Mr. Dale Thorpe
Ms. Jill Trosper	Ms. Thuy Truong	Mr. Dan Weatherford
Ms. Rachel Williams	Ms. Jeni Williams	Mr. Dan Wobser
Mr. Jeremy Wooten	Ms. Linda Yriarte	Mr. Eugene Mitchell

Learning Center; 2000-2001 school year; extra duties; appropriate annual rate of pay.

Mr. John Radovich	Testing Coordinator
Mr. Guy Vanderveen	Technology Coordinator

Leave of Absence

Teacher	Ms. Tracy Bratton 4858 Somerset Riverside, CA 92507	Unpaid Special Leave September 4, 2001 Through June 19, 2002 Without compensation, Health and welfare Benefits or increment Advancement.
Teacher	Ms. Julianne Ceccarelli 451 Notre Dame Road Claremont, CA 91711	Maternity Leave March 11, 2001 through June 4, 2001 with use of sick leave benefits.
Teacher	Ms. Laura Ciesla 11478 Humber Mira Loma, CA 91752	Maternity Leave April 19, 2001 through May 31, 2001 with use of sick leave benefits.
Teacher	Ms. Shelley Edwards 4186 Canyonside Circle Riverside, CA 92509	Maternity Leave April 27, 2001 Through June 4, 2001 With use of sick leave Benefits.
Language, Speech & Hearing Specialist	Ms. Lidewy Honcharik 2534 Adage Way Riverside, CA 92506	Unpaid Special Leave September 4, 2001 Through June 19, 2002 Without compensation, Health and welfare Benefits or increment Advancement.

Personnel Report #19

CERTIFICATED PERSONNEL

Leave of Absence

Teacher	Ms. Julie Kain 6120 Port Au Prince Riverside, CA 92506	Unpaid Special Leave September 4, 2001 Through June 19, 2002 Without compensation, Health and welfare Benefits or increment Advancement.
Teacher	Ms. Krestin Mullen 999 Orchard Lane Colton, CA 92324	Maternity Leave June 8, 2001 Through June 19, 2001 With use of sick leave Benefits.

Resignation

Teacher	Ms. Jeanette Baugh 138 Green Oaks Drive Riverside, CA 92507	Eff. June 22, 2001
Teacher	Ms. Jennifer Collier 531 South 900 East #C2 Salt Lake City, UT 84102	Eff. April 20, 2001
Teacher	Ms. Rebecca Devine 7405 Pico Avenue Riverside, CA 92509	Eff. June 22, 2001
Teacher	Ms. Susan Galewski 14628 Walters Street Corona, CA 91720	Eff. June 30, 2001
Teacher	Ms. Miriam Kim 13408 Heritage Way #110 Tustin, CA 92782	Eff. May 21, 2001
Teacher	Ms. Missy Phan 20424 Sugar Gum Road Riverside, CA 92508	Eff. June 21, 2001

CLASSIFIED PERSONNEL

Regular Assignment

Instructional Aide	Ms. Elisa Marquez 10238 Bellegrave Avenue Mira Loma, CA 91752	Eff. April 26, 2001 Work Year E1 Part-time
Clerk-Typist	Ms. Christine Mele 2072 Gail Drive Riverside, CA 92509	Eff. April 30, 2001 Work Year E1 Part-time
Bilingual Language Tutor	Ms. Carmelita Vasquez 3781 Lofton Place Riverside, CA 92501	Eff. April 30, 2001 Work Year E1 Part-time

Personnel Report #19

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Adult/Alternative Education; to work as an instructional aide in the Independent Study program; April 23, 2001 through June 15, 2001; not to exceed seven (7) hours per week; appropriate hourly rate of pay.

Instructional Aide Ms. Andrea Gilbert

Adult/Alternative Education; to accompany the STEPS Community Day School on a field trip; March 27, 2001; not to exceed 4.5 hours total; appropriate hourly rate of pay.

Instructional Aide Ms. Maria Martin

Adult/Alternative Education; due to the large volume of students in the Suspension School program; March 30, 2001 through June 15, 2001; not to exceed eight (8) hours per day; appropriate hourly rate of pay.
Campus Supervisor Mr. David Sanchez

Adult/Alternative Education; to supervise on the STEPS Community Day School field trip; March 27, 2001; not to exceed 4.5 hours total; appropriate hourly rate of pay.

Instructional Aide Ms. Adriana Barragan

Curriculum & Instruction; to attend an optional Staff Development Day at Jurupa Valley High School; April 28, 2001; $134 each.

Instructional Aide	Ms. Marie Campbell
Instructional Aide	Ms. Cynthia Clark
Instructional Aide	Ms. Eileen DeMartino
Instructional Aide	Ms. Andrea Gilbert
Instructional Aide	Ms. Sharon Huey
Instructional Aide	Ms. Regina Johnson
Instructional Aide	Ms. Leticia Lopez
Instructional Aide	Ms. Carola Martinez
Instructional Aide	Ms. Suzanne Murray
Instructional Aide	Ms. Elaine Ostrosky
Instructional Aide	Ms. Cheryl Palermo
Instructional Aide	Ms. Victoria Postil
Instructional Aide	Mr. Pablo Ramirez
Instructional Aide	Ms. Cindy Rivera
Instructional Aide	Ms. Esperanza Rivera
Instructional Aide	Ms. Nancy Salto
Instructional Aide	Ms. Angela Schwaim
Instructional Aide	Ms. Jennifer Sponsler
Instructional Aide	Ms. Donna Stoddard
Instructional Aide	Ms. Shirley Van Cleave
Instructional Aide	Ms. Cassandra Williams

Personnel Report #19

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Education Services; to attend an optional Staff Development Day at Ina Arbuckle; March 17, 2001; $134 each.

Instructional Aide	Ms. Lourdes Espinosa
Bil. Language Tutor	Ms. Rosalia Gandara
Bil. Language Tutor	Ms. Sofia McCarthy
Bil. Language Tutor	Ms. Elva Prado
Bil. Language Tutor	Ms. Jessica Raya
Instructional Aide	Ms. Janet Roberts
Bil. Language Tutor	Ms. Angelita Saldana
Bil. Language Tutor	Ms. Teresa Schumm
Instructional Aide	Ms. Debbie Vanderhagen

Education Services; to attend an optional Staff Development Day at West Riverside Elementary; April 3, 2001 and April 5, 2001; $134 each.

Bil. Language Tutor	Ms. Angie Aguirre
Instructional Aide	Ms. Betty Franco
Instructional Aide	Ms. Lori Gray
Instructional Aide	Ms. Linda Ortega

Education Services; to attend an optional Staff Development day; April 21, 2001; $134 each.

Bil. Language Tutor	Ms. Maria Aguirre
Bil. Language Tutor	Ms. Sylvia Alcantar
Bil. Language Tutor	Ms. Imelda Alvarez
Instructional Aide	Ms. Judy Alvarez
Instructional Aide	Ms. Priscilla Carlos
Instructional Aide	Ms. Shannon Cleland
Instructional Aide	Ms. Jeanne Clilne
Instructional Aide	Ms. Barbara Dean
Instructional Aide	Ms. Dara DeVicariis
Bil. Language Tutor	Ms. Gloria Gonzalez
Bil. Language Tutor	Ms. Lilia Guillen
Instructional Aide	Ms. Diana Harland
Instructional Aide	Ms. Sylvia Hernandez
Instructional Aide	Ms. Judy Hesler
Instructional Aide	Ms. Donna Liggan
Instructional Aide	Ms. Elizabeth Lopez
Bil. Language Tutor	Ms. Karen Lopez
Instructional Aide	Ms. Maria Lopez
Instructional Aide	Ms. Karen Luke
Bil. Language Tutor	Ms. Maria Martin
Bil. Language Tutor	Ms. Margaret Mendoza
Instructional Aide	Ms. Margaret Morales
Instructional Aide	Ms. Ernestine Moreno
Instructional Aide	Ms. Lydia Navarro
Instructional Aide	Ms. Louise Pinkerton
Instructional Aid	Ms. Marie Reinalda
Bil. Language Tutor	Ms. Trinni Ruiz
Instructional Aide	Ms. Margaret Salomon

Personnel Report #19

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Education Services; to attend an optional Staff Development day; April 21, 2001; $134 each.

Instructional Aide	Ms. Lisa Salvaggio
Bil. Language Tutor	Ms. Antonia Sanchez
Bil. Language Tutor	Ms. Beatriz Simonds
Instructional Aide	Ms. Mary Stallard
Instructional Aide	Ms. Laurie Stockman
Instructional Aide	Ms. Ermelinda Torres-Santos

Language Services; translating standards; April 9-13, 2001; not to exceed 32 hours total; appropriate hourly rate of pay.

Translator/Clerk-Typist Ms. America Najarro

Preschool Department; to update student records; April 9, 2001; not to exceed eight (8) hours total; appropriate hourly rate of pay.

Clerk-Typist Ms. Zelda Aguilar

Pupil Services; to prepare and mail out open enrollment transfer approval/denial letters to parents; April 10, 2001; not to exceed 5.5 hours total; appropriate hourly rate of pay.

Administrative Secretary Ms. Jeanie Fortin

Glen Avon Elementary; to coordinate programs; April 16, 2001 through June 29, 2001; not to exceed 100 hours total; appropriate hourly rate of pay.

Health Care Aide	Ms. Nicole Vargas
Clerk-Typist	Ms. Betti Leach
Clerk-Typist	Ms. Karen Gaudreau
Clerk-Typist	Ms. Dona Hensley
Secretary-Elem. Principal	Ms. Patti White

Granite Hill Elementary; workshops targeting the special needs of Spanish speaking parents; March 1, 2001 through May 31, 2001; not to exceed 35 hours total; appropriate hourly rate of pay.

Bil. Language Tutor Ms. Mauritza Gonzalez

Ina Arbuckle Elementary; to attend training needed to implement the technology plan in conjunction with the AB1339 grant; July 7, 2000 through August 30, 2001; not to exceed 49 hours total; appropriate hourly rate of pay.

Preschool Teacher	Ms. Sue Wooten
Preschool Teacher	Ms. Zana Danzek
Preschool Teacher	Ms. Joan Jordan
Preschool Teacher	Ms. Zenaida Amaro

Personnel Report #19

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Indian Hills Elementary; 2000-2001 school year; to serve as a designated translator; $250 total.

Bil. Language Tutor Ms. Olga Halvorsen
Pedley Elementary; peak load assistance; April 26, 2001 through May 4, 2001; not to exceed six (6) hours total; appropriate hourly rate of pay.

Clerk-Typist Ms. Estela Horner

Sunnyslope Elementary; peak load assistance and supervision in extended day programs; April 1, 2001 through June 30, 2001; not to exceed 40 hours total; appropriate hourly rate of pay.

Bil. Language Tutor Ms. Sylvia Alcantar

Troth Street Elementary; goals and objectives; March 1, 2001 through June 22, 2001; not to exceed 40 hours total; appropriate hourly rate of pay.

Secretary-Elem. Principal Ms. Pat Cheuvront
Clerk-Typist Ms. Genevieve Sanchez

Van Buren Elementary; 2000-2001 school year; Spanish Language Translator; appropriate annual rate of pay.

Secretary-Elem. Principal Ms. Stella Espinoza

Mira Loma Middle School; 2000-2001 school year; to serve as a designated translator; appropriate annual rate of pay.

Ms. Jossie Dowling Bilingual Language Tutor

Mira Loma Middle School; to organize and work at the Spring school carnival; April 6, 2001; not to exceed four (4) hours total; appropriate hourly rate of pay.

Clerk-Typist Sandi Rodriguez

Mission Middle School; 2000-2001 school year; to serve as a designated translator; appropriate annual rate of pay.

Instructional Aide Ms. Margaret Morales

Mission Middle School; preparation to conduct parent workshops in the CBET program; March 30, 2001 through June 30, 2001; not to exceed 44 hours total; appropriate hourly rate of pay.

Bil. Language Tutor Ms. Reveca Gomez

Personnel Report #19

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Mission Middle School; to type forms and file; April 17, 2001 through June 20, 2001; not to exceed four (4) hours per day; appropriate hourly rate of pay.

Clerk-Typist	Ms. Lori Pardon

Rubidoux High School; pool maintenance during spring recess; April 7-15, 2001; not to exceed 20 hours total; appropriate hourly rate of pay.

Pool Manager	Mr. Tony Allega

Rubidoux High School; to catch up on transcripts and data input; June 25, 2001 through August 31, 2001; not to exceed 49 hours total; appropriate hourly rate of pay.

Clerk-Typist	Ms. Cheryl Schneider

Substitute Assignment

Activity Supervisor	Ms. Patricia Aguilar 4055 Dell Avenue Riverside, CA 92509	As needed
Cafeteria Assistant I	Ms. Artemiza Arce 4592 Pinto Street Riverside, CA 92509	As needed
Clerk-Typist	Mr. Harry DePass III 4104 Euclid Avenue Riverside, CA 92504	As needed
Clerk-Typist	Ms. Darla Dixon 9491 56th Street Riverside, CA 92509	As needed
Clerk-Typist	Ms. Jennifer Lauzon 1383 Tolstoy Way Riverside, CA 92506	As needed
Custodian	Ms. Claudia Medina 3637 Caribou Court Ontario, CA 91761	As needed
Clerk-Typist	Ms. Melissa Saterfield 3625 Banbury Drive #14H Riverside, CA 92505	As needed As needed
Clerk-Typist	Ms. Bevalou Stewart 3571 Eve Circle #J Mira Loma, CA 91752	As needed

Personnel Report #19

CLASSIFIED PERSONNEL

Substitute Assignment

Custodian	Mr. Michael Stewart 8027 Whitney Drive Riverside, CA 92509	As needed
Clerk-Typist	Ms. Debra Stinson 6767 New Ridge Drive Riverside, CA 92506	As needed
Clerk-Typist	Ms. Candace Wright 4790 Jackson Street #96 Riverside, CA 92503	As needed

Placement on 39-Month Reemployment List
(Education Code section 45195)

Instructional Aide	Ms. Dorothy Turner P.O. Box 3684 Riverside, CA 92519	Eff. April 22, 2001
Campus Supervisor	Ms. Pennilou Wilburg 15084 Cozumel Drive Rancho Murrieta, CA 95683	Eff. April 28, 2001

Termination

Custodian (Probationary)	Mr. Scott Thomas 8794 Sandhill Drive Riverside, CA 92509	Eff. April 24, 2001
Cafeteria Assistant I (Probationary)	Ms. Cory Woolery 9351 Darren Circle Riverside, CA 92509	Eff. April 25, 2001

Resignation

User Support Specialist	Ms. Karlyne Eygendaal 6119 Avenue Juan Diaz Riverside, CA 92509	Eff. May 4, 2001
Instructional Aide- Headstart/Preschool	Ms. Lisa Ybarra 4756 Beverly Ct. Riverside, CA 92506	Eff. May 1, 2001

MANAGEMENT PERSONNEL

Extra Compensation Assignment

Education Services; to attend an optional Staff Development Day at Ina Arbuckle; March 17, 2001; appropriate daily rate of pay.

Elementary Principal	Ms. Luz Mendez
Elem. Assist. Principal	Ms. Sonia Porter

Ina Arbuckle Elementary; to attend training needed to implement the technology plan in conjunction with the AB1339 grant; July 7, 2000 through August 30, 2001; not to exceed 49 hours total; appropriate hourly rate of pay.

Elementary Principal	Ms. Luz Mendez
Elem. Assist. Principal	Ms. Sonia Porter

Troth Street Elementary; goals and objectives; March 1, 2001 through June 21, 2001; not to exceed 125 hours total; appropriate hourly rate of pay.

Elementary Principal	Mr. Laz Barreiro
Elem. Assist. Principal	Ms. Maritza Ruano

Mission Middle School; to provide administrative/leadership support for school improvement efforts; September 1, 2000 through June 30, 2001; not to exceed 500 hours total; appropriate hourly rate of pay.

Middle School Principal	Mr. Jay Trujillo
Assistant Principal	Mr. Sergio Infante

Rubidoux High School; school-to-university partnership program; January 1, 2001 through June 30, 2001;not to exceed 20 hours each; appropriate daily rate of pay.

Mr. Mike Chalmers	Mr. George Monge	Dr. Ron Needham
Mr. Rick Stangle		

Substitute Assignment

Personnel Secretary	Ms. Cindy Cave 7764 Longs Peak Dr. Riverside, CA 92509	As needed

OTHER PERSONNEL

Short-Term Assignment

Healthy Start Program; to serve as peak load assistance; April 16, 2001 through June 21, 2001; not to exceed eight (8) hours per day; $13.00 per hour.

Peak Load Assistance	Ms. Terri Rollings

Personnel Report #19

OTHER PERSONNEL

Short-Term Assignment

Maintenance & Operations; to cover for night Custodian being inserviced as a Head Custodian; March 30, 2001; not to exceed eight (8) hours total; $11.86 per hour.

Peak Load Custodial Mr. Robert McDowell

Maintenance & Operations; to watch concrete; March 27, 2001; not to exceed 6.5 hours each; $11.86 per hour.

Peak Load Custodial Mr. Robert Garcia
Peak Load Custodial Mr. Brian Sturgeon

Maintenance & Operations; to clean Rubidoux High School Football Field; April 6, 2001; not to exceed eight (8) hours total; $11.86 per hour.

Peak Load Custodial Mr. David Ruiz

Maintenance & Operations; to cover for night Custodian being inserviced as a Head Custodian; March 28, 2001; not to exceed eight (8) hours total; $11.86 per hour.

Peak Load Custodial Mr. Brian Kelley

Maintenance & Operations; to clean gutters at various sites; March 27, 2001 through April 6, 2001; not to exceed eight (8) hours per day; $11.86 per hour.

Peak Load Custodial Mr. Everado Hernandez
Peak Load Custodial Mr. David Ruiz

Maintenance & Operations; inservice needed to train for new daytime sub position; March 6-8, 2001; $11.86 per hour.

Peak Load Custodial Mr. Juan Duran

Maintenance & Operations; to assist in cleaning site due to vandalism; March 12, 2001; not to exceed five (5) hours total; $11.86 per hour.

Peak Load Custodial Mr. Robert Garcia

Maintenance & Operations; accreditation at Jurupa Valley High School; March 27, 2001 through April 4, 2001; not to exceed eight (8) hours per day; $11.86 per hour.

Peak Load Custodial Mr. Brian Barber
Peak Load Custodial Mr. Earl Burts
Peak Load Custodial Ms. Elaine Charles
Peak Load Custodial Mr. Paul Hopson
Peak Load Custodial Ms. Elizabeth Morgan

Maintenance & Operations; science fair at Jurupa Valley High School; March 8, 2001; not to exceed eight (8) hours each; $11.86 per hour.

Peak Load Custodial Mr. Robert Garcia
Peak Load Custodial Mr. Augustine Lopez

Personnel Report #19

OTHER PERSONNEL

Short-Term Assignment

Glen Avon Elementary; to serve as a Reading Tutor; March 29, 2001 through May 31, 2001; not to exceed three (3) hours per week; $9.51 per hour.

Reading Tutor	Mr. Thomas Meinhart

Learning Center; to serve as a Student Worker; April 9-13, 2001; not to exceed 15 hours total; $6.25 per hour.

Student Worker	Ms. Elizabeth Rodriguez
Student Worker	Ms. Laura Hernandez

Jurupa Middle School; to serve as a Student Worker; February 12, 2001 through June 20, 2001; not to exceed 15 hours per week; $6.25 per hour.

Student Worker	Mr. James Carey

Mira Loma Middle School; to serve as a Student Worker; February 26, 2001 through June 20, 2001; not to exceed six (6) hours each per week; $6.25 per hour.

Student Worker	Ms. Adriana Perez
Student Worker	Ms. Vanessa Romero
Student Worker	Ms. Mallissa Glaves

Jurupa Valley High School Athletics; 2000-2001 school year; appropriate seasonal rate of pay.

Mr. Ric Slagle	Head Baseball Coach
Mr. Sean Boissiere	Assistant Baseball Coach
Mr. Mike Jordan	Assistant Baseball Coach
Mr. Mark Saugstad	Assistant Baseball Coach
Mr. Bill Pine	Head Golf Coach
Mr. Mack White	Head Softball Coach
Mr. Chad Townsend	Assistant Softball Coach
Mr. Tony Martinez	Assistant Softball Coach
Ms. Vicky Harris	Assistant Softball Coach
Mr. Nate Hass	Head Swim Coach
Ms. Kelly Dodd	Assistant Swim Coach
Mr. Jason Shumway	Assistant Swim Coach
Mr. Joshua Lonzo	Assistant Swim Coach
Mr. Rob Norwood	Head Boys Tennis Coach
Mr. Eric Chavez	Assistant Boys Tennis Coach
Mr. Richard Walton	Head Track & Field Coach
Ms. Helen Parsons	Assistant Track & Field Coach
Ms. Elizabeth Newton	Assistant Track & Field Coach

Rubidoux High School Athletics; 2000-2001 school year; appropriate seasonal rate of pay.

Mr. Ray Marisnick	Head Baseball Coach
Mr. Joe Galvin	Assistant Baseball Coach
Mr. Jeremy Wooten	Assistant Baseball Coach
Mr. John Mosher	Assistant Baseball Coach
Mr. Al Martinez	Head Softball Coach
Mr. Harrison Cole	Assistant Softball Coach
Ms. Jenna Doen	Assistant Softball Coach
Ms. Yvette Ascencio	Assistant Softball Coach

Personnel Report #19

OTHER PERSONNEL

Short-Term Assignment

Rubidoux High School Athletics; 2000-2001 school year; appropriate seasonal rate of pay.

Mr. Bryan Kendall	Head Swim Coach
Ms. Julia Hong	Assistant Swim Coach
Mr. David Veitch	Assistant Swim Coach
Mr. Charles Hopkins	Assistant Swim Coach
Mr. Robert Maimbourg	Head Track Coach
Mr. Jay Hammer	Assistant Track Coach
Mr. Victor Centeno	Assistant Track Coach
Mr. Steve Bennyworth	Assistant Track Coach
Mr. Jeff Huerta	Assistant Track Coach
Ms. Brianna Donnelly	Assistant Track Coach
Mr. Tim Jones	Head Boys Tennis Coach
Mr. Charlie Meyerett	Head Golf Coach

Rubidoux High School; to serve as a Student Worker; April 30, 2001 through June 20, 2001; not to exceed 10 hours each per week; $10.00 per hour.

Student Worker	Ms. Ashley Cunningham
Student Worker	Ms. Christina Sosa
Student Worker	Ms. Esther Arredondo
Student Worker	Ms. Eliana Heredia
Student Worker	Ms. Pam Arciaga
Student Worker	Ms. Linda Diaz
Student Worker	Ms. Rebecca Meeh
Student Worker	Ms. Jessica Roberts
Student Worker	Ms. Cari Tullevs
Student Worker	Ms. Julie Barajas
Student Worker	Ms. Danielle Raher
Student Worker	Ms. Wendy Medina
Student Worker	Ms. Jennifer Soto
Student Worker	Mr. Paul Boatright
Student Worker	Mr. Joel Verceles

Rubidoux High School; to serve as a Student Worker; March 6, 2001 through June 14, 2001; not to exceed 10 hours per week; $10.00 per hour.

Student Worker	Ms. Dalilia Stewart

Rubidoux High School; to serve as a Student Worker; May 1, 2001 through June 22, 2001; not to exceed 25 hours per week; $6.25 per hour.

Student Worker	Ms. Elizabeth Rodriguez

The above actions are recommended for approval:

Kent Campbell, Assistant Superintendent-Personnel Services

~~John Chavez moved~~

During closed session the Board voted 5-0 to appoint Ellen Fuson current director of Classified Personnel, as Assistant Superintendent, Personnel Services Effective July 1, 2001.

RIVERSIDE COUNTY
OFFICE OF EDUCATION
DR. DAVID LONG
Riverside County Superintendent of Schools

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

47-336 Oasis Street
Indio, California
92201-6998

24980 Las Brisas Road
Murrieta, California
92562

Riverside County Board of Education

Betty Gibbel
President

Marilyn Baumert
Vice President

Charles H. Brugh

Gerald P. Colapinto

Curtis Grassman

Milo P. Johnson

William R. Kroonen

April 16, 2001

To: Benita B. Roberts, District Superintendent
Sam Knight, Board President
Rollin Edmunds, Assistant Superintendent, Business Services
Jurupa Unified School District

From: K. William Marshall, Jr., Ed.D.
Riverside County Associate Superintendent of Schools
Division of Administration and Business Services

Subject: **2000-2001 SECOND INTERIM FINANCIAL REPORT**

We have received and reviewed your 2000-2001 Second Interim Financial Report. The governing board has made a positive certification that the district will be able to meet its financial obligations for the current and two subsequent fiscal years. We have notified the California Department of Education of your district's positive certification. I commend you and your staff for your efforts in the preparation of these reports.

Our analysis of the report included the multi-year financial projections approved by the board. The projections indicate expenditures and other uses will exceed revenues by $2,866,779 in the current fiscal year. The multi-year financial projections indicate that the district will be able to meet its financial obligations and maintain minimum state required reserves in the 2001-2002 and 2002-2003 fiscal years.

Our office recommends that the board continue to approve updated multi-year financial projections which reflect current and anticipated changes in the district's operational programs, debt service obligations and/or enrollment and attendance trends. This process will assist the board in providing for the long-range financial stability of the district. Please provide our office with a copy of updated multi-year financial projections, including assumptions, with the submission of your 2001-2002 Adopted Budget.

If you have any questions or require further assistance, please call me at (909) 826-6568 or JoAnn Davenport at (909) 826-6575. Our FAX number is [909] 826-6913.

KWM:JD/lt

H-1

Jurupa Unified School District
2001 GRADUATION AND PROMOTION EXERCISES

SCHOOL	TIME AND PLACE	BOARD OF EDUCATION *	ADMINISTRATORS
Nueva Vista High Graduation	Tuesday, June 19, 2001, 6:00 p.m. Raincross Convention Center	● Mrs. Adams	● Mrs. Roberts ● Dr. Mason
Jurupa Middle School Promotion	Wednesday, June 20, 2001, 11:00 a.m. Jurupa Middle P.E. Field	Mr. Knight	Mr. Edmunds
Jurupa Valley High School Graduation	Wednesday, June 20, 2001, 6:00 p.m. Jurupa Valley H.S. Football Field	● Mr. Teagarden ● Mr. Chavez	● Dr. Mason
Mission Middle School Promotion	Wednesday, June 20, 2001, 10:30 a.m. Mission Middle School Quad	Mr. Chavez	Dr. Mason
Mira Loma Middle School	Wednesday, June 20, 2001 10:00 a.m. Mira Loma Middle School P.E. Field	Mrs. Burns	Mrs. Roberts
Rubidoux High School Graduation	Wednesday, June 20, 2001, 7:00 p.m. Edward E. Hawkins Stadium (RHS)	● Mr. Knight ● Mrs. Burns	● Mrs. Roberts
Jurupa Valley High Awards Night	Tuesday, June 5, 2001, 6:00 p.m. Jurupa Valley High Gym		Mrs. Roberts Dr. Mason
Rubidoux High Awards Night	Monday, June 18, 2001, 7:00 p.m. Rubidoux High School Gym		Mrs. Roberts Dr. Mason

● Caps and Gowns: Mrs. Adams, Mrs. Burns, Mr. Chavez, Mr. Knight, Mr. Teagarden, Mrs. Roberts, Dr. Mason

* Board members not in the ceremony but in attendance at any exercise will be introduced
Please let the principal know you are present when you arrive.

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5/8/01
BBR:dr