

## JURUPA UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION REGULAR MEETING AGENDA

### MISSION STATEMENT

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

BOARD OF EDUCATION Mary Burns, President Carolyn Adams, Clerk John Chavez Sam Knight Ray Teagarden  
SUPERINTENDENT Rollin Edmunds

**MONDAY, JUNE 3, 2002**

**PERALTA ELEMENTARY SCHOOL  
MULTI-PURPOSE ROOM, 6450 Peralta Place, Riverside, CA 5:00 p.m.**

### **OPEN PUBLIC SESSION 5:00 P.M.**

Call to Order in Public Session

(President Burns)

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

### **HEARING SESSION 5:00 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 5:00 P.M.**

The Board will adjourn to Closed Session in the Teachers' Lounge 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.

CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION: Pursuant to Section 54956.9(b), significant exposure to litigation pursuant to subdivision (b): Number of potential cases: 1.

PUBLIC EMPLOYMENT: Pursuant to Government Code Section 54957, the Board will be discussing personnel matters to include Personnel Report #21 and public employee discipline/dismissal/ release/non-renewal/reassignment/resignation/retirement/suspension/complaints.

STUDENT DISCIPLINE: Pursuant to Education Code Sections 48900 and 48915, the Board will be discussing Expulsion Cases #02-135, #02-136, #02-138, #02-139, #02-140, #02-142, #02-143.

## **2002 CALIFORNIA DISTINGUISHED SCHOOL CELEBRATION DINNER 6:00 P.M.**

The Board will adjourn from Closed Session in the Teachers' Lounge and join Peralta Elementary School Staff in a Celebration Dinner to be held in the Peralta Elementary School Community Room.

### **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 Burns, Mrs. Adams, Mr. Chavez, Mr. Knight, Mr. Teagarden

Roll Call Student Members: Greg Duchon, Imran Farooq

Flag Salute

(President Burns)

Inspirational Comment

(Mrs. Adams)

& Moment of Silence for Elizabeth Banuelos, Jurupa Valley High 12<sup>th</sup> Grade Student

### **COMMUNICATIONS SESSION**

#### **1. Recognition**

- a. Recognize Peralta Elementary as 2002 California Distinguished School (Mr. Edmunds)

On April 24, 2002, the State of California proclaimed Peralta Elementary School as a 2002 Distinguished Elementary School. Following this announcement, a group of seven staff members from Peralta Elementary School, Superintendent Rollin Edmunds, Clerk of the Board Mrs. Carolyn Adams, and Administrator of Student and Community Services, Ms. Lucinda Sheppy, traveled to the Disneyland Hotel on May 24, 2002 to attend a 2002 Distinguished School Awards Ceremony. State Superintendent Delaine Eastin provided a congratulatory address at the event along with greetings from other elected officials. Ms. Karen Salvaggio, Principal, received an engraved award and a California Distinguished School flag on behalf of Peralta Elementary School from Superintendent Eastin and a representative of the State Board of Education.

This evening, the Jurupa Unified School District proudly joins the California Department of Education to salute the students, parents, teachers, classified personnel, and Principal of Peralta Elementary School as a 2002 California Distinguished Elementary School. The Board of Education and District Administration wish to express their sincere pride, gratitude, and congratulations to the staff members of this 2002 Distinguished School. Local elected officials will be present to provide commendations and presentations to Peralta Elementary School for this outstanding accomplishment. In addition, plaques will be presented to school staff in recognition of this achievement. Information only.

**It would be appropriate for the Board President to call a short recess in order that Board members, administrators, and members of the audience can offer their congratulations to Peralta Elementary School as a 2002 California Distinguished School.**

## 2. Recognition (Continued)

- b. Recognize 2001-02 Student Board Members (Mr. Edmunds)  
The Board welcomes Imran Farooq, Jurupa Valley High Student Board Member, and Greg Duchon, Rubidoux High Student Board Member. In addition, Student Board Members may wish to address the Board regarding student achievements, interests, or other matters.

**The Board and administration recognizes the valuable contributions of our student Board members during this past year and wish Imran and Greg much success in future endeavors. Plaques will be presented to student Board members.**

- c. Accept Donation from Jurupa Mountains Cultural Center (Mr. Duchon)  
The Jurupa Mountains Cultural Center wishes to donate \$646.50 in tuition fees, with the request the funds be used as shown below:

\$220.00    40 tuitions for Carl Zitek's classes on 3/28/02 for having named the new T-Rex (Rexanne) (@ \$5.50 each)

\$23.50    47 tuitions to the Earth Science Museum (@ \$.50 each)

\$168.00    28 tuitions for gold panning (@ \$6.00 each)

\$235.00    47 tuitions for Sunnyslope Elementary School classes on 5/16/02 for naming Triceratops "Sara" (@ \$5.00 each)

Administration recommends acceptance of this donation, with a letter of appreciation to be sent.

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

Mrs. Margot Welch, a resident, wishes to donate \$80.00, with the request it be used equally by Mrs. Goldberg, Mrs. Johnson, Mrs. Kerby, and Mrs. Stice/Sanborn for the purchase of instructional supplies at Camino Real Elementary School.

The Granite Hill Elementary School PTA wishes to donate \$3,505.44, with the request the funds be used to purchase instructional materials.

Parents of Indian Hills Elementary School fourth graders wish to donate \$33.50, with the request the funds be used to pay expenses for a student field trip to the Jenson-Alvarado Ranch.

Parents of Indian Hills Elementary School sixth graders wish to donate \$150.00, with the request the funds be used to pay expenses for a student field trip to Pharaoh's Lost Kingdom in Redlands.

Parents of Pacific Avenue Elementary School wish to donate \$50.00, with the request the funds be used to pay expenses for the fifth/sixth grade science camp at Pathfinder Ranch.

Parents of Peralta Elementary School third graders wish to donate \$180.00, with the request the funds be used to pay expenses for a student field trip to Gilman Historical Museum.

The Sunnyslope Elementary School PTA wishes to donate \$4,000.00, with the request the funds be used for various student incentives and field trips.

The Troth Street Elementary School PTA wishes to donate \$2,975.63, with the request the funds be used for various student field trips and instructional supplies.

Through a corporate school fundraising program whereby parents use a Target Guest Card for 1% of the purchase to go to a school, Target Stores raised funds to donate to Van Buren Elementary School in the amount of \$1,000.00. The funds were used to help pay for a Cinco de Mayo art and cultural event for the school children.

Through a corporate school fundraising program, General Mills "Box Tops for Education" raised funds to donate to Mira Loma Middle School in the amount of \$278.50. The funds will be used to purchase instructional materials.

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

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

- a. Hear Report on Peer Mediation/Conflict Resolution (Mr. Edmunds)  
At a recent Board meeting, Board Member Sam Knight requested a report on how conflict resolution/peer mediation was being used at school sites. Ms. Lucinda Sheppy, Administrator of Student and Community Services, will provide a brief report of how and where this strategy is being implemented. Information only.
- b. Hear Report on Youth Opportunity Center (Mr. Edmunds)  
With the enactment of the Workforce Investment Act of 1998 (WIA), substantial changes occurred concerning how youth are served in the workforce development system. The intent of this legislation is to provide a long-term comprehensive system of services that better prepares high-risk youth to make a successful transition to the workforce and continued education. In response, six Youth Opportunity Centers have opened in Riverside County to date through the combined efforts of Riverside County Economic Development Agency, the Riverside County Workforce Development Board, and the Youth Council. Recently, the District was notified that we were recommended through a competitive process to open a seventh center in downtown Rubidoux. Ms. Lucinda Sheppy, Administrator of Student and Community Services, will provide a report on the partnership and program that will encompass this Center. Information only.
- c. Other Administrative Reports and Written Communications (Mr. Edmunds)

### 3. Public Verbal Comments

This communication opportunity is included on the agenda of each regular Board meeting so citizens can make suggestions or identify concerns about matters affecting the school district, or request an item on a future agenda. California law states that there shall be no action on items not shown on the published Board agenda. The Board President will call on speakers who have completed cards requesting to be heard. Comments should be limited to five minutes. The Board may not have complete information available to answer questions and may refer specific concerns to the staff for appropriate attention.

### 4. Board Member Reports and Comments

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

## ACTION SESSION

### A. Approve Routine Action Items by Consent

Administration recommends the Board approve/adopt Routine Action Items A 1-9 as printed.

- \* 1. Approve Minutes of May 20, 2002 Regular Meeting
- \* 2. Disbursement Orders (Mrs. Lauzon)
- \* 3. Purchase Orders (Mrs. Lauzon)
- \* 4. Agreements (Mr. Duchon)
  
- \* 5. Adopt Resolution #02/71, Authorization to Destroy Records (Mr. Duchon)  
Records, which are no longer required by the District, are listed in the supporting documents. These records have been retained for the minimum required period of time and include both Class 3 (disposable records) and Class 1 (permanent records) that have been microfilmed and are now ready for destruction. All records are eligible for disposal in accordance with Education Code criteria. Administration recommends that the Board adopt Resolution #02/71, Authorization to Destroy Records.
  
- \* 6. Adopt Resolution #02/72, Authorize Appropriation Transfers Within the General and Lottery Funds (Mrs. Lauzon)  
For the past sixteen years, the Board authorized Business Services to make appropriation transfers for the General Fund budgets in the amount of \$200 or less. In many instances, these transfers are related to instructional allocation amounts, the totals for which may not be exceeded. Numbers of staff positions are not affected.

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

Administration recommends the Board adopt Resolution #02/72, Authorize Appropriation Transfers Within the General and Lottery Funds for the 2002-2003 fiscal year.

- \* 7. Adopt Resolution #02/73, Year-End Budget Transfers/Revisions (Mrs. Lauzon)  
Each year at this time, the Riverside County Office of Education requests each school board to authorize budget revisions which may be necessary to correct imbalances in any major account at the end of the year. During the year, from October through May, the Board receives regular reports on appropriation transfer requests and resolutions for expenditure of excess funds.

The process of closing the financial records for the 2001/02 fiscal year has begun, and when all revenues and expenditures have been accrued, it may be necessary to process transfers in various funds to balance these accounts. This does not involve additional expenditures; rather, the budget is revised by transferring to an account that has a negative balance from one that has a positive balance, so that the final financial records of the District meet all legal requirements.

Administration recommends that the Board adopt Resolution #02/73, Resolution for Year-End Budget Transfers/Revisions.

- \* 8. Adopt Resolution #02/74, Authorize Appropriation Transfers for Categorically Funded Programs (Mrs. Lauzon)  
For the past sixteen years, the Board has authorized Business Services to make appropriation transfers for categorically funded projects as needed. These projects are based on a formula allocation to sites and/or are based on specific site amounts as contained in the original applications for funding. Expenditures must conform to program requirements. Appropriation totals by site do not change after they are established originally, but transfers between objects are sometimes necessary in order to meet goals.

In order to expedite processing of appropriation transfers, administration is again requesting the Board to allow Business Services staff to make transfers in categorical program budgets without further submission of specific transfers to the Board. The Board will continue to receive financial reports showing actual expenditures for categorical projects. Administration recommends the Board adopt Resolution #02/74, Authorize Appropriation Transfers for Categorically Funded Projects for 2002/2003 fiscal year.

- \* 9. Approve Out-Of-State Travel Request for Jurupa Valley High Teacher (Dr. Mason)  
Ms. June Hilton, Jurupa Valley High School teacher, is requesting approval to travel to Honolulu, Hawaii on Sunday, July 28 through Saturday, August 3, 2002. The purpose of the trip is to attend the 8<sup>th</sup> annual Hawaii International Advanced Placement (AP) Institute that offers a one-week intensive training opportunity for teachers of AP and Pre-AP courses. Teachers will also be provided an opportunity to attend sessions that explore ways to introduce analytic skills fundamental to students' academic success. Travel will be by air flight and **costs are paid through the use of Academic Achievement of Improvement Act (AAIA) Grant funds.** However, lodging information had not been confirmed in time to be included in the annotation. 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. June Hilton to travel to Honolulu, Hawaii on Sunday, July 28 through Saturday, August 3, 2002 to attend the 8<sup>th</sup> annual Hawaii International Advanced Placement Institute.

\* **B. Adopt Regulation 5152, Recognized Student Organizations** (Dr. Mason)

Each year the Student Organizations regulation is revised and updated by individual school sites. Rubidoux High School is requesting, out of the regular timeline, the approval of three new clubs, The Pagan Club, aka "Spirit of the Lake", The Culinary Club, and The Polynesian Club.

Administration recommends adoption of revised Board Regulation 5152, Recognized Student Organizations.

\* **C. Approve Course Plan Change for Video Production Class** (Dr. Mason)

At the May 13, 2002 Instructional Council Meeting, Mr. Gareth Richards of Jurupa Valley High School requested a review of the Video Production course plan. Mr. Richards along with the Fine Arts Department Chairs from Jurupa Valley High School (Mr. Gary Clem) and Rubidoux High School (Ms. Vi DePass) believe the Video Production course should receive Fine Arts credit towards graduation. A copy of the course plan and appropriate signatures is included in the supporting documents. The Instructional Council members unanimously approved the change allowing for Fine Arts credit towards graduation. Administration recommends approval of the change to the Video Production course plan allowing for Fine Arts credit towards graduation.

\* **D. Approve High School Course Plan: Healthy Living** (Dr. Mason)

The supporting documents contain the newly developed course plan for Healthy Living – a pilot course developed for ninth grade students. The course will encompass the following goals:

- Develop appreciation, knowledge, comprehension, and critical thinking skills in mental and social health.
- Develop appreciation, knowledge comprehension, and critical thinking skills in community and environmental health.
- Develop appreciation, knowledge, comprehension, and critical thinking skills relating to adolescent sexuality.
- Develop appreciation, knowledge, comprehension, and critical thinking skills related to HIV and AIDS education.
- Develop appreciation, knowledge, comprehension and critical thinking skills in physical and personal health.
- Develop appreciation, knowledge, comprehension, and critical thinking skills in medicines, drugs, alcohol, and tobacco.
- Develop appreciation, knowledge, comprehension, and critical thinking skills in career preparation and job acquisition skills.

Administration recommends approval of the pilot high school course plan for Healthy Living.

- \* **E. Approve Middle and High School Instructional Materials for Adoption** (Dr. Mason)  
At the May 20, 2002 Board Meeting, the Board approved for review the textbooks listed below. The books have been on display at the Instructional Media Center and the Rubidoux and Glen Avon libraries for the period required by Board policy.

**Middle School**

1. Pre-Algebra, California Edition for Grades 7 and 8
2. Algebra I for Grades 7, 8, and 9

**High School**

1. Allez, Viens! Level II for Grades 9-12
2. Allez, Viens! Level III for Grades 9-12

It is recommended that the Board approve for adoption the following instructional materials: Pre-Algebra, California Edition; Algebra I; Allez, Viens! Level II; Allez, Viens! Level III.

- \* **F. Approve Memorandum of Understanding with Riverside Community College to Conduct Senior College Prep English Course** (Dr. Mason)

Over the past several months, several District administrators met with representatives from the Riverside Community College District (RCC) to discuss and devise a Senior College Prep English course. This course is designed to improve the reading and writing skills of students in preparation for college. Students who receive a grade of "C" or better will receive academic credit and eligibility for placement in English 1A upon admission to the College. The course will integrate one district course, English 12, with two courses from RCC, English 50A and English 57. Assessment tests will be administered by the College to determine appropriate placement and enrollment of the District's students in the Senior College Prep English course. The College will provide textbooks for this curriculum, and these textbooks will go through the Board's adoption process for teacher and parent review and approval by Instructional Council. The College and District will share costs for curriculum and assessment development. A coordinator will be appointed by the College to serve as a mentor and work with District personnel in curriculum development.

The District's participating teachers are eligible to be hired by the College as adjunct English faculty for the College's summer session, and in the future they may teach RCC summer school sections of English 50A and be compensated at the negotiated pay-per-course rate. The faculty will then be assigned by our principals to teach Senior College Prep English.

A copy of the proposed Memorandum of Understanding between Riverside Community College and the Jurupa Unified School District to enter into an agreement to develop and teach a Senior College Prep English course is included in the supporting documents.

It is recommended that the Board approve the Memorandum of Understanding between the Riverside Community College and Jurupa Unified School District to enter into an agreement to conduct a Senior College Prep English course.



- \* **G. Approve Submittal of 2002-03 GATE Application** (Mr. Mendez)  
 The Board approved the previous Gifted and Talented Education (GATE) application in 1999. Through that application, the District received funding for the GATE Program on an annual basis for a three-year cycle. A new 2002-2003 GATE application needs to be submitted to the state in order to continue receiving funding for this program. The application being submitted has been developed with the participation of a GATE Committee comprised of parents, teachers, and administrators. Pending Board approval, it will be reviewed at the state level to determine whether the District qualifies for a one-year, two-year, or three-year funding level. A copy of the district's 2002-2003 GATE application is included in the supporting documents.

Administration recommends approval to submit the District's 2002-2003 GATE application.

**H. Approve Purchase of Two Thomas Minotour 20-Passenger Gasoline Powered Buses for Transportation Department** (Mr. Duchon)

The Transportation Department requests the purchase of two 2002 Thomas Minotour 20-passenger diesel fueled buses and wishes to use the buses listed below as trade-ins to pay for the two buses. **The cost of the two new buses is \$88,120.00 (including tax) and the value of the trade-in buses is \$88,120.00; therefore, the balance for the purchase will be zero.**

Bus No.	Type	Serial No.	
105	1997 Chevrolet Type 2 (Diesel)	1GBHG31F7V1091342	E055191
108	1999 Ford Van (Diesel)	1FDSE37F0XHA17782	E1018544
109	1999 Ford Van (Diesel)	1FDSE37F9XHA17781	E1018590
111	1999 Thomas (Diesel)	1HVBDABM0XH204659	E1045187
112	1995 Chevrolet Type 2 (Diesel)	1GBHG31Y4SF240466	E044687
114	1995 Chevrolet Type 2 (Diesel)	1GBHG31Y0SF216231	E035917

Administration recommends the Board approve the issuance of Purchase Order #41527 for the purchase of two Thomas Minotour 20-passenger gasoline powered school buses to California Bus Sales in the amount of \$88,120.00 (including tax) and approve the trade-in of 6 buses for a total value of \$88,120.00 (including tax) that will leave a zero balance.

**I. Review and Act on Timely School Facility Matters**

- \* 1. **Request Approval to Designate a 10-acre Parcel in the I-15 Corridor Specific Plan 266 as Future Elementary School No. 17 Site** (Mr. Bowers)  
 The District Ad Hoc Elementary School No. 17 Design Advisory Committee recommends that the Board of Education designate the 10-acre parcel located within the I-15 Corridor Specific Plan 266 as the future Elementary School No. 17 site and authorize Administration to continue to investigate and evaluate this site, including but not limited to: feasibility studies, environmental studies, property appraisals, negotiation with the owner, and site acquisition. The site is located south of Bellegrave Avenue and west of Wineville Avenue.

Administration recommends the Board approve Designating a 10-acre Parcel in the I-15 Corridor Specific Plan 266 as Elementary School No. 17, and authorize District staff to further investigate this designated location with the intent to acquire the property.

## J. Review and Act on Timely School Facility Matters (Continued)

2. Approve Ground Lease of Property Located on Nueva Vista Campus to Riverside County Office of Education (Mr. Duchon)

The Riverside County Office of Education (RCOE) offers a variety of educational programs including regional vocational classes, special education, pregnant minor and Community School. This lease will allow RCOE to construct a Regional Learning Center on the Nueva Vista campus that would include one or more of these educational programs. This Regional Learning Center will serve students primarily from the Jurupa Unified School District, providing additional opportunities in vocational education and relocating the County's existing Community School to this campus. Staff of Jurupa Unified School District will work closely with RCOE program and facilities staff. The term of this lease shall be 40-years. RCOE will pay \$1.00 per year, to be paid in advance.

Administration recommends the Board approve the ground lease of property located on the Nueva Vista campus with the Riverside County Office of Education for the purpose of constructing a Regional Learning Center.

3. Review and Act on Other Timely School Facility Matters (Mr. Duchon)  
Due to frequent changes taking place in facility improvement programs, items that 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.

- ## K. Act on Student Discipline Cases (Mr. Edmunds)
- 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 **#02-135** for violation of Education Code Sections 48900 (a1), (k) for the Spring Semester 2002 and Fall Semester 2002; 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 *Student Assistance Program* and 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, 2003.
- \*\* 2. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#02-136** for violation of Education Code Sections 48900 (b), (k) and 48915 (a2) for the Spring Semester 2002; and that the pupil be referred to the Community Day School, operated at the District Learning Center, for the Spring Semester 2002 and Summer School Program. This case will be referred to the *Student Assistance Program* and 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 3, 2002.

**K. Act on Student Discipline Cases** (Continued)

(Mr. Edmunds)

- \*\* 3. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#02-138** for violation of Education Code Sections 48900 (a2), (k), (.3), (.4) and 48915 (a1) for the Spring Semester 2002 and Fall Semester 2002; 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 *Student Assistance Program* and 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, 2003.
- \*\* 4. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#02-139** for violation of Education Code Sections 48900 (a2), (k), (.3), (.4) and 48915 (a1) for the Spring Semester 2002 and Fall Semester 2002; and that the pupil be referred to the Jurupa Community School, operated by the R.C.O.E., for the period of the expulsion. This case will be referred to the *Student Assistance Program* and 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, 2003.
- \*\* 5. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#02-140** for violation of Education Code Sections 48900 (a2), (k), (.3), (.4) and 48915 (a1) for the Spring Semester 2002 and Fall Semester 2002; and that the pupil be referred to the Jurupa Community School, operated by the R.C.O.E., for the period of the expulsion. This case will be referred to the *Student Assistance Program* and 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, 2003.
- \*\* 6. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#02-142** for violation of Education Code Sections 48900 (a1), (k), (.4) for the Spring Semester 2002 and Fall Semester 2002; 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 *Student Assistance Program* and 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, 2003.
- \*\* 7. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#02-143** for violation of Education Code Sections 48900 (f), (k) for the Spring Semester 2002 and Fall Semester 2002; 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 *Student Assistance Program* and 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, 2003.

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

- \* L. **Approve Personnel Report #21** (Ms. French)

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

**M. Review Routine Information Reports**

- \* 1. **2002 Graduation and Promotion Exercises** (Mr. Edmunds)

The supporting documents include the 2002 Graduation and Promotion Exercises chart.  
Information only.

**ADJOURNMENT**

JURUPA UNIFIED SCHOOL DISTRICT  
RIVERSIDE, CALIFORNIA  
**MINUTES OF THE REGULAR MEETING**  
**MONDAY, MAY 20, 2002**

**OPEN PUBLIC SESSION**

CALL TO ORDER	President Burns called the Regular Meeting of the Jurupa Unified School District Board of Education to order at 6:00 p.m. on Monday, May 20, 2002, in the Board Room at the Education Center, 4850 Pedley Road, Riverside, California.
ROLL CALL	Members of the Board present were: <b>Mrs. Mary Burns, President</b> <b>Mrs. Carolyn Adams, Clerk</b> <b>Mr. John Chavez, Member</b> <b>Mr. Sam Knight, Member</b> <b>Mr. Ray Teagarden, Member</b>
STAFF PRESENT	Staff Advisers present were: <b>Mr. Rollin Edmunds, Superintendent</b> <b>Mr. Elliott Duchon, Deputy Superintendent Business Services &amp; Governmental Relations</b> <b>Ms. Ellen French, Assistant Superintendent Personnel Services</b> <b>Dr. DeWayne Mason, Assistant Superintendent Education Services</b> <b>Mr. Greg Bowers, Director of Facility Planning and Development</b> <b>Mr. Steve Eimers, Director of Administrative Services</b> <b>Ms. Pam Lauzon, Director of Business Services</b> <b>Mr. Memo Mendez, Director of Research &amp; Categorical Projects</b> <b>Ms. Lucinda Sheppy, Administrator of Student &amp; Community Services</b>
<b>HEARING SESSION</b>	
PUBLIC VERBAL COMMENTS	President Burns 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.
ADJOURN TO CLOSED SESSION	PRESIDENT BURNS ADJOURNED THE BOARD TO CLOSED SESSION IN THE BOARD CONFERENCE ROOM 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; CONFERENCE WITH LABOR NEGOTIATOR, NAME OF AGENCY NEGOTIATOR: SUPERINTENDENT. TITLE OF UNREPRESENTED EMPLOYEE: DISTRICT OFFICE ADMINISTRATIVE STAFF; PERSONNEL REPORT #20; PUBLIC EMPLOYEE DISCIPLINE/ DISMISSAL/ REASSIGNMENT/ RELEASE/NONRENEWAL/RESIGNATION/RETIREMENT/SUSPENSION/ COMPLAINTS, AND STUDENT DISCIPLINE #02-120, #02-122, #02-123, #02-125, #02-126, #02-128, #02-129. At 6:02 p.m., the Board recessed to Closed Session in the Board Conference Room. At 7:03 p.m., the Board adjourned from Closed Session.
CALL TO ORDER	At 7:07 p.m., President Burns called the meeting to order in Public Session.
ROLL CALL BOARD	President Burns, Mrs. Adams, Mr. Knight, Mr. Teagarden, Mr. Chavez.
ROLL CALL STUDENT BOARD MEMBERS	Greg Duchon, Imran Farooq.
FLAG SALUTE	President Burns led the audience in the Pledge of Allegiance.
INSPIRATIONAL COMMENT	Mr. Knight provided an inspirational comment.

HEAR REPORT FROM RUBIDOUX HIGH STUDENT BOARD MEMBER	<p>Gregory Duchon, Rubidoux High Student Board member, reported that students are in the final six weeks of school. STAR and AP testing are over and students are preparing for CRT's, Golden State Exams, and finals. The Prom was held last Saturday at Eagle Glen Golf Course. Jose Velasco and Shonda Hancock were crowned as this year's Prom King and Queen. Class Council elections were held last week as well as a Teacher Appreciation Lunch. Representatives from the Journalism Class are present this evening to provide an update on the confiscated edition of the <i>Talon</i> newspaper.</p> <p>May 22 – Dollar Drive to Raise Funds for Ms. Boggio</p> <p>May 24 – Reward Lunch</p> <p>May 31 - Renaissance Rally</p>
HEAR REPORT FROM JURUPA VALLEY HIGH STUDENT BOARD MEMBER	<p>Imran Farooq, Jurupa Valley Student Board member, reported that the school year is winding down with SAT9, Advanced Placement, and Golden State testing. Registration is complete and master scheduling is underway for next school year. The new stadium remains on track for completion the second week of June, in time for the 2002 graduation. Mr. Dan Goldsmith is the new ASB Advisor for next year. The "Pig Barn" is complete. ASB is working on elections and the Sadie Hawkins Dance. Approximately 1000 students registered for Summer School.</p> <p>June 11 – Awards Night</p>
HEAR REPORT ON ENVIRONMENTAL EXCELLENCE AWARD	<p>Imran Farooq and Katie Goulbourn, Jurupa Valley High School students, reported on their recent trip with teacher advisor, Ms. Jenelle Benson, to Orlando, Florida to receive a \$10,000 grant award for their Galapagos research project.</p>
RECOGNIZE 2001-02 INLAND SCIENCE FAIR WINNERS	<p>The Assistant Superintendent Education Services stated that 23 students from grades 4-12 represented the District at the Inland Science and Engineering Fair on April 23 and 24 in San Bernardino. He noted that one student at the secondary level, Nicholas Salas, will go on to participate at the State level in Los Angeles on May 21, 2002.</p>
RECOGNIZE ACADEMY GRANT AWARDS FOR JURUPA VALLEY HIGH	<p>The Assistant Superintendent Education Services congratulated Jurupa Valley High School for their successful academy grant applications in the areas of Agriscience and Technology and Engineering and Construction. Both academies were selected to receive \$2,230 in funding for their respective programs at Jurupa Valley High.</p>
RECOGNIZE ENGLISH LANGUAGE AND INTENSIVE LITERACY PROGRAM GRANT AWARD	<p>The Assistant Superintendent Education Services acknowledged the successful English Language and Intensive Literacy Program grant application in the amount of \$340,000. He noted that grant funds would be used to assist students who are experiencing difficulty with learning English and reading as well as providing enrichment opportunities for all pupils to increase their English and literacy skills.</p>
RECOGNIZE 2001 UNITED WAY CAMPAIGN	<p>The Director of Research and Categorical Projects, Mr. Memo Mendez, acknowledged the District's outstanding United Way Site Coordinators for their diligent work to ensure that this year was a successful campaign. Mrs. Chris McAllister, Director of Public Sector Campaign for United Way, presented a plaque to the Superintendent on behalf of the Jurupa Unified School District employees and thanked the Superintendent and Board of Education for their continued support of United Way.</p>

RECOGNIZE 2001 UNITED WAY CAMPAIGN (CONTINUED)	Mrs. McAllister also presented a plaque to Mr. Mendez thanking him for serving as this year's District Coordinator. She acknowledged the secretary of Mr. Mendez, Ms. Socorro Villanueva, for her assistance in this year's campaign as well. Mrs. McAllister reported that Jurupa's total for employee giving this year is \$35,785.00, a 19.8% increase over last year. She commended the District for this outstanding accomplishment. The Superintendent stated that the United Way operates valuable programs in the community and he thanked Mrs. McAllister for her work on behalf of the United Way of the Inland Valleys.
RECOGNIZE BEST OF THE BEST EMPLOYEES FOR APRIL	The Superintendent acknowledged the honorable mention Best of the Best employees for the month of April: Ms. Debbie Ferrel, Senior Buyer, Education Center; Ms. Maritza Moore, Elementary Assistant Principal, Troth Street, and Ms. Margie Sivert, teacher, Troth Street. He announced that Best of the Best employee selected for the month of April is Ms. Sally Tuntland, nurse assigned to Camino Real, Mira Loma Middle, and Jurupa Valley High. She was selected for her high standards for the practice of school nursing and her helpful and encouraging mannerisms with her peers, students, parents, and staff.
ACCEPT DONATIONS -Motion #274	<p>The Deputy Superintendent requested acceptance of the following donations: MR. CHAVEZ MOVED THE BOARD ACCEPT THE DONATIONS LISTED WITH LETTERS OF APPRECIATION TO BE SENT:</p> <p>\$8,950.00 FROM THE CAMINO REAL ELEMENTARY SCHOOL PTA, FOR VARIOUS ASSEMBLIES, STUDENT FIELD TRIPS, AND THE SIXTH GRADE END OF THE YEAR TRIP TO PHAROAH'S LOST KINGDOM IN REDLANDS; \$1,465.90 FROM THE GLEN AVON ELEMENTARY SCHOOL PTA FOR VARIOUS STUDENT FIELD TRIPS; \$537.50 FROM THE SIXTH GRADE BOOSTER CLUB OF CAMINO REAL ELEMENTARY FOR TRANSPORTATION EXPENSES FOR THE SIXTH GRADE HIGHLAND OUTDOOR SCIENCE SCHOOL; \$174.33 FROM TARGET STORES FOR A GLEN AVON ELEMENTARY SIXTH GRADE STUDENT FIELD TRIP TO PHAROAH'S LOST KINGDOM IN REDLANDS; \$719.55 FROM LIFETOUCH STUDIOS FOR THE SIXTH GRADE FIELD TRIP TO PHAROAH'S LOST KINGDOM IN REDLANDS FOR STUDENTS OF GLEN AVON ELEMENTARY SCHOOL; \$563.85 FROM THE INA ARBUCKLE ELEMENTARY SCHOOL PTA TO PURCHASE BOOKS FOR THE READING IS FUNDAMENTAL (RIF) PROGRAM; \$10,640.00 FROM THE INDIAN HILLS ELEMENTARY SCHOOL PTA TO PURCHASE SEVEN COMPUTERS, PRINTERS, AND CARTS FOR INSTRUCTIONAL USE; \$917.29 FROM MCDONALD'S RESTAURANT ON LIMONITE AVENUE FOR A STUDENT FIELD TRIP TO PHAROAH'S LOST KINGDOM IN REDLANDS FOR STUDENTS OF INDIAN HILLS ELEMENTARY SCHOOL; \$101.20 FROM INDIAN HILLS ELEMENTARY SCHOOL SIXTH GRADE PARENTS FOR A STUDENT FIELD TRIP TO PHAROAH'S LOST KINGDOM; \$20.00 FROM PARENTS OF INDIAN HILLS ELEMENTARY SCHOOL THIRD GRADERS TO PAY EXPENSES FOR A STUDENT FIELD TRIP TO KNOTT'S BERRY FARM; \$500.00 FROM THE SAN MANUEL BAND OF MISSION INDIANS OF HIGHLAND FOR INSTRUCTIONAL MATERIALS AND SUPPLIES TO BENEFIT STUDENTS IN MRS. READ'S FIRST GRADE CLASSROOM AT STONE AVENUE ELEMENTARY SCHOOL; A NEW VISIONEER ONE TOUCH 8100 SCANNER VALUED AT \$100.00 FROM MR. AND MRS. CHESTER WIOR FOR KINDERGARTEN CLASS INSTRUCTION AT SUNNYSLOPE ELEMENTARY SCHOOL; \$75.00 FROM AN ANONYMOUS EDISON INTERNATIONAL EMPLOYEE FOR INSTRUCTIONAL MATERIALS FOR SUNNYSLOPE ELEMENTARY SCHOOL; \$100.00 FROM FIRST BANK IN MIRA LOMA FOR THE SCIENCE CAMP EXPENSES FOR SIXTH GRADERS AT TROTH STREET ELEMENTARY SCHOOL; \$307.00 FROM VAN BUREN ELEMENTARY SCHOOL STUDENTS FOR DESIGNATED STUDENT FIELD TRIPS; TWO 40-FOOT STORAGE CONTAINERS VALUED AT \$5,000, ONE STUDENT LINE BB CLARINET VALUED AT \$400.00, AND ONE STUDENT LINE ARMSTRONG FLUTE VALUED AT \$400.00 FROM THE DELTA ALLIANCE CORPS</p>

ACCEPT DONATIONS -Motion #274 (Continued)	PARENT BOOSTERS OF RUBIDOUX HIGH SCHOOL TO BE USED BY THE DELTA ALLIANCE CORPS; \$500.00 FROM MR. AND MRS. GREGG SANNER TO BENEFIT STUDENTS IN THE BASEBALL PROGRAM AT RUBIDOUX HIGH; \$50.00 FROM THE JURUPA HILLS COUNTRY CLUB FOR THE RUBIDOUX HIGH SCHOOL RENAISSANCE PROGRAM. MR. KNIGHT SECONDED THE MOTION. STUDENT BOARD MEMBERS CAST PREFERENTIAL VOTES: AYE, GREGORY DUCHON, IMRAN FAROOQ. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.
HEAR REPORT ON PROGRESS OF FUTURE ELEMENTARY SCHOOL #17	<p>The Director of Facility Planning and Development presented information on the progress of Future Elementary School #17. He thanked the following committee members, Board members John Chavez and Carolyn Adams, Mr. Rollin Edmunds, Mr. Elliott Duchon, Dr. DeWayne Mason, Mr. Laz Barreiro, Mr. Bill Elzig, and Mr. Jim Smythe for serving on the Committee. The proposed site is located on Wineville south of Bellegrave near the I-15 corridor.</p> <p>Mr. Bob Lavey of the architectural firm of Perkins &amp; Will provided a Power Point presentation for the Board outlining the project design for Elementary School #17. Mr. Kip Dickson and Ms. Cynthia Simonian, also present from the architectural firm of Perkins &amp; Will, reviewed key points concerning the actual layout of classrooms, courtyard, parking, and administration building. A model of Elementary School #17 was unveiled for display and is now located in the Education Center lobby. Mr. Bowers reviewed for Mrs. Burns that the site would undergo all required feasibility and environmental studies as required. Mr. Knight was concerned about parking lot safety and the flow of traffic at the new site. The Superintendent responded that the bus loop is located on the opposite side of the property away from the parent drop off area to reduce traffic congestion. Mr. Chavez commended the architectural firm of Perkins &amp; Will for their extensive work with the Elementary School #17 Committee and thanked him for incorporating their ideas and suggestions into the design of the school.</p>
THANKS OFFERED FOR ART DISPLAY	The Assistant Superintendent Education Services thanked Ms. Margery Ashwood, Mr. Gary Clem, and Mr. Doug Torbert for their work to provide artwork for display in the Board Room from elementary through high school students.
PUBLIC VERBAL COMMENTS	President Burns opened the Public Verbal Comments session and asked that comments be limited to three minutes per person.
	Mr. Allan Stringer indicated that he submitted material some time ago regarding additional clubs on campus and as of this date the item has not been presented to the Board for approval.
	Rubidoux High School Student and Editor of the <i>Talon</i> newspaper, Matt Medina, was pleased to report that the matter regarding distribution of an issue of the <i>Talon</i> was resolved. He provided for Board members a new edition and the edition in question, and noted that both sides, administration and students, plan to work together in a positive relationship in the future.
TEACHER SALARIES	Ms. Margery Ashwood noted the student artwork on display in the Board Room. Ms. Ashwood, Mr. David Clarke, Ms. Fran Rice-Laabs, NEA-J President, and Ms. Susan Funston all spoke to the Board regarding negotiations with a central theme that, "Teachers deserve a raise that is fair."



BOARD MEMBER REPORTS & COMMENTS	Mr. Chavez reviewed his attendance at the Jurupa Valley High Art Show, with a variety of art pieces on exhibit; he commented on the excellent Spring Instrumental Concert at Rubidoux High School with the grand finale provided by the Rubidoux High School Delta Alliance Corps. He provided further information on his attendance at the CSBA Delegate Assembly that included topics regarding the Children's Health Task Force, teacher quality, administrator preparation, the Master Plan for K-University, and work by the Policy Task Force. Mr. Chavez indicated that he would continue to provide updates and reports as he receives information.
	Mr. Knight thanked Student Board members for their reports. He congratulated Imran Farooq and his fellow students for their recent grant award to further their research project. He congratulated the 23 District Science Fair winners and the United Way coordinators and District employees for participating in this year's United Way campaign. Mr. Knight thanked his colleagues, Mr. John Chavez and Mrs. Carolyn Adams, for service on the District's committee for Elementary School #17. Mr. Knight recalled his attendance at the Veteran's Memorial Wall ceremony held on May 18, 2002 at Memorial Park. He noted the following veterans that were honored at this event: Mr. Anthony Cummings, Mr. Cliff Wanamaker, Mr. Frank Yost, and Mr. LeRoy Ray. Mr. Dave Barnes was the Master of Ceremonies, with dignitaries present, and a variety of military songs performed for the public. Ms. Donna Johnston from Supervisor Tavaglione's office was also present
	Mr. Knight commended the Director of the Jurupa Area Recreation and Park District, Mr. Dan Rodriguez, and the Park District's collaborative effort for the community. He noted the upcoming event planned for Saturday, May 25, 2002 to honor Memorial Day Heroes, with a parade and festival. Mrs. Burns noted that Mr. Tony Cummings, Jurupa This Week, was honored as a deceased veteran at the Memorial Wall ceremony and stated that he is sorely missed.
	President Burns commented that she was on vacation for the past week and was able to visit schools in the State of Illinois and observe comparisons between their school system and the District's school system. She noted that she is pleased to see the student artwork on display in the Board Room.
	<b>ACTION SESSION</b>
APPROVE ROUTINE ACTION ITEMS A 1-9 -Motion #275	MR. CHAVEZ MOVED THE BOARD APPROVE/ADOPT/CERTIFY ROUTINE ACTION ITEMS A 1-9 AS PRINTED: (1) MINUTES OF MAY 7, 2002 REGULAR MEETING; (2) DISBURSEMENT ORDERS; (3) PURCHASE ORDERS; (4) PAYROLL REPORT; (5) AGREEMENTS; (6) REJECTION OF CLAIM ON BEHALF OF ASHLEY WINSEMIUS; (7) NON ROUTINE FIELD TRIP REQUEST FOR 1 STUDENT TO TRAVEL TO LOS ANGELES APRIL 20-21, 2002 TO PARTICIPATE IN THE STATE SCIENCE FAIR; (8) NON ROUTINE FIELD TRIP REQUEST FOR 15 STUDENTS TO TRAVEL TO CERES, CALIFORNIA JUNE 1-3, 2002 TO PARTICIPATE IN THE HEIFER PROJECT INTERNATIONAL; AND (9) OUT-OF-STATE TRAVEL REQUEST FOR MS. LISA MARTINEZ AND MS. MYRA ESTEBAN, PACIFIC AVENUE TEACHERS TO TRAVEL TO EDINBURGH, SCOTLAND TO ATTEND THE 19 <sup>TH</sup> WORLD CONGRESS ON READING. MR. KNIGHT SECONDED THE MOTION. STUDENT BOARD MEMBERS CAST PREFERENTIAL VOTES: AYE, GREGORY DUCHON, IMRAN FAROOQ. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.

<p>ADOPT RES. 02/58 &amp; #02/59, ISSUANCE OF BONDS CFD #3 -Motion #276</p>	<p>The Deputy Superintendent indicated that the District recently formed CFD #3 for the purpose of funding the construction and acquisition of public K-12 school facilities. He noted that since that time, additional parcels of real property need to be removed from the boundaries of the CFD in order for the lien of special taxes to be released. Resolution #02/58 approves the amended boundary map and Resolution #02/59 approves the issuance of special tax bonds for the purpose of funding school facilities for the School District with net proceeds of approximately \$1.3 million. The Deputy Superintendent noted that Ms. Kim Byrens is present to address any questions from the Board.</p> <p>MR. KNIGHT MOVED THE BOARD ADOPT RESOLUTION #02/58 APPROVING AND AUTHORIZING THE RECORDING OF A MAP AMENDING THE BOUNDARIES OF COMMUNITY FACILITIES DISTRICT #3; AND RESOLUTION #02/59 AUTHORIZING THE ISSUANCE OF SPECIAL TAX BONDS FOR COMMUNITY FACILITIES DISTRICT #3 OF THE JURUPA UNIFIED SCHOOL DISTRICT IN AN AGGREGATE PRINCIPAL AMOUNT NOT TO EXCEED \$2,200,000 AND APPROVING CERTAIN DOCUMENTS AND TAKING CERTAIN OTHER ACTIONS IN CONNECTION THEREWITH. MR. CHAVEZ SECONDED THE MOTION. STUDENT BOARD MEMBERS CAST PREFERENTIAL VOTES: AYE, GREGORY DUCHON, IMRAN FAROOQ. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.</p>
<p>ADOPT RES. #02/60 &amp; #02/61, ISSUANCE OF BONDS – CFD #1, IMPROVEMENT AREA #1 &amp; 2 -Motion #277</p>	<p>The Deputy Superintendent presented for the Board's consideration two resolutions that approve the issuance of new bonds to refinance the 1990 bonds and provide new money for the purpose of funding additional school facilities. This would provide a savings in debt service and provide a slight reduction in special taxes levied on property within CFD #1. He noted that Mr. Benjamin Dolenka and Ms. Kim Byrens from the law firm of Best, Best &amp; Krieger LLP are present to address any questions from the Board concerning CFD #1. There were no questions from Board members regarding the two resolutions. MR. KNIGHT MOVED THE BOARD ADOPT RESOLUTION #02/60 AND #02/61, AUTHORIZING THE ISSUANCE OF SPECIAL TAX BONDS AND APPROVING CERTAIN DOCUMENTS AND TAKING CERTAIN OTHER ACTIONS IN CONNECTION THEREWITH FOR COMMUNITY FACILITIES DISTRICT #1, IMPROVEMENT AREA NOS. 1 AND 2. MR. TEAGARDEN SECONDED THE MOTION. STUDENT BOARD MEMBERS CAST PREFERENTIAL VOTES: AYE, GREGORY DUCHON, IMRAN FAROOQ. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.</p>
<p>APPROVE COOPERATIVE AGREEMENT W/RIVERSIDE COUNTY JOINT USE RUBIDOUX PUBLIC LIBRARY -Motion #278</p>	<p>The Deputy Superintendent stated that through the use of Proposition 14 Library Bond Act grant funds, the District has the opportunity to participate in a cooperative effort with the Riverside Economic Development Agency and the Riverside County Library System to design and implement a Family Literacy Program at a new library facility. The new Public Library facility is planned for a six-acre parcel adjacent to West Riverside Elementary School campus. The Deputy Superintendent indicated that a District Committee has been working with the agencies to develop the literacy program (Mr. Elliott Duchon, Ms. Terri Moreno, Ms. Sonia Porter, Ms. Norie Garavito, Mr. Paul Jensen, Mr. Greg Bowers, and the Superintendent). MR. CHAVEZ MOVED THE BOARD AUTHORIZE THE DISTRICT TO ENTER INTO A COOPERATIVE AGREEMENT WITH THE COUNTY OF RIVERSIDE FOR A JOINT USE OF FACILITIES ON THE FUTURE RUBIDOUX PUBLIC LIBRARY SITE. MR. TEAGARDEN SECONDED THE MOTION. Mr. Gary Christmas, County Librarian, and Mr. Bill Brown, Economic Development Agency, participated in a question and answer session with the Board concerning the use of the property and the District's commitment to the project. Mr. Brown indicated that EDA plans to implement a management and job-training program in the building for at-risk individuals in the Rubidoux area. Mr. Christmas commented that the project would also include a one-acre future parcel for district programs. He noted that the parcel is behind the current Arco Gas Station on Mission Boulevard and the library facility would be a two-story building with a proposed amphitheater. Mr. Teagarden commended Supervisor John Tavaglione for making projects such as this possible in the Rubidoux area. Mr. Christmas also remarked that Assemblyman Pacheco has been a strong supporter of the project as well. STUDENT BOARD MEMBERS CAST PREFERENTIAL VOTES: AYE, GREGORY DUCHON, IMRAN FAROOQ. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.</p>

<p>APPROVE INSTRUCTIONAL MATERIALS FOR REVIEW -Motion #279</p>	<p>The Assistant Superintendent Education Services stated that the Instructional Council approved the instructional materials listed on the Agenda for middle and high school students. He noted that the rationale for selection along with other important information concerning the materials is included in the supporting documents.</p> <p>MR. KNIGHT MOVED THE BOARD APPROVE FOR REVIEW THE FOLLOWING INSTRUCTIONAL MATERIALS: PRE-ALGEBRA, CALIFORNIA EDITION; ALGEBRA I, ALLEZ, VIENS! LEVEL II, ALLEZ, VIENS! LEVEL III. MR. TEAGARDEN SECONDED THE MOTION. STUDENT BOARD MEMBERS CAST PREFERENTIAL VOTES: AYE, GREGORY DUCHON, IMRAN FAROOQ. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.</p>
<p>APPROVE MIDDLE &amp; HIGH SCHOOL INSTRUCTIONAL MATERIALS FOR ADOPTION -Motion #280</p>	<p>MR. KNIGHT MOVED THE BOARD APPROVE FOR ADOPTION THE FOLLOWING INSTRUCTIONAL MATERIALS: FOCUS ON LIFE SCIENCE, FOCUS ON PHYSICAL SCIENCE, EXPLORING VISUAL DESIGN: THE ELEMENTS AND PRINCIPLES, ALLEZ, VIENS! LEVEL I, EN ESPANOL I, EN ESPANOL II, EN ESPANOL III. MR. TEAGARDEN SECONDED THE MOTION. STUDENT BOARD MEMBERS CAST PREFERENTIAL VOTES: AYE, GREGORY DUCHON, IMRAN FAROOQ. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.</p>
<p>APPROVE EXPENDITURE OF INDIAN HILLS' SCHOOL SITE BONUS AWARD FUNDS -Motion #281</p>	<p>MR. KNIGHT MOVED THE BOARD APPROVE THE REQUEST FROM MS. JACKIE MONESTERO, PRINCIPAL, INDIAN HILLS ELEMENTARY SCHOOL, TO SPEND AN AMOUNT NOT TO EXCEED \$26,449.72 OF THE GOVERNOR'S SCHOOL SITE PERFORMANCE BONUS AWARD FUNDS ON TECHNOLOGY EQUIPMENT. MR. TEAGARDEN SECONDED THE MOTION. STUDENT BOARD MEMBERS CAST PREFERENTIAL VOTES: AYE, GREGORY DUCHON, IMRAN FAROOQ. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.</p>
<p>APPROVE EXPENDITURE OF PERALTA'S SCHOOL SITE BONUS AWARD FUNDS -Motion #282</p>	<p>The Assistant Superintendent Education Services submitted a request from Ms. Karen Salvaggio, Peralta Elementary School Principal, for the expenditure of Peralta's School Site Performance Bonus Award funds. MR. KNIGHT MOVED THE BOARD APPROVE THE EXPENDITURE OF PERALTA'S GOVERNOR'S SCHOOL SITE PERFORMANCE BONUS AWARD FUNDS NOT TO EXCEED \$20,057.55. MR. TEAGARDEN SECONDED THE MOTION. STUDENT BOARD MEMBERS CAST PREFERENTIAL VOTES: AYE, GREGORY DUCHON, IMRAN FAROOQ. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.</p>
<p>APPROVE PURCHASE OF 33 LAPTOP COMPUTERS FOR VAN BUREN -Motion #283</p>	<p>The Deputy Superintendent requested the purchase of 33 laptop computers for Van Buren Elementary. MR. KNIGHT MOVED THE BOARD APPROVE THE ISSUANCE OF PURCHASE ORDER #41145 IN THE AMOUNT OF \$42,486.23 (INCLUDING TAX) TO CDW-G FOR THE PURCHASE OF 33 TOSHIBA 1800-S207 LAPTOP COMPUTERS WITH AN INTEL CELERON PROCESSOR, 1.1 GHZ, 256MB SDRAM, AND 20GB HARD DRIVE OR EQUAL SPECIFICATIONS FOR VAN BUREN ELEMENTARY. MR. TEAGARDEN SECONDED THE MOTION. STUDENT BOARD MEMBERS CAST PREFERENTIAL VOTES: AYE, GREGORY DUCHON, IMRAN FAROOQ. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.</p>
<p>APPROVE PURCHASE OF 1 COPIER/PRINTER SYSTEM FOR PACIFIC AVENUE -Motion #284</p>	<p>MR. KNIGHT MOVED THE BOARD APPROVE THE ISSUANCE OF PURCHASE ORDER #41199 IN THE AMOUNT OF \$13,409.49 TO MINOLTA BUSINESS SOLUTIONS, INC. FOR THE PURCHASE OF ONE MINOLTA Di650 DIGITAL COPIER/PRINTER SYSTEM FOR PACIFIC AVENUE ELEMENTARY SCHOOL'S SPECIAL PROJECTS OFFICE. MR. TEAGARDEN SECONDED THE MOTION. STUDENT BOARD MEMBERS CAST PREFERENTIAL VOTES: AYE, GREGORY DUCHON, IMRAN FAROOQ. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.</p>

<p>APPROVE PURCHASE OF 12 COMPUTERS FOR INA ARBUCKLE -Motion #285</p>	<p>The Deputy Superintendent requested the purchase of 12 Dell Optiplex GX Desktop computers for Ina Arbuckle to be paid for with Nell Soto grant funds.</p> <p>MR. KNIGHT MOVED THE BOARD APPROVE THE ISSUANCE OF PURCHASE ORDER #41200 IN THE AMOUNT OF \$12,391.85 TO DELL COMPUTER FOR THE PURCHASE OF 12 DELL OPTIPLEX GX 240 DESKTOP COMPUTERS FOR INA ARBUCKLE. MR. TEAGARDEN SECONDED THE MOTION. STUDENT BOARD MEMBERS CAST PREFERENTIAL VOTES: AYE, GREGORY DUCHON, IMRAN FAROOQ. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.</p>
<p>APPROVE PURCHASE OF SCANNING &amp; ASSESSMENT UPGRADES FOR IDMS SYSTEM -Motion #286</p>	<p>The Deputy Superintendent stated that this purchase is for scanning and recording upgrades for the IDMS system.</p> <p>MR. KNIGHT MOVED THE BOARD APPROVE THE ISSUANCE OF PURCHASE ORDER #41204 IN THE AMOUNT OF \$25,587.35 (INCLUDING TAX) TO CARDIFF SOFTWARE, INC. FOR THE PURCHASE OF SCANNING AND RECORDING UPGRADES FOR THE CATEGORICAL PROJECTS IDMS PROGRAM. MR. TEAGARDEN SECONDED THE MOTION. STUDENT BOARD MEMBERS CAST PREFERENTIAL VOTES: AYE, GREGORY DUCHON, IMRAN FAROOQ. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.</p>
<p>APPROVE PURCHASE OF 21 DELL COMPUTERS -Motion #287</p>	<p>The Deputy Superintendent requested the purchase of 21 Dell Optiplex desktop computers for 16 elementary schools, 3 middle schools, and the two comprehensive high schools. MR. KNIGHT MOVED THE BOARD APPROVE THE ISSUANCE OF PURCHASE ORDER #41208 IN THE AMOUNT OF \$26,715.84 TO DELL COMPUTERS FOR THE PURCHASE OF 21 DELL OPTIPLEX GX 240 DESKTOP COMPUTERS FOR 16 ELEMENTARY SCHOOLS, 3 MIDDLE SCHOOLS, AND THE TWO COMPREHENSIVE HIGH SCHOOLS. MR. TEAGARDEN SECONDED THE MOTION. STUDENT BOARD MEMBERS CAST PREFERENTIAL VOTES: AYE, GREGORY DUCHON, IMRAN FAROOQ. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.</p>
<p>APPROVE PURCHASE OF 7 PROJECTORS &amp; CEILING MOUNTS FOR MISSION MIDDLE -Motion #288</p>	<p>The Deputy Superintendent requested the purchase of 7 LP500 Projectors and ceiling mounts for Mission Middle School with the equipment being purchased with II/USP funds. MR. KNIGHT MOVED THE BOARD APPROVE THE ISSUANCE OF PURCHASE ORDER #41214 IN THE AMOUNT OF \$16,244.48 TO CDW-G FOR THE PURCHASE OF SEVEN IN-FOCUS PROJECTORS AND SEVEN CEILING MOUNTS FOR MISSION MIDDLE SCHOOL. MR. TEAGARDEN SECONDED THE MOTION. STUDENT BOARD MEMBERS CAST PREFERENTIAL VOTES: AYE, GREGORY DUCHON, IMRAN FAROOQ. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.</p>
<p>APPROVE RES. #02/62, EMPLOYER CONTRIBUTION TO PERS BENEFIT PLAN FOR LESS THAN ½ TIME EMPLOYEES -Motion #289</p>	<p>The Deputy Superintendent stated that it is requirement of CalPERS for the Board to adopt a resolution concerning the benefit plan for less than half-time employees. MR. KNIGHT MOVED THE BOARD APPROVE RESOLUTION #02/62, APPROVING AND ELECTING TO BE SUBJECT TO THE PUBLIC EMPLOYEE'S MEDICAL AND HOSPITAL CARE ACT FOR LESS THAN HALF TIME EMPLOYEES (NON-PERS) DESIGNATING THE EMPLOYER'S CONTRIBUTION AT THE SAME AMOUNT AS FULL TIME EMPLOYEES. MR. TEAGARDEN SECONDED THE MOTION. STUDENT BOARD MEMBERS CAST PREFERENTIAL VOTES: AYE, GREGORY DUCHON, IMRAN FAROOQ. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.</p>

<p>APPROVE RES. #02/63 - #02/69 WITHDRAW FROM CALPERS BENEFIT PLAN -Motion #290</p>	<p>The Deputy Superintendent stated that with a significant increase in CalPERS health insurance rates, the District determined that the Riverside County Employer/Employee Partnership for Benefits (REEP) offers comparable benefits at lower rates. He requested approval to change benefit plans effective January 1, 2003 for Confidential/Management, the Board of Trustees, and CSEA.</p> <p>MR. KNIGHT MOVED THE BOARD APPROVE RESOLUTIONS NO. #02/63, #02/64, #02/65, #02/66, #02/67, #02/68, AND #02/69, APPROVING AND ELECTING TO CEASE TO BE SUBJECT TO THE PUBLIC EMPLOYEE'S MEDICAL AND HOSPITAL CARE ACT. MR. TEAGARDEN SECONDED THE MOTION. STUDENT BOARD MEMBERS CAST PREFERENTIAL VOTES: AYE, GREGORY DUCHON, IMRAN FAROOQ. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.</p>
<p>APPROVE RES. #02/70, ESTABLISH BUILDING FUND 21 TO RECORD 2001 MEASURE C BOND TRANSACTIONS -Motion #291</p>	<p>The Deputy Superintendent reviewed that in November 2001, the Measure C bond was approved with the first issuance in the amount of \$30,800,000 completed on May 1, 2002. He stated that in order to account for the funds separately, a Building Fund must be established to record financial transactions.</p> <p>MR. KNIGHT MOVED THE BOARD APPROVE RESOLUTION #02/70, ESTABLISHING BUILDING FUND 21 TO RECORD THE FINANCIAL TRANSACTIONS FOR MEASURE C BOND PROCEEDS. MR. TEAGARDEN SECONDED THE MOTION. STUDENT BOARD MEMBERS CAST PREFERENTIAL VOTES: AYE, GREGORY DUCHON, IMRAN FAROOQ. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.</p>
<p>APPROVE SUBMITTAL OF STATE DEFERRED MAINTENANCE 5-YEAR PLAN -Motion #292</p>	<p>The Deputy Superintendent stated that the State Deferred Maintenance 5-Year Plan was updated with a copy included in the supporting documents. He noted that Mr. Bill Elzig, Senior Building Inspector, is present to address questions from the Board. The Deputy Superintendent thanked Mr. Elzig and his staff for their diligence in maintaining the District's facilities.</p> <p>MR. KNIGHT MOVED THE BOARD APPROVE SUBMITTAL OF THE STATE DEFERRED MAINTENANCE FIVE-YEAR PLAN. MR. TEAGARDEN SECONDED THE MOTION. STUDENT BOARD MEMBERS CAST PREFERENTIAL VOTES: AYE, GREGORY DUCHON, IMRAN FAROOQ. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.</p>
<p>APPROVE CONTRACT FOR 7 LUNCH SHELTERS -Motion #293</p>	<p>The Director of Facility Planning and Development requested approval of a contract with National Carport Industries, Inc. to purchase and install seven lunch shelters at the identified sites.</p> <p>MR. KNIGHT MOVED THE BOARD AUTHORIZE ADMINISTRATION TO ENTER INTO A PIGGYBACK CONTRACT WITH NATIONAL CARPORT INDUSTRIES, INC. TO PURCHASE AND INSTALL A TOTAL OF SEVEN LUNCH SHELTERS AT THE IDENTIFIED SITES FOR A TOTAL COST OF \$103,950.00. MR. TEAGARDEN SECONDED THE MOTION. STUDENT BOARD MEMBERS CAST PREFERENTIAL VOTES: AYE, GREGORY DUCHON, IMRAN FAROOQ. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY.</p>

ACT ON 7 DISCIPLINE  
CASES - EXPULSION  
#02-120, #02-122, #02-123,  
#02-125, #02-126, #02-128,  
#02-129  
-Motion #294

PRESIDENT BURNS MOVED THE BOARD ACCEPT THE FINDINGS OF FACT AND CONCLUSIONS OF LAW SUBMITTED BY THE ADMINISTRATIVE HEARING PANEL FOR EXPULSION CASES #02-120, #02-122, #02-123, #02-125, #02-126, #02-128, #02-129 AS FOLLOWS:

EXPEL THE PUPIL IN DISCIPLINE CASE #02-120 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1), (K) FOR THE SPRING SEMESTER 2002 AND FALL SEMESTER 2002. HOWEVER, THE ENFORCEMENT OF THE EXPULSION ORDER IS SUSPENDED FOR THE FALL SEMESTER 2002 AND THE PUPIL BE PLACED ON SCHOOL PROBATION. THE PUPIL SHALL BE ASSIGNED TO THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER, FOR THE SPRING SEMESTER 2002 AND THE STEPS SUMMER SCHOOL PROGRAM. THIS CASE WILL BE REFERRED TO THE *STUDENT ASSISTANCE PROGRAM* AND THE *SCHOOL AND COMMUNITY OUTREACH TEAM (SCORE)* FOR FOLLOW-UP. THIS CASE SHALL BE REVIEWED IN AUGUST FOR EDUCATIONAL PLACEMENT, FOR THE FALL SEMESTER 2002 AND REVIEWED FOR POSSIBLE REINSTATEMENT TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JANUARY 21, 2003.

EXPEL THE PUPIL IN DISCIPLINE CASE #02-122 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A2), (K) FOR THE SPRING SEMESTER 2002 AND FALL SEMESTER 2002; 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 *STUDENT ASSISTANCE PROGRAM* AND 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, 2003.

EXPEL THE PUPIL IN DISCIPLINE CASE #02-123 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1), (B), (K) AND 48915 (A2) FOR THE SPRING SEMESTER 2002 AND FALL SEMESTER 2002; 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 *STUDENT ASSISTANCE PROGRAM* AND 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, 2003.

EXPEL THE PUPIL IN DISCIPLINE CASE #02-125 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (C), (K) FOR THE SPRING SEMESTER 2002 AND FALL SEMESTER 2002; 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 *STUDENT ASSISTANCE PROGRAM* AND 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, 2003.

EXPEL THE PUPIL IN DISCIPLINE CASE #02-126 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (C), (K) FOR THE SPRING SEMESTER 2002 AND FALL SEMESTER 2002; 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 *STUDENT ASSISTANCE PROGRAM* AND 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, 2003.

<p>ACT ON 7 DISCIPLINE CASES - EXPULSION #02-120, #02-122, #02-123, #02-125, #02-126, #02-128, #02-129 -Motion #294 (Continued)</p>	<p>EXPEL THE PUPIL IN DISCIPLINE CASE <b>#02-128</b> FOR VIOLATION OF EDUCATION SECTIONS 48900 (C), (K) FOR THE SPRING SEMESTER 2002 AND FALL SEMESTER 2002 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 <i>STUDENT ASSISTANCE PROGRAM</i> AND THE <i>SCHOOL AND COMMUNITY OUTREACH TEAM (SCORE)</i> FOR FOLLOW-UP. THIS CASE SHALL BE REVIEWED FOR POSSIBLE READMISSION TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JANUARY 21, 2003.</p> <p>EXPEL THE PUPIL IN DISCIPLINE CASE <b>#02-129</b> FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (B), (K) FOR THE SPRING SEMESTER 2002 AND FALL SEMESTER 2002. HOWEVER, THE ENFORCEMENT OF THE EXPULSION ORDER IS SUSPENDED FOR THE <u>FALL SEMESTER 2002</u> AND THE PUPIL BE PLACED ON SCHOOL PROBATION. THE PUPIL SHALL BE ASSIGNED TO THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER, FOR THE SPRING SEMESTER 2002. THIS CASE WILL BE REFERRED TO THE <i>STUDENT ASSISTANCE PROGRAM</i> AND THE <i>SCHOOL AND COMMUNITY OUTREACH TEAM (SCORE)</i> FOR FOLLOW-UP. THIS CASE SHALL BE REVIEWED IN <u>AUGUST</u> FOR EDUCATIONAL PLACEMENT, AT JURUPA VALLEY HIGH SCHOOL, FOR THE FALL SEMESTER 2002 AND REVIEWED FOR POSSIBLE REINSTATEMENT TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JANUARY 21, 2003. MRS. ADAMS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY</p>
<p>APPROVE PERSONNEL REPORT #20 W/INSERT -Motion #295</p>	<p>The Assistant Superintendent Personnel Services requested approval of Personnel Report #20, with Insert S-1, Pages 19-29.</p> <p>MR. CHAVEZ MOVED THE BOARD APPROVE PERSONNEL REPORT #20, WITH INSERT S-1, PAGES 19-29. MRS. ADAMS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.</p>
<p>ADOPT DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS -Motion #296</p>	<p>The Assistant Superintendent Personnel Services requested that the Board adopt the "Declaration of Need for Fully Qualified Educators" for the 2002-03 school year.</p> <p>MR. CHAVEZ MOVED THE BOARD ADOPT THE "DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS FOR 2002-03. MR. TEAGARDEN SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.</p>
<p>APPROVE CBEST WAIVER FOR DAY-TO-DAY SUBSTITUTE TEACHERS -Motion #297</p>	<p>The Assistant Superintendent Personnel Services requested approval of CBEST Waivers for Day-to-Day Substitute Teachers.</p> <p>MR. KNIGHT MOVED THE BOARD DECLARE THAT TEACHERS WERE HIRED FROM THE DISTRICT SUBSTITUTE POOL TO IMPLEMENT CLASS SIZE REDUCTION AND, AS A CONSEQUENCE OF THIS ACTION, THE DISTRICT IS UNABLE TO RECRUIT SUBSTITUTES WHO HAVE HAD AN OPPORTUNITY TO TAKE AND PASS THE CALIFORNIA BASIC EDUCATION SKILLS TEST (CBEST). THE DISTRICT ANTICIPATES EMPLOYING APPROXIMATELY FIFTY SUBSTITUTES ON VARIOUS TERM CBEST WAIVERS. MR. TEAGARDEN SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.</p>
<p>APPROVE VARIABLE TERM WAIVER REQUEST -Motion #298</p>	<p>The Assistant Superintendent Personnel Services requested approval for Mr. Maggio to be approved for employment through the end of the school year under the authorization of a Variable Term Waiver. MR. KNIGHT MOVED THE BOARD APPROVE MR. JOE MAGGIO FOR EMPLOYMENT THROUGH THE END OF THIS SCHOOL YEAR AS A SUBSTITUTE TEACHER UNDER THE AUTHORIZATION OF A VARIABLE TERM WAIVER. MR. TEAGARDEN SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.</p>

REVIEW ROUTINE INFORMATION REPORTS	Board reviewed the following Routine Information Reports: "2002 Graduation and Promotion Exercises," and "Announce Location for June 3, 2002 Board Meeting."
	<p><b>ADJOURNMENT</b></p> <p>There being no further business, President Burns adjourned the Regular Meeting from Public Session at 9:52 p.m.</p> <p><b>MINUTES OF THE REGULAR MEETING OF MAY 20, 2002 ARE APPROVED AS</b></p> <hr/> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <hr/> <b>President</b> </div> <div style="text-align: center;"> <hr/> <b>Clerk</b> </div> </div> <div style="text-align: center; margin-top: 20px;"> <hr/> <b>Date</b> </div>



**JURUPA UNIFIED SCHOOL DISTRICT**  
**Report of Disbursement Order Purchases**

Purchases Over \$1  
04/01/02 thru 04/12/02

Fund	School	Resource	Vendor	Description	Amount
03	100	UNRESTRICTED RESOURCES	JURUPA COMMUNITY SERVICES	WATER SERVICE	1,270.95
03	100	UNRESTRICTED RESOURCES	THE GAS COMPANY	APRIL GAS BILL	94.66
03	105	DONATIONS	LAIDLAW TRANSIT, INC.	BUS SERVICES	341.00
03	105	STATE LOTTERY	THE GAS COMPANY	APRIL GAS BILL	236.35
03	110	UNRESTRICTED RESOURCES	JURUPA COMMUNITY SERVICES	WATER SERVICE	565.55
03	110	UNRESTRICTED RESOURCES	THE GAS COMPANY	APRIL GAS BILL	82.97
03	115	UNRESTRICTED RESOURCES	RUBIDOUX COMMUNITY SERVICES	WATER BILLS 4/23/02	1,127.97
03	115	UNRESTRICTED RESOURCES	THE GAS COMPANY	APRIL GAS BILL	151.36
03	120	UNRESTRICTED RESOURCES	JURUPA COMMUNITY SERVICES	WATER SERVICES	2,204.90
03	120	UNRESTRICTED RESOURCES	THE GAS COMPANY	APRIL GAS BILL	71.12
03	125	UNRESTRICTED RESOURCES	JURUPA COMMUNITY SERVICES	WATER SERVICE	1,247.10
03	125	UNRESTRICTED RESOURCES	THE GAS COMPANY	APRIL GAS BILL	122.34
03	130	UNRESTRICTED RESOURCES	RUBIDOUX COMMUNITY SERVICES	WATER BILLS 4/23/02	1,249.86
03	130	UNRESTRICTED RESOURCES	THE GAS COMPANY	APRIL GAS BILL	96.00
03	135	UNRESTRICTED RESOURCES	THE GAS COMPANY	APRIL GAS BILL	116.57
03	140	UNRESTRICTED RESOURCES	RUBIDOUX COMMUNITY SERVICES	WATER BILLS 4/23/02	1,947.73
03	140	UNRESTRICTED RESOURCES	THE GAS COMPANY	APRIL GAS BILL	170.50
03	145	UNRESTRICTED RESOURCES	RUBIDOUX COMMUNITY SERVICES	WATER BILLS 4/23/02	1,468.45
03	145	UNRESTRICTED RESOURCES	THE GAS COMPANY	APRIL GAS BILL	133.72
03	150	DONATIONS	I.M.P.A.C. GOVERNMENT SERVICES	PO40416 MEMORY	109.58
03	150	DONATIONS	I.M.P.A.C. GOVERNMENT SERVICES	PO40416 MEMORY	107.13
03	150	UNRESTRICTED RESOURCES	JURUPA COMMUNITY SERVICES	WATER SERVICES	1,257.89
03	150	DONATIONS	LIVING DESERT	FIELD TRIP	402.50
03	150	DONATIONS	RENAISSANCE LEARNING SYSTEMS	MATERIALS AND SUPPLIES	2,888.77
03	150	GOVERNOR'S PERFORMANCE AWARD (SB1X)	RENAISSANCE LEARNING SYSTEMS	MATERIALS AND SUPPLIES	4,418.11
03	150	UNRESTRICTED RESOURCES	THE GAS COMPANY	APRIL GAS BILL	117.93
03	155	UNRESTRICTED RESOURCES	THE GAS COMPANY	APRIL GAS BILL	74.67
03	160	DONATIONS	LAIDLAW TRANSIT, INC.	BUS SERVICES	933.16
03	160	UNRESTRICTED RESOURCES	THE GAS COMPANY	APRIL GAS BILL	114.10
03	165	UNRESTRICTED RESOURCES	THE GAS COMPANY	APRIL GAS BILL	193.50
03	170	UNRESTRICTED RESOURCES	THE GAS COMPANY	APRIL GAS BILL	132.39
03	175	UNRESTRICTED RESOURCES	RUBIDOUX COMMUNITY SERVICES	WATER BILLS 4/23/02	1,120.11
03	175	UNRESTRICTED RESOURCES	THE GAS COMPANY	APRIL GAS BILL	112.89
03	200	DISCRETIONARY	LANCASTER, WALTER	REIMB SUPPLIES	51.20
03	200	UNRESTRICTED RESOURCES	THE GAS COMPANY	APRIL GAS BILL	551.99
03	205	UNRESTRICTED RESOURCES	THE GAS COMPANY	APRIL GAS BILL	139.08

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# JURUPA UNIFIED SCHOOL DISTRICT Report of Disbursement Order Purchases

Purchases Over \$1

04/01/02 thru 04/12/02

03	210	DISCRETIONARY	LIDLAW TRANSIT, INC.	BUS SERVICES	398.66
03	210	DONATIONS	LIDLAW TRANSIT, INC.	BUS SERVICES	514.34
03	210	CTEI - STAFF DEVELOPMENT	RIDDER SUSAN	EXPENSE REIMBURSEMENT 5/14/02	39.66
03	210	UNRESTRICTED RESOURCES	RUBIDOUX COMMUNITY SERVICES	WATER BILLS 4/23/02	2,833.98
03	210	UNRESTRICTED RESOURCES	THE GAS COMPANY	APRIL GAS BILL	149.25
03	300	UNRESTRICTED RESOURCES	CHEVRON, U S A	GASOLINE CHARGES 3/2002	285.38
03	300	UNRESTRICTED RESOURCES	JOSEPH H. PENDLETON	CONF. REG FEES	100.00
03	300	UNRESTRICTED RESOURCES	JURUPA COMMUNITY SERVICES	WATER SERVICES	5,604.85
03	300	UNRESTRICTED RESOURCES	JURUPA COMMUNITY SERVICES	WATER SERVICE	328.50
03	300	DISCRETIONARY	LIDLAW TRANSIT, INC.	BUS SERVICES	172.88
03	300	DISCRETIONARY	LIDLAW TRANSIT, INC.	BUS SERVICES	661.02
03	300	DONATIONS	LIDLAW TRANSIT, INC.	BUS SERVICES	522.50
03	300	UNRESTRICTED RESOURCES	THE GAS COMPANY	APRIL GAS BILL	4,955.90
03	305	DISCRETIONARY	LIDLAW TRANSIT, INC.	BUS SERVICES	145.25
03	305	UNRESTRICTED RESOURCES	RUBIDOUX COMMUNITY SERVICES	WATER BILLS 4/23/02	5,068.72
03	305	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES	17,332.37
03	305	UNRESTRICTED RESOURCES	THE GAS COMPANY	APRIL GAS BILL	2,046.02
03	310	UNRESTRICTED RESOURCES	JURUPA COMMUNITY SERVICES	PLAN CHECK FEES	1,000.00
03	405	UNRESTRICTED RESOURCES	TIME FOR KIDS	SUBSCRIPTIONS	9.60
03	410	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES	124.55
03	410	UNRESTRICTED RESOURCES	THE GAS COMPANY	APRIL GAS BILL	97.09
03	500	UNRESTRICTED RESOURCES	ADAMS, CAROLYN A.	REIMB CONF EXP	319.72
03	500	UNRESTRICTED RESOURCES	AL BUTLER	MILEAGE REIMBURSEMENT	34.67
03	500	UNRESTRICTED RESOURCES	BARRY PALMER	MILEAGE REIMBURSEMENT	34.30
03	500	DEFERRED MAINTENANCE EXPENSE	CASTILLO HEATING AND AIR	PROFESSIONAL SVC-P40681	6,800.00
03	500	UNRESTRICTED RESOURCES	CHAVEZ, JOHN	REIMB CONF EXP	333.76
03	500	DEFERRED MAINTENANCE EXPENSE	CONTRACT CARPET COMPANY	INSTALL TILE	575.00
03	500	UNRESTRICTED RESOURCES	COTTRELL, JEANNA	REIMB MILEAGE	37.97
03	500	UNRESTRICTED RESOURCES	GLASS, TERRY L	REIMB MILEAGE	129.02
03	500	DEFERRED MAINTENANCE EXPENSE	GLEN PRODUCTS	DOORS OR MAINT-P40608	1,749.94
03	500	UNRESTRICTED RESOURCES	GREGORY J. BOWERS	REIMB MILEAGE	136.76
03	500	ASSESSMENT/STAFF DEV (T.M.)	HORN, PAUL	REIMB MILEAGE	37.98
03	500	UNRESTRICTED RESOURCES	JENSEN SHARON	REIMB SUPPLIES	17.99
03	500	STAFF DEV. BUY OUT	JENSEN, PAUL	REIMB FOR STAFF LUNCHES	31.14
03	500	UNRESTRICTED RESOURCES	JONES, TIMOTHY	REIMB MILEAGE	168.63
03	500	STATE LOTTERY	KEATING, CLIFF	REIMB MILEAGE	87.16
03	500	UNRESTRICTED RESOURCES	KIM BESSLER	REIMB MILEAGE	19.71
03	500	UNRESTRICTED RESOURCES	KNIGHT, SAM D. SR.	REIMB CONF EXP	55.69

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# JURUPA UNIFIED SCHOOL DISTRICT

## Report of Disbursement Order Purchases

Purchases Over \$1  
04/01/02 thru 04/12/02

03	500	DEFERRED MAINTENANCE EXPENSE	LUKE'S AIR CONDITIONING	M/O REPAIRS	4,750.00
03	500	UNRESTRICTED RESOURCES	MEDINA GLORIA	REIMB SUPPLIES	73.44
03	500	UNRESTRICTED RESOURCES	MELODY MENDIOLA	REIMB MILEAGE	25.81
03	500	UNRESTRICTED RESOURCES	MURRAY, MICHELLE	REIMB MILEAGE	34.24
03	500	UNRESTRICTED RESOURCES	PERRICONE DONNA	REIMB MILEAGE	9.26
03	500	UNRESTRICTED RESOURCES	RADISSON HOTEL	CONF REG FEES	296.40
03	500	UNRESTRICTED RESOURCES	RENAISSANCE LEARNING SYSTEMS	SUPPLIES	16,993.34
03	500	ASSESSMENT/STAFF DEV (T.M.)	RIVERSIDE CO. OFFICE OF EDUC.	CONF REG FEES	150.00
03	500	UNRESTRICTED RESOURCES	RIVERSIDE CO. OFFICE OF EDUC.	DATA PROCESSING FEES	161,943.12
03	500	CNG REFUELING STATION	RIVERSIDE COUNTY FIRE DEPARTMENT	FIRE INSPECTION FEE	1,209.46
03	500	UNRESTRICTED RESOURCES	ROSSE, VINCENT	CASH ADVANCE	81.00
03	500	UNRESTRICTED RESOURCES	RUBIDOUX COMMUNITY SERVICES	WATER BILLS	141.83
03	500	UNRESTRICTED RESOURCES	SAN BERNARDINO COUNTY SCHOOLS	CONF REG FEES	60.00
03	500	UNRESTRICTED RESOURCES	STELLA PACHECO	REIMB MILEAGE	45.19
03	500	UNRESTRICTED RESOURCES	T. ANDREW ELLIOTT	REIMB MILEAGE	45.99
03	500	UNRESTRICTED RESOURCES	THE GAS COMPANY	APRIL GAS BILL	756.17
03	500	UNRESTRICTED RESOURCES	THOMPSON, SUSAN	REIMB MILEAGE	78.32
03	500	UNRESTRICTED RESOURCES	TOTEN, DEBORAH	REIMB MILEAGE	16.27
03	500	ASSESSMENT/STAFF DEV (T.M.)	TRASK CYNTHIA	REIMB MILEAGE	38.40
03	500	ASSESSMENT/STAFF DEV (T.M.)	U.C. REGENTS	MEMBERSHIP DUES	8,420.00
03	500	UNRESTRICTED RESOURCES	VERIZON WIRELESS	VERIZON WIRELESS	11.30
03	500	UNRESTRICTED RESOURCES	CSRFP FUND ATA 828	CONF REG FEES	700.00
03	501	UNRESTRICTED RESOURCES		<b>TOTAL FUND 03</b>	<b>\$274,243.60</b>
06	100	SCHOOL IMPROVEMENT PROGRAM-GRADES K	RIVERSIDE CO. OFFICE OF EDUC.	CONF REG FEES	560.00
06	110	INSTRUCTIONAL MATERIALS: GRADES 9-1	CENTER FOR EMPOWERED TEACHING	CONF REG FEES	139.00
06	110	SCHOOL IMPROVEMENT PROGRAM-GRADES K	RIVERSIDE CO. OFFICE OF EDUC.	CONF REG FEES	140.00
06	115	SCHOOL IMPROVEMENT PROGRAM-GRADES K	ACSA'S FOUNDATION FOR	CONF REG FEES	811.00
06	115	SCHOOL IMPROVEMENT PROGRAM-GRADES K	I.M.P.A.C. GOVERNMENT SERVICES	PENCILS	145.20
06	125	IASA:TITLE I BASIC GRANTS LOW-INCOM	U.C. REGENTS	CONF REG FEES	100.00
06	135	IASA:TITLE I BASIC GRANTS LOW-INCOM	RIVERSIDE CO. OFFICE OF EDUC.	CONF REG FEES	15.00
06	145	IASA:TITLE I BASIC GRANTS LOW-INCOM	HUMBERTO LIZARRAGA	REIMB. SUPPLIES	17.46
06	145	SCHOOL IMPROVEMENT PROGRAM-GRADES K	HUMBERTO LIZARRAGA	REIMB. SUPPLIES	17.47
06	145	SCHOOL IMPROVEMENT PROGRAM-GRADES K	RIVERSIDE CO. OFFICE OF EDUC.	CONF REG FEES	140.00
06	150	SCHOOL IMPROVEMENT PROGRAM-GRADES K	CAL STATE UNIVERSITY	CONF REG FEES	300.00
06	150	SCHOOL IMPROVEMENT PROGRAM-GRADES K	RENAISSANCE LEARNING SYSTEMS	MATERIALS AND SUPPLIES	9,686.46
06	160	EARLY INTERVENTION FOR SCHOOL SUCC	DEBORAH MAYNOR CEDARHOLM	REIMB SUPPLIES	12.17

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# JURUPA UNIFIED SCHOOL DISTRICT

## Report of Disbursement Order Purchases

Purchases Over \$1

04/01/02 thru 04/12/02

06	200	IMMEDIATE INTERVENTION/UNDERPERFORM	RIVERSIDE CO. OFFICE OF EDUC.	CONF REG FEES	700.00
06	200	IMMEDIATE INTERVENTION/UNDERPERFORM	UC RIVERSIDE	CONF REG FEES	100.00
06	205	IASA: TITLE I BASIC GRANTS LOW-INCOM	MELISSA DAVIS	REIMB CONF EXP	206.84
06	205	IASA: TITLE I BASIC GRANTS LOW-INCOM	UC RIVERSIDE	CONF REG FEES	100.00
06	210	IMMEDIATE INTERVENTION/UNDERPERFORM	ORANGE COUNTY DEPT OF EDUC.	CONF REG FEES	150.00
06	210	WEST ED. - YOUTH CONNECT	PALMER, ANNA	REIMB SUPPLIES	50.00
06	210	IMMEDIATE INTERVENTION/UNDERPERFORM	TOWN & COUNTRY HOTEL	CONF LODGING	1,964.76
06	300	SUPPLEMENTARY PRGS-SPECIALIZED SECO	BRIAN KANTNER	EXPENSE REIMBURSEMENT	344.80
06	300	AGRICULTURAL VOCATIONAL INCENTIVE G	CATA CONFERENCE DR. G. CASEY	CONF REG FEES	402.70
06	300	SUPPLEMENTARY PRGS-SPECIALIZED SECO	DALE FULLERTON	REIMB CONF EXP	596.95
06	300	SUPPLEMENTARY PRGS-SPECIALIZED SECO	DALE FULLERTON	REIMB CONF EXP	44.80
06	300	AGRICULTURAL VOCATIONAL INCENTIVE G	EMBASSY SUITES HOTEL	CONF LODGING	1,026.71
06	300	IMMEDIATE INTERVENTION/UNDERPERFORM	ERIC CHAVEZ	EXPENSE REIMBURSEMENT	271.29
06	300	PARTNERSHIP ACADEMIES PROGRAM	HOME DEPOT	SUPPLIES	58.96
06	300	IMMEDIATE INTERVENTION/UNDERPERFORM	ILSA GAZA-GONZALEZ	REIMB CONF EXP	100.00
06	300	IMMEDIATE INTERVENTION/UNDERPERFORM	JANSEN, LARRY	REIMB SUPPLIES	36.48
06	300	SUPPLEMENTARY PRGS-SPECIALIZED SECO	JEFF RHINER	REIMB CONF EXP	64.74
06	300	IMMEDIATE INTERVENTION/UNDERPERFORM	LESH, GARY	CONSULTANTS	5,744.48
06	300	STAFF DEVELOPMENT-SCHOOL DEVELOPMEN	MOERER, TODD	REIMB CONF EXP	138.55
06	300	IMMEDIATE INTERVENTION/UNDERPERFORM	PADGETT TERRY	REIMB CONF EXP	1,177.88
06	300	PARTNERSHIP ACADEMIES PROGRAM	PARKER JOEL	REIMB CONF EXP	1,920.68
06	305	VOCATIONAL PROGRAMS: VOC & APPL TEC	CATA CONFERENCE DR. G. CASEY	CONF REG FEES	578.30
06	305	SPECIAL EDUCATION	COFFEY, GILLIAN	REIMB. SUPPLIES	16.14
06	305	VOCATIONAL PROGRAMS: VOC & APPL TEC	CONSTANCE HALLOWAY	REIMB CONF EXP	357.07
06	305	SCHOOL UNIV. PARTNERSHIP (UCR)	DOHR, MIKE	REIMB. CONF EXP	90.00
06	305	STAFF DEVELOPMENT-SCHOOL DEVELOPMEN	JUAN SALAS	REIMB CONF EXP	1,094.35
06	305	VOCATIONAL PROGRAMS: VOC & APPL TEC	QUALITY SUITES	CONF LODGING	1,135.20
06	305	IMMEDIATE INTERVENTION/UNDERPERFORM	RHS STAFF CLUB	REIMB. SUPPLIES	550.00
06	305	IMMEDIATE INTERVENTION/UNDERPERFORM	RIVERSIDE CO. OFFICE OF EDUC.	CONF REG FEES	150.00
06	415	CALIF. PUBLIC SCHOOL LIBRARY ACT OF	I.M.P.A.C. GOVERNMENT SERVICES	BOOKS	94.44
06	500	INSTRUCTIONAL MATERIALS: GRADES 9-1	ACADEMIC BOOK SERVICES	SHIPMENT OF BOOKS	302.70
06	500	IASA: TITLE I BASIC GRANTS LOW-INCOM	CALIF. STATE UNIVERSITY, LONG BEACH	CONF REG FEES	600.00
06	500	HEAD START	CARTER, KATHLEEN	REIMB CONF EXP	315.23
06	500	SPECIAL EDUCATION	CLAUDER, LANA	REIMB MILEAGE	128.51
06	500	TRANSPORTATION-HOME TO SCHOOL	CORPORATE EXPRESS	OFFICE SUPPLIES	69.99
06	500	OTHER FEDERAL	CRISTINA ANDALON	EXPENSE REIMBURSEMENT	271.77
06	500	IASA: TITLE III TECHNOLOGY LITERACY	CRYSTAL DECISIONS, INC.	CONF REG FEES	850.00
06	500	HEAD START	ELIZABETH DOMINGUEZ	CHILD CARE	90.00

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# JURUPA UNIFIED SCHOOL DISTRICT Report of Disbursement Order Purchases

Purchases Over \$1

04/01/02 thru 04/12/02

06	500	IASA: TITLE I BASIC GRANTS LOW-INCOM	ELIZABETH DOMINGUEZ	CHILD CARE	20.00
06	500	ROUTINE REPAIR & MAINTENANCE	ELZIG, BILL	REIMB MILEAGE	248.20
06	500	ECONOMIC IMPACT AID: LIMITED ENGLIS	FLINT, LUPE	REIMB CONF EXP	40.77
06	500	EDUCATION TECHNOLOGY: STAFF DEVELOP	FORD PAULA	REIMB CONF EXP	67.58
06	500	ECONOMIC IMPACT AID: LIMITED ENGLIS	GOMEZ MARTHA	REIMB MILEAGE	135.26
06	500	SPECIAL EDUCATION	JAFFE, ALISON	REIMB MILEAGE	143.55
06	500	HEAD START	JORDAN, JOAN	REIMB MILEAGE	16.06
06	500	TRANSPORTATION-HOME TO SCHOOL	LAILAW TRANSIT, INC.	BUS SERVICES	565.46
06	500	TRANSPORTATION-HOME TO SCHOOL	LAILAW TRANSIT, INC.	BUS SERVICES	75.00
06	500	TRANSPORTATION-HOME TO SCHOOL	LAILAW TRANSIT, INC.	BUS SERVICES	1,453.73
06	500	ROUTINE REPAIR & MAINTENANCE	LANE-AIRE	FREIGHT	32.58
06	500	HEAD START	MARIA CEJA	CHILD CARE	90.00
06	500	IASA: TITLE I BASIC GRANTS LOW-INCOM	MARIA CEJA	CHILD CARE	20.00
06	500	SPECIAL EDUCATION	MARTIN LAURA	REIMB MILEAGE	44.35
06	500	WEST ED. - YOUTH CONNECT	MCGRATHS	SUPPLIES	117.18
06	500	WEST ED. - YOUTH CONNECT	MCGRATHS	SUPPLIES	195.30
06	500	WEST ED. - YOUTH CONNECT	MCGRATHS	SUPPLIES	202.03
06	500	WEST ED. - YOUTH CONNECT	ORANGE COUNTY DEPT OF EDUC.	CONF REG FEES	450.00
06	500	ECONOMIC IMPACT AID: LIMITED ENGLIS	PARTIDA ROSI	REIMB SUPPLIES	3.48
06	500	WEST ED. - YOUTH CONNECT	PROJECT ALERT	CONF REG FEES	375.00
06	500	WEST ED. - YOUTH CONNECT	PROJECT ALERT	CONF REG FEES	125.00
06	500	IASA: TITLE IV DRUG-FREE SCHOOLS	RIVERSIDE CO. OFFICE OF EDUC.	CONF REG FEES	10.00
06	500	IASA: TITLE I BASIC GRANTS LOW-INCOM	RIVERSIDE CO. OFFICE OF EDUC.	CONF REG FEES	125.00
06	500	CALIFORNIA PEER ASSISTANCE & REVIEW	RIVERSIDE CO. OFFICE OF EDUC.	CONF REG FEES	280.00
06	500	CALIFORNIA PEER ASSISTANCE & REVIEW	RIVERSIDE CO. OFFICE OF EDUC.	CONF REG FEES	420.00
06	500	BTSA	SDE REGISTRATIONS	CONF REG FEES	145.00
06	500	TRANSPORTATION-HOME TO SCHOOL	TEXACO	FUEL - TRANS. DEPT.	58.80
06	500	TRANSPORTATION-HOME TO SCHOOL	TEXACO	GAS-TRANS. PROPANE - F.S.	27.84
06	500	HEAD START	WILLIS, MARSHA	REIMB FUEL FOR VAN	65.19
06	500	HEAD START	WILLIS, MARSHA	REIMB SUPPLIES	62.59
06	500	HEAD START	WILLIS, MARSHA	REIMB SUPPLIES	132.52
06	500	IASA: TITLE I BASIC GRANTS LOW-INCOM	WILLIS, MARSHA	REIMB SUPPLIES	29.44
06	500	HEAD START	WILLIS, MARSHA	REIMBURSEMENT	16.51
06	500	HEAD START	WOOTEN, SUE	REIMB POSTAGE	5.78
				<b>TOTAL FUND 06</b>	<b>\$39,777.28</b>

12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	ELIZABETH DOMINGUEZ	CHILD CARE	90.00
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**JURUPA UNIFIED SCHOOL DISTRICT**  
**Report of Disbursement Order Purchases**

Purchases Over \$1  
04/01/02 thru 04/12/02

12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	MARIA CEJA	CHILD CARE	90.00
12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	WILLIS, MARSHA	REIMB. SUPPLIES	132.51
12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	WILLIS, MARSHA	REIMBURSEMENT	16.50
				<b>TOTAL FUND 12</b>	<b>\$329.01</b>
13	500	CHILD NUTRITION: SCHOOL PROGRAMS	ALLIANT FOODSERVICE, IN	C007275 - SERVICE CHARGE	22.83
13	500	CHILD NUTRITION: SCHOOL PROGRAMS	BARKERS FOOD MACHINERY SERVICE	C007267 - SVC REPAIR JVHS KITCHEN	696.51
13	500	CHILD NUTRITION: SCHOOL PROGRAMS	CDW-G	C007195 - INTEL PRO WIRELESS 5000	628.61
13	500	CHILD NUTRITION: SCHOOL PROGRAMS	COCA-COLA OF LOS ANGELES	C007284 - BEVERAGES TO VAR. SITES	2,948.14
13	500	CHILD NUTRITION: SCHOOL PROGRAMS	CORPORATE EXPRESS (HANSON OFF)	C005160 - OFFICE SUPPLIES	79.63
13	500	CHILD NUTRITION: SCHOOL PROGRAMS	COUTU, ROBIN	REIMB MILEAGE	75.56
13	500	CHILD NUTRITION: SCHOOL PROGRAMS	DEVEREAUX CHARITA	C007264 - MILE REIMB.	141.99
13	500	CHILD NUTRITION: SCHOOL PROGRAMS	DOMINO'S PIZZA	C007273 - PIZZA TO VARIOUS SITES	9,032.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS	DRIFTWOOD DAIRY	C007286 - MILK DELIVERED TO VAR. SITE	40,549.44
13	500	CHILD NUTRITION: SCHOOL PROGRAMS	GOLD STAR FOODS	C007280 - GROCERIES FOR W.H. STOCK	16,184.43
13	500	CHILD NUTRITION: SCHOOL PROGRAMS	HORIZON SOFTWARE INTERNATIONAL	C007150 - HORIZON SOFTWARE INTERNI	189,617.48
13	500	CHILD NUTRITION: SCHOOL PROGRAMS	INTERSTATE BRANDS CORP	C007282 - BAKERY ITEMS TO VAR. SITES	2,124.02
13	500	CHILD NUTRITION: SCHOOL PROGRAMS	INTERSTATE BRANDS CORP	C007283 - BREAD TO VAR. SITES	2,053.41
13	500	CHILD NUTRITION: SCHOOL PROGRAMS	LEABO FOODS, INC.	C007279 - GROCERIES FOR W.H. STOCK	66,954.54
13	500	CHILD NUTRITION: SCHOOL PROGRAMS	NEW & BETTER WAYS	C007268 EQUIPMENT	548.65
13	500	CHILD NUTRITION: SCHOOL PROGRAMS	NEWPORT FARMS	C007285 - GROCERIES FOR W.H. STOCK	1,262.61
13	500	CHILD NUTRITION: SCHOOL PROGRAMS	P & R PAPER SUPPLY CO	C007278 - PAPER ITEMS FOR W.H. STOCK	13,636.18
13	500	CHILD NUTRITION: SCHOOL PROGRAMS	PEPSI-COLA COMPANY	C007281 - BEVERAGES TO VAR. SITES	9,490.05
13	500	CHILD NUTRITION: SCHOOL PROGRAMS	PEREZ, SOPHIE	C007277 - MILEAGE REIMBURSEMENT	63.57
13	500	CHILD NUTRITION: SCHOOL PROGRAMS	RUPE, VICKI	C007276 - MILEAGE REIMBURSEMENT	106.82
13	500	CHILD NUTRITION: SCHOOL PROGRAMS	TEXACO	GAS-TRANS. PROPANE - F.S.	33.51
13	500	CHILD NUTRITION: SCHOOL PROGRAMS	VIA NUEVA FOODS	C007274 - PICO DE GALLO FOR STOCK	182.40
				<b>TOTAL FUND 13</b>	<b>\$356,432.38</b>
25	500	UNRESTRICTED RESOURCES	STEVE SELINGER	REFUND DEV. FEES	4,200.00
				<b>TOTAL FUND 25</b>	<b>\$4,200.00</b>

Purchases Over \$1  
04/01/02 thru 04/12/02

211 DISBURSEMENT ORDERS

  
DIRECTOR OF BUSINESS SERVICES

Jurupa Unified School District

Report of Purchases

Purchases Over \$200

05/04/02 thru 05/17/02

P.O. #	Fund	Location	Resource	Vendor	Description	Amount
P32038	03	500	UNRESTRICTED RESOURCES	WILLIAMS SCOTSMAN	MAINT-RENTAL	1,026.66
P35326	06	500	TRANSPORTATION-HOME TO SCHOOL	DIETERICH INTERNATIONAL TRUCK	TRANS-OPEN PURCHASE ORDER-SUPPLIES	300.00
P35338	06	500	TRANSPORTATION-HOME TO SCHOOL	PARKHOUSE TIRE, INC.	TRANS-OPEN PURCHASE ORDER-SUPPLIES	400.00
P35910	06	500	TRANSPORTATION-HOME TO SCHOOL	ZEP MANUFACTURING CO.	TRANS-OPEN PURCHASE ORDER-SUPPLIES	500.00
P36540	06	500	HEAD START	STATER BROTHERS	EC-OPEN PURCHASE ORDER-SUPPLIES	112.50
P36540	06	500	IASA:TITLE I BASIC GRANTS LOW-INCOM	STATER BROTHERS	EC-OPEN PURCHASE ORDER-SUPPLIES	25.00
P36540	12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	STATER BROTHERS	EC-OPEN PURCHASE ORDER-SUPPLIES	112.50
P36999	03	170	DISCRETIONARY	SMART & FINAL IRIS CO	VB-OPEN PO-SUPPLIES	175.00
P36999	06	170	SCHOOL IMPROVEMENT PROGRAM-GRADES K	SMART & FINAL IRIS CO	VB-OPEN PO-SUPPLIES	175.00
P37420	03	305	UNRESTRICTED RESOURCES	COSTCO WHOLESALE	RHS-OPEN PURCHASE ORDER-SUPPLIES	3,000.00
P39423	06	115	IMMEDIATE INTERVENTION/UNDERPERFORM	UNIBIND, INC.	IA-INSTRUCTIONAL SUPPLIES	332.97
P40160	03	300	DISCRETIONARY	CORPORATE EXPRESS (HANSON OFF)	JVHS-OPEN PURCHASE ORDER-SUPPLIES	544.04
P40239	06	500	ROUTINE REPAIR & MAINTENANCE	GRAYBAR ELECTRIC COMPANY	MAINT-JVH-SUPPLIES	3,539.66
P40315	03	500	DEFERRED MAINTENANCE EXPENSE	CONTRACT CARPET COMPANY	MAINT-REPAIRS	1,244.25
P40315	06	500	ROUTINE REPAIR & MAINTENANCE	CONTRACT CARPET COMPANY	MAINT-REPAIRS	330.75
P40546	03	500	UNRESTRICTED RESOURCES	MOBILE SAND AND GRAVEL CO.	MAINT-PER-SUPPLIES	251.91
P40774	06	500	ROUTINE REPAIR & MAINTENANCE	FRAZEE PAINT & WALLCOVERING	MAINT-GA-TS-SUPPLIES	165.98
P40774	14	500	UNRESTRICTED RESOURCES	FRAZEE PAINT & WALLCOVERING	MAINT-GA-TS-SUPPLIES	1,343.06
P40775	06	500	ROUTINE REPAIR & MAINTENANCE	SPECTRA-TONE PAINT CORPORATION	MAINT-SUPPLIES	205.11
P40775	14	500	UNRESTRICTED RESOURCES	SPECTRA-TONE PAINT CORPORATION	MAINT-SUPPLIES	1,001.37
P40822	06	500	CALIF. PUBLIC SCHOOL LIBRARY ACT OF	FOLLETT SOFTWARE COMPANY	EC-SOFTWARE LICENSE	14,129.48
P40839	03	500	UNRESTRICTED RESOURCES	TELEMATION	EC-TELEPHONE HEADSETSYSTEM	406.53
P40842	14	500	UNRESTRICTED RESOURCES	PACIFIC AIR	MAINT-WR-PROFESSIONAL SERVICES	6,900.00
P40856	06	500	ROUTINE REPAIR & MAINTENANCE	BRITE SHEET METAL CO.	MAINT-NV-LABOR	1,411.52
P40858	14	500	UNRESTRICTED RESOURCES	CONTRACT CARPET COMPANY	MAINT-TS-PROFESSIONAL SERVICES	1,575.00
P40881	14	500	UNRESTRICTED RESOURCES	LUKE'S AIR CONDITIONING	MAINT-MLM-PROFESSIONAL SERVICES	4,900.00
P40882	06	500	ROUTINE REPAIR & MAINTENANCE	FOURTH STREET ROCK CRUSHER	MAINT-SA-CONCRETE	274.45
P40936	14	500	UNRESTRICTED RESOURCES	CASTILLO HEATING AND AIR	MAINT-GA-PROFESSIONAL SERVICES	6,900.00
P40937	14	500	UNRESTRICTED RESOURCES	PACIFIC AIR	MAINT-GA-PROFESSIONAL SERVICES	6,970.00
P41030	06	500	ROUTINE REPAIR & MAINTENANCE	CONSOLIDATED ELECTRICAL DIST.	MAINT-JVH-SUPPLIES	295.75
P41049	06	500	ROUTINE REPAIR & MAINTENANCE	WESTBURN SUPPLY	MAINT-RHS-SUPPLIES	340.30
P41079	06	500	ROUTINE REPAIR & MAINTENANCE	BEST ACCESS SYSTEMS	MAINT-RHS-SUPPLIES	2,336.02
P41083	03	300	DISCRETIONARY	DELL	JVHS-COMPUTERS	1,380.79
P41084	03	120	DONATIONS	DELL	IH-SUPPLIES	7,371.13
P41085	03	120	DONATIONS	DELL	IH-SUPPLIES	361.13

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# Jurupa Unified School District

## Report of Purchases

Purchases Over \$200

05/04/02 thru 05/17/02

P.O. #	Fund	Location	Resource	Vendor	Description	Amount
P41086	03	145	DISCRETIONARY	DELL	RL-COMPUTER	652.87
P41086	06	500	MEDI-CAL BILLING OPTION	DELL	RL-COMPUTER	400.15
P41089	06	305	EDUCATION TECHNOLOGY: DIGITAL HIGH	CDW-G	RHS-SUPPLIES	617.73
P41091	06	500	IASA: TITLE III TECHNOLOGY LITERACY	COMPUTER MASTERS	EC-TECH-SUPPLIES	4,595.85
P41092	03	205	SCHOOL SITE EMPLOYEE BONUS (SB1667)	B.R.A.T. COM	MLMS-SUPPLIES	214.42
P41093	03	400	UNRESTRICTED RESOURCES	CDW-G	AE-SUPPLIES	221.97
P41094	06	300	ACADEMIC IMPROVEMENT & ACHIEVEMENT:	CDW-G	JVHS-SUPPLIES	685.28
P41096	03	500	UNRESTRICTED RESOURCES	DELL	EC-SOFTWARE LICENSE	640.58
P41097	06	500	TRANSPORTATION-HOME TO SCHOOL	G.W. MAINTENANCE	TRANS-REPAIRS	1,610.80
P41098	06	500	TRANSPORTATION-HOME TO SCHOOL	PARKHOUSE TIRE, INC.	TRANS-REPAIRS	1,109.22
P41100	03	500	UNRESTRICTED RESOURCES	CORPORATE EXPRESS (HANSON OFF)	STORES	3,171.08
P41119	06	110	SCHOOL IMPROVEMENT PROGRAM-GRADES K	SUNBURST	GH-SUPPLIES	3,312.83
P41120	03	300	UNRESTRICTED RESOURCES	TEACHER'S VIDEO COMPANY	JVHS-SUPPLIES	294.07
P41121	03	165	GOVERNOR'S PERFORMANCE AWARD (SB1X)	CDW-G	EC-TECH-SUPPLIES	1,117.36
P41121	03	502	UNRESTRICTED RESOURCES	CDW-G	EC-TECH-SUPPLIES	4,283.20
P41121	06	110	IASA:TITLE I BASIC GRANTS LOW-INCOM	CDW-G	EC-TECH-SUPPLIES	1,117.36
P41121	06	170	IMMEDIATE INTERVENTION/UNDERPERFORM	CDW-G	EC-TECH-SUPPLIES	1,117.36
P41121	06	210	SCHOOL IMPROVEMENT PROGRAM-GRADES 7	CDW-G	EC-TECH-SUPPLIES	1,676.02
P41125	06	205	IASA:TITLE I BASIC GRANTS LOW-INCOM	GLENCOE - MCGRAW HILL	MLMS-SUPPLIES	2,793.33
P41126	06	300	IMMEDIATE INTERVENTION/UNDERPERFORM	GLENCOE - MCGRAW HILL	JVHS-SUPPLIES	1,177.97
P41127	06	110	SCHOOL IMPROVEMENT PROGRAM-GRADES K	HOUGHTON MIFFLIN CO	GH-SUPPLIES	3,545.74
P41128	06	305	LOTTERY: INSTRUCTIONAL MATERIALS	FOLLETT EDUCATIONAL SERVICES	RHS-SUPPLIES	1,208.52
P41129	06	305	LOTTERY: INSTRUCTIONAL MATERIALS	FOLLETT EDUCATIONAL SERVICES	RHS-SUPPLIES	1,077.50
P41131	06	175	IASA:TITLE I BASIC GRANTS LOW-INCOM	ZONES	WR-SUPPLIES	1,405.00
P41134	06	125	SPECIAL EDUCATION	INNOVATIVE LEARNING CONCEPTS	MB-SUPPLIES	270.60
P41136	03	500	UNRESTRICTED RESOURCES	ULINE 1-800-295-5510	CSR-STOCK	651.70
P41137	06	500	ROUTINE REPAIR & MAINTENANCE	WHITE CAP INDUSTRIES	MAINT-SUPPLIES	2,452.98
P41138	03	405	UNRESTRICTED RESOURCES	FOLLETT EDUCATIONAL SERVICES	LC-SUPPLIES	1,401.40
P41138	11	400	UNRESTRICTED RESOURCES	FOLLETT EDUCATIONAL SERVICES	LC-SUPPLIES	690.24
P41139	06	165	SCHOOL IMPROVEMENT PROGRAM-GRADES K	JUNIOR SCHOLASTIC	TS-SUPPLIES	407.25
P41140	03	305	DISCRETIONARY	I.M.P.A.C. GOVERNMENT SERVICES	RHS-SUPPLIES	277.95
P41142	06	500	ECONOMIC IMPACT AID: LIMITED ENGLIS	CDW-G	LS-SUPPLIES	327.19
P41143	06	300	SUPPLEMENTARY PRGS-SPECIALIZED SECO	CDW-G	JVHS-SUPPLIES	523.35
P41144	06	305	IMMEDIATE INTERVENTION/UNDERPERFORM	CORPORATE EXPRESS	RHS-SUPPLIES	4,741.79
P41147	06	500	IASA: TITLE VI INNOVATIVE ED STRATE	FOLLETT LIBRARY RESOURCES	JMS-LIBRARY BOOKS	800.00

Jurupa Unified School District

Report of Purchases

Purchases Over \$200

05/04/02 thru 05/17/02

P.O. #	Fund	Location	Resource	Vendor	Description	Amount
P41148	06	150	LOTTERY: INSTRUCTIONAL MATERIALS	LAKESHORE LEARNING MATERIALS	SC-SUPPLIES	576.09
P41150	03	502	BUS LOOP AND DROP OFF AREAS	EPIC ENGINEERS	EC-FACPLAN-FEES	500.00
P41151	06	500	GIFTED & TALENTED EDUCATION (GATE)	BEST BUY	JMS-OPEN PURCHASE ORDER	2,000.00
P41152	06	500	GIFTED & TALENTED EDUCATION (GATE)	SAM ASH MUSIC STORES	JMS-OPEN PURCHASE ORDER	450.00
P41156	06	160	EARLY INTERVENTION FOR SCHOOL SUCCE	CM SCHOOL SUPPLY CO.	SS-OPEN PURCHASE ORDER	213.00
P41162	06	305	VOCATIONAL PROGRAMS: VOC & APPL TEC	HEARLIHY & CO.	RHS-SUPPLIES	524.83
P41164	06	300	IMMEDIATE INTERVENTION/UNDERPERFORM	SADDLEBACK EDUCATIONAL, INC.	JVHS-SUPPLIES	2,509.08
P41165	06	500	GIFTED & TALENTED EDUCATION (GATE)	CRITICAL THINKING BOOKS	IH-SUPPLIES	229.51
P41167	03	500	UNRESTRICTED RESOURCES	NSBA	EC-TECH-FEES	1,800.00
P41168	03	500	UNRESTRICTED RESOURCES	SCHOOL SERVICES OF CALIFORNIA	ECBS-FEES	400.00
P41170	06	500	IASA: TITLE VI INNOVATIVE ED STRATE	LIBRARY VIDEO COMPANY	CR-LIBRARY BOOKS	1,681.00
P41172	06	300	IMMEDIATE INTERVENTION/UNDERPERFORM	HEINLE & HEINLE	JVHS-SUPPLIES	9,504.84
P41173	03	305	DISCRETIONARY	AMERICAN CLASSIC SANITATION LL	RHS-RENTALS	375.00
P41174	06	100	SCHOOL IMPROVEMENT PROGRAM-GRADES K	CM SCHOOL SUPPLY CO.	CR-OPEN PURCHASE ORDER	205.00
P41176	06	210	IASA:TITLE I BASIC GRANTS LOW-INCOM	IMAGINE THAT	MMS-OPEN PURCHASE ORDER	500.00
P41178	06	115	IMMEDIATE INTERVENTION/UNDERPERFORM	SCHOLASTIC BOOK FAIRS	IA-OPEN PO-BOOKS	3,900.00
P41179	06	115	PARENT/TEACHER INVOLVEMENT: NELL S	LITTLE RED SCHOOL HOUSE	IA-OPEN PO-SUPPLIES	1,119.00
P41180	06	500	GIFTED & TALENTED EDUCATION (GATE)	FRANKLIN ELECTRONIC PUBLISHERS	IH-SUPPLIES	709.38
P41181	06	305	VOCATIONAL PROGRAMS: VOC & APPL TEC	NASCO WEST INC	RHS-SUPPLIES	298.40
P41184	06	200	IASA:TITLE I BASIC GRANTS LOW-INCOM	NETSELLER	JMS-SUPPLIES	225.00
P41184	06	200	SCHOOL IMPROVEMENT PROGRAM-GRADES 7	NETSELLER	JMS-SUPPLIES	225.00
P41187	06	300	ADVANCED PLACEMENT TEACHER TRAINING	ANNENBURGMULTIMEDIA	JVHS-SUPPLIES	1,007.82
P41188	06	165	SCHOOL IMPROVEMENT PROGRAM-GRADES K	BELLWORK ENTERPRISES	TS-SUPPLIES	7,613.36
P41189	06	155	IASA:TITLE I BASIC GRANTS LOW-INCOM	BELLWORK ENTERPRISES	SA-SUPPLIES	2,769.80
P41189	06	155	SCHOOL IMPROVEMENT PROGRAM-GRADES K	BELLWORK ENTERPRISES	SA-SUPPLIES	2,769.75
P41191	06	500	INSTRUCTIONAL MATERIALS- STANDARDS	HAMPTON-BROWN BOOKS	JMS-SUPPLIES	3,233.03
P41192	06	500	INSTRUCTIONAL MATERIALS- STANDARDS	HAMPTON-BROWN BOOKS	JMS-SUPPLIES	3,250.26
P41193	06	165	IASA:TITLE I BASIC GRANTS LOW-INCOM	WRIGHT GROUP, THE	TS-SUPPLIES	8,905.00
P41194	03	501	UNRESTRICTED RESOURCES	ORANGE COUNTY DEPT OF EDUC.	SA-FEES	500.00
P41195	06	500	SCHOOL SAFETY & VIOLENCE PREVENTION	RIVERSIDE POLICE OFFICERS' ASSOC.	ECSCS-FEES	225.00
P41206	06	155	SCHOOL IMPROVEMENT PROGRAM-GRADES K	CDW-G	SA-TECH. SUPPLIES	855.24
P41207	06	305	VOCATIONAL PROGRAMS: VOC & APPL TEC	CDW-G	RHS-INSTRUCTIONAL SUPPLIES	271.62
P41209	06	115	IMMEDIATE INTERVENTION/UNDERPERFORM	CONTEMPORARY RECOGNITION	IA-SUPPLIES	654.26
P41211	03	150	SCHOOL SITE EMPLOYEE BONUS (SB1667)	CDW-G	SC-COMPUTER MONITORS	841.96
P41217	06	500	TRANSPORTATION-HOME TO SCHOOL	ALT FUELS ADVISOR	TRANS-SUBSCRIPTION	347.00

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# Jurupa Unified School District

## Report of Purchases

Purchases Over \$200

05/04/02 thru 05/17/02

P.O. #	Fund	Location	Resource	Vendor	Description	Amount
P41219	03	500	ASSESSMENT/STAFF DEV (T.M.)	AMERICAN BOX COMPANY	EC-INSTRUCTIONAL SUPPLIES	340.81
P41220	06	205	IASA:TITLE I BASIC GRANTS LOW-INCOM	FOLLETT EDUCATIONAL SERVICES	MLMS-INSTRUCTIONAL SUPPLIES	1,571.80
P41221	06	305	IMMEDIATE INTERVENTION/UNDERPERFORM	FOLLETT EDUCATIONAL SERVICES	RHS-TEXTBOOKS	1,508.50
P41222	06	305	IMMEDIATE INTERVENTION/UNDERPERFORM	GLENCOE - MCGRAW HILL	RHS-TEXTBOOKS	454.39
P41223	06	305	IMMEDIATE INTERVENTION/UNDERPERFORM	ASCD	RHS-BOOKS	1,212.61
P41227	06	125	IMMEDIATE INTERVENTION/UNDERPERFORM	CDW-G	MB-TECHNOLOGY SUPPLIES	334.15
P41228	03	500	UNRESTRICTED RESOURCES	CDW-G	EC-INSTRUCTIONAL SUPPLIES	409.78
P41232	03	500	UNRESTRICTED RESOURCES	U.S. POSTAL SERVICE	CSR-STOCK	680.00
P41233	06	500	GIFTED & TALENTED EDUCATION (GATE)	BARNES & NOBLE	IH-OPEN PURCHASE ORDER-SUPPLIES	2,500.00
P41234	03	300	DISCRETIONARY	CORPORATE EXPRESS	JVH-OPEN PURCHASE ORDER-SUPPLIES	500.00
P41235	06	210	IMMEDIATE INTERVENTION/UNDERPERFORM	HOME DEPOT	MMS-OPEN PO-SUPPLIES	350.00
P41236	03	205	SCHOOL SITE EMPLOYEE BONUS (SB1667)	HOME DEPOT	MLM-OPEN PO-SUPPLIES	400.00
P41237	06	210	IASA:TITLE I BASIC GRANTS LOW-INCOM	PERMA-BOUND	MMS-TEXTBOOKS	10,000.00
P41238	06	205	IASA:TITLE I BASIC GRANTS LOW-INCOM	PERMA-BOUND	MLMS-SUPPLIES	5,656.89
P41239	06	210	IMMEDIATE INTERVENTION/UNDERPERFORM	PROGRESS PUBLICATIONS	MMS-SUPPLIES	4,413.44
P41240	06	110	IASA:TITLE I BASIC GRANTS LOW-INCOM	PARENT INSTITUTE, THE	GH-SUBSCRIPTIONS	270.00
P41241	06	500	GIFTED & TALENTED EDUCATION (GATE)	WORLD BOOK SCHOOL AND LIBRARY	IH-SUPPLIES	3,572.99
P41242	06	500	ENGLISH LANGUAGE LEARNERS, TEACHER	SCHOOL SPECIALTY	WR-SUPPLIES	703.30
P41245	06	130	IMMEDIATE INTERVENTION/UNDERPERFORM	SAM'S CLUB #6378	PA-SUPPLIES	2,930.43
P41246	06	145	LOTTERY: INSTRUCTIONAL MATERIALS	RIGBY	RLE-SUPPLIES	958.38
P41247	06	175	SCHOOL IMPROVEMENT PROGRAM-GRADES K	CHILDCRAFT	WR-SUPPLIES	1,723.96
P41248	06	300	EDUCATION TECHNOLOGY: DIGITAL HIGH	VIRCO MANUFACTURING COMPANY	JVHS-SUPPLIES	1,885.63
P41249	03	305	DISCRETIONARY	BROOK MAY'S MUSIC EDUCATOR SUPPLY	RHS-SUPPLIES	834.75
P41250	06	405	SPECIAL EDUCATION	ACADEMIC THERAPY PUBLICATIONS	LC-SUPPLIES	213.13
P41253	06	305	IMMEDIATE INTERVENTION/UNDERPERFORM	FILMS FOR THE HUMANTIES	RHS-SUPPLIES	694.45
P41254	06	500	ECONOMIC IMPACT AID: LIMITED ENGLIS	JUNIOR SCHOLASTIC	MMS-SUPPLIES	203.70
P41255	06	110	SCHOOL IMPROVEMENT PROGRAM-GRADES K	PCI EDUCATIONAL PUBLISHING	GH-SUPPLIES	145.92
P41255	06	110	SPECIAL EDUCATION	PCI EDUCATIONAL PUBLISHING	GH-SUPPLIES	437.78
P41256	06	205	IASA:TITLE I BASIC GRANTS LOW-INCOM	PCI EDUCATIONAL PUBLISHING	MLMS-SUPPLIES	203.79
P41257	03	175	SCHOOL SITE EMPLOYEE BONUS (SB1667)	ANSMAR PUBLISHERS, INC.	WR-SUPPLIES	9,739.10
P41261	06	500	OTHER FEDERAL	JONES-CAMPBELL COMPANY	SS-SUPPLIES	424.97
P41262	06	500	ECONOMIC IMPACT AID: LIMITED ENGLIS	MCSI	SA-SUPPLIES	56.73
P41262	06	155	IASA:TITLE I BASIC GRANTS LOW-INCOM	MCSI	SA-SUPPLIES	141.85
P41262	06	155	SCHOOL IMPROVEMENT PROGRAM-GRADES K	MCSI	SA-SUPPLIES	85.11
P41264	06	155	IASA:TITLE I BASIC GRANTS LOW-INCOM	ZANER-BLOSER INC	SA-SUPPLIES	1,007.60

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# Jurupa Unified School District

## Report of Purchases

Purchases Over \$200

05/04/02 thru 05/17/02

P.O. #	Fund	Location	Resource	Vendor	Description	Amount
P41264	06	155	SCHOOL IMPROVEMENT PROGRAM-GRADES K	ZANER-BLOSER INC	SA-SUPPLIES	671.74
P41265	06	175	IASA:TITLE I BASIC GRANTS LOW-INCOM	SCANTRON	WR-SUPPLIES	4,196.15
P41266	06	170	IMMEDIATE INTERVENTION/UNDERPERFORM	SCOTT FORESMAN/ADDISON WESLEY	VB-SUPPLIES	14,484.06
P41267	03	500	UNRESTRICTED RESOURCES	UNISOURCE	PRINT SHOP-SUPPLIES	9,079.96
P41274	06	500	OTHER FEDERAL	SCANDIA AMUSEMENT PARK	SS-ADMISSIONS	1,575.44
P41279	06	160	IMMEDIATE INTERVENTION/UNDERPERFORM	ANSMAR PUBLISHERS, INC.	SS-SUPPLIES	8,506.85
P41280	06	110	SCHOOL IMPROVEMENT PROGRAM-GRADES K	BELLWORK ENTERPRISES	GH-SUPPLIES	4,454.48
P41285	06	500	TRANSPORTATION-HOME TO SCHOOL	SUPERIOR PRESSURE EQUIP. CO.	TRANS-REPAIRS	226.91
P41290	06	205	IASA:TITLE I BASIC GRANTS LOW-INCOM	DELL	MLMS-COMPUTERS	7,371.13
P41291	06	500	GIFTED & TALENTED EDUCATION (GATE)	DELL	SA-COMPUTERS	3,159.06
P41292	03	500	ASSESSMENT/STAFF DEV (T.M.)	DELL	EC-COMPUTER	2,161.54
P41295	06	305	ADVANCED PLACEMENT TEACHER TRAINING	CM SCHOOL SUPPLY CO.	RHS-SUPPLIES	2,385.05
P41301	06	300	IMMEDIATE INTERVENTION/UNDERPERFORM	RIVERSIDE COUNTY SUPT. OF SCHOOLS	JVH-PROFESSIONAL SERVICES	30,000.00
P41303	03	502	UNRESTRICTED RESOURCES	INLAND FOUNDATION ENGINEERING	EC-PROFESSIONAL SERVICES	7,300.00
P41305	06	500	OTHER FEDERAL	PRIMARY FOCUS	PA-PROFESSIONAL SERVICES	500.00
P41306	06	210	DEMONSTRATION PROGRAMS IN INTENSIVE	LINCOLN W. WESTDAHL	MM-PROFESSIONAL SERVICES	1,600.00
P41307	06	500	ECONOMIC IMPACT AID: LIMITED ENGLIS	BALLET ESPANOL	PER-PROFESSIONAL SERVICES	300.00
P41308	06	115	SCHOOL IMPROVEMENT PROGRAM-GRADES K	ORANGE CO. PERFORMING ARTS CENTE	IA-PROFESSIONAL SERVICES	900.00
P41309	03	500	ASSESSMENT/STAFF DEV (T.M.)	POPKA, AYLENE	EC-PROFESSIONAL SERVICES	7,500.00
P41309	06	500	IASA:TITLE I BASIC GRANTS LOW-INCOM	POPKA, AYLENE	EC-PROFESSIONAL SERVICES	7,500.00
P41310	06	125	SCHOOL IMPROVEMENT PROGRAM-GRADES K	JEFF SAVAGE	MB-PROFESSIONAL SERVICES	1,000.00
P41311	06	500	OTHER FEDERAL	PATRICK DUVALL	EC-PROFESSIONAL SERVICES	250.00
P41312	03	100	GOVERNOR'S PERFORMANCE AWARD (SB1X)	TROXELL COMMUNICATIONS INC.	CR-SUPPLIES	8,087.72
P41313	06	500	GIFTED & TALENTED EDUCATION (GATE)	TROXELL COMMUNICATIONS INC.	IH-SUPPLIES	1,534.36
P41315	03	150	DONATIONS	IMAGINATION MACHINE	SC-ASSEMBLIES	695.00
P41316	06	175	SCHOOL IMPROVEMENT PROGRAM-GRADES K	GANDER PUBLISHING	WR-INSTRUCTIONAL SUPPLIES	810.77
P41317	06	500	IASA: TITLE IV DRUG-FREE SCHOOLS	PROJECT ADVENTURE, INC.	EC-INSTRUCTIONAL SUPPLIES	122.23
P41317	06	500	WEST ED. - YOUTH CONNECT	PROJECT ADVENTURE, INC.	EC-INSTRUCTIONAL SUPPLIES	122.22
P41318	06	500	GIFTED & TALENTED EDUCATION (GATE)	SUZUKI	JMS-INSTRUCTIONAL SUPPLIES	1,362.02
P41319	06	210	IASA:TITLE I BASIC GRANTS LOW-INCOM	RIVERDEEP, INC.	MMS-LICENSE	11,313.75
P41320	03	305	SITE GRANT	SCANTRON	RHS-SCANNER	4,330.84
P41324	06	500	GIFTED & TALENTED EDUCATION (GATE)	ALPHASMART	CR-TECHNOLOGY SUPPLIES	2,375.41
P41325	06	300	PARTNERSHIP ACADEMIES PROGRAM	INDIAN HILLS COUNTRY CLUB	JVHS-RENTALS	1,252.62
P41325	06	300	SUPPLEMENTARY PRGS-SPECIALIZED SECO	INDIAN HILLS COUNTRY CLUB	JVHS-RENTALS	1,252.57
P41326	06	300	PARTNERSHIP ACADEMIES PROGRAM	WESTERN TROPHY MFG	JVHS-OPEN PURCHASE ORDER-AWARDS	300.00

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# Jurupa Unified School District

## Report of Purchases

Purchases Over \$200

05/04/02 thru 05/17/02

P.O. #	Fund	Location	Resource	Vendor	Description	Amount
P41326	06	300	SUPPLEMENTARY PRGS-SPECIALIZED SECO	WESTERN TROPHY MFG	JVHS-OPEN PURCHASE ORDER-AWARDS	300.00
P41328	06	500	HEALTHY START: AFTER SCHOOL LEARNIN	EDWARDS IMAX	EC-ADMISSIONS	1,380.00
P41330	03	155	DONATIONS	LAKESHORE CURRICULUM MATERIAL	SA-SUPPLIES	247.91
P41331	06	210	IASA:TITLE I BASIC GRANTS LOW-INCOM	GREAT SOURCE EDUCATION GROUP	MMS-SUPPLIES	1,450.91
P41332	06	210	IASA:TITLE I BASIC GRANTS LOW-INCOM	AIMS EDUCATION FOUNDATION	MMS-SUPPLIES	841.56
P41334	06	120	SCHOOL IMPROVEMENT PROGRAM-GRADES K	VALIANT I.M.C.	IH-SUPPLIES	1,413.04
P41335	06	210	IMMEDIATE INTERVENTION/UNDERPERFORM	SCHOLASTIC BOOK FAIRS	MMS-INSTRUCIONAL SUPPLIES	221.49
P41337	06	500	GIFTED & TALENTED EDUCATION (GATE)	TEACHER CREATED MATERIALS	SA-SUPPLIES	217.31
P41340	06	500	GIFTED & TALENTED EDUCATION (GATE)	MCDUGAL LITTEL & CO.	SA-SUPPLIES	382.30
P41341	03	205	GOVERNOR'S PERFORMANCE AWARD (SBIX)	SCIENCE KIT & BOREAL LABS	MLMS-SUPPLIES	232.28
P41344	03	500	ASSESSMENT/STAFF DEV (T.M.)	CRUCIAL TECHNOLOGY	EC-INSTRUCTIONAL SUPPLIES	2,616.90
P41345	06	500	GIFTED & TALENTED EDUCATION (GATE)	ZONES	SA-PRINTERS	579.99
P41346	06	305	VOCATIONAL PROGRAMS: VOC & APPL TEC	ZONES	RHS-PRINTER	572.30
P41347	06	210	IMMEDIATE INTERVENTION/UNDERPERFORM	ZONES	MMS-TECHNOLOGY SUPPLIES	822.13
P41348	06	210	IMMEDIATE INTERVENTION/UNDERPERFORM	CDW-G	MMS-PRINTER & CARTRIDGES	3,543.30
P41351	06	205	LOTTERY: INSTRUCTIONAL MATERIALS	ZONES	MLMS-VIDEO PROJECTOR	1,870.26
P41352	03	205	DISCRETIONARY	ZONES	MLMS-INSTRUCTIONAL SUPPLIES	360.80
P41353	06	210	IMMEDIATE INTERVENTION/UNDERPERFORM	ZONES	MMS-INSTRUCTIONAL SUPPLIES	989.10
P41356	06	210	SCHOOL UNIV. PARTNERSHIP (UCR)	CDW-G	MMS-PRINTERS AND PROJECTORS	4,352.79
P41357	06	500	ECONOMIC IMPACT AID: LIMITED ENGLIS	CDW-G	ECLS-SUPPLIES	262.90
P41362	06	300	IMMEDIATE INTERVENTION/UNDERPERFORM	FOLLETT EDUCATIONAL SERVICES	JVHS-BOOKS	484.88
P41366	03	502	UNRESTRICTED RESOURCES	B.R.A.T. COM	VB-TECHNOLOGY WIRING	6,187.92
P41367	06	210	SCHOOL UNIV. PARTNERSHIP (UCR)	CDW-G	MMS-PROJECTORS	3,583.06
P41368	06	305	IMMEDIATE INTERVENTION/UNDERPERFORM	OCE'USA, INC.	RHS-INSTRUCTIONAL SUPPLIES	344.62
P41371	06	115	IMMEDIATE INTERVENTION/UNDERPERFORM	TEE'S STYLES WITH SMILES	IA-SUPPLIES	956.82
P41373	03	500	UNRESTRICTED RESOURCES	RIVERSIDE COUNTY SHERIFF'S DEPT.	RHS-PROFESSIONAL SERVICES	1,000.00
P41380	03	160	DONATIONS	TEE'S STYLES WITH SMILES	SS-OPEN PURCHASE ORDER-SUPPLIES	1,200.00
P41382	06	500	GIFTED & TALENTED EDUCATION (GATE)	CM SCHOOL SUPPLY CO.	IA-OPEN PURCHASE ORDER-SUPPLIES	1,000.00
P41383	06	500	GIFTED & TALENTED EDUCATION (GATE)	K-MART (LIMONITE STORE)	IA-OPEN PURCHASE ORDER-SUPPLIES	619.00
P41384	06	155	LOTTERY: INSTRUCTIONAL MATERIALS	WESTERN TROPHY MFG	SA-OPEN PURCHASE ORDER-AWARDS	450.00
P41387	06	110	SCHOOL IMPROVEMENT PROGRAM-GRADES K	CM SCHOOL SUPPLY CO.	GH-OPEN PURCHASE ORDER-SUPPLIES	300.00
P41388	06	110	SCHOOL IMPROVEMENT PROGRAM-GRADES K	CM SCHOOL SUPPLY CO.	GH-OPEN PURCHASE ORDER-SUPPLIES	300.00
P41389	06	110	SCHOOL IMPROVEMENT PROGRAM-GRADES K	CM SCHOOL SUPPLY CO.	GH-OPEN PURCHASE ORDER-SUPPLIES	300.00
P41391	06	110	SCHOOL IMPROVEMENT PROGRAM-GRADES K	CM SCHOOL SUPPLY CO.	GH-OPEN PURCHASE ORDER-SUPPLIES	300.00
P41393	06	110	SCHOOL IMPROVEMENT PROGRAM-GRADES K	CM SCHOOL SUPPLY CO.	GH-OPEN PURCHASE ORDER-SUPPLIES	300.00

# Jurupa Unified School District

## Report of Purchases

Purchases Over \$200

05/04/02 thru 05/17/02

P.O. #	Fund	Location	Resource	Vendor	Description	Amount
P41394	06	110	SCHOOL IMPROVEMENT PROGRAM-GRADES K	CM SCHOOL SUPPLY CO.	GH-OPEN PURCHASE ORDER-SUPPLIES	300.00
P41396	06	110	SCHOOL IMPROVEMENT PROGRAM-GRADES K	LAKESHORE	GH-OPEN PURCHASE ORDER-SUPPLIES	225.00
P41397	06	110	SCHOOL IMPROVEMENT PROGRAM-GRADES K	CM SCHOOL SUPPLY CO.	GH-OPEN PURCHASE ORDER-SUPPLIES	300.00
P41398	06	210	IMMEDIATE INTERVENTION/UNDERPERFORM	CM SCHOOL SUPPLY CO.	MMS-OPEN PURCHASE ORDER-SUPPLIES	3,600.00
P41401	06	135	SCHOOL IMPROVEMENT PROGRAM-GRADES K	K-MART (LIMONITE STORE)	PED-OPEN PURCHASE ORDER-SUPPLIES	500.00
P41402	06	500	ECONOMIC IMPACT AID: LIMITED ENGLIS	CM SCHOOL SUPPLY CO.	PED-OPEN PURCHASE ORDER-SUPPLIES	1,575.00
P41403	06	115	COMMUNITY-BASED TUTORING GRANTS	CM SCHOOL SUPPLY CO.	IA-OPEN PURCHASE ORDER-SUPPLIES	780.00
P41404	06	130	IASA:TITLE I BASIC GRANTS LOW-INCOM	OFFICE DEPOT	PA-OPEN PURCHASE ORDER-SUPPLIES	658.00
P41406	06	130	IASA:TITLE I BASIC GRANTS LOW-INCOM	K-MART (LIMONITE STORE)	PA-OPEN PURCHASE ORDER-SUPPLIES	360.00
P41407	06	130	IASA:TITLE I BASIC GRANTS LOW-INCOM	IMAGINE THAT	PA-OPEN PURCHASE ORDER-SUPPLIES	1,358.00
P41409	06	130	IASA:TITLE I BASIC GRANTS LOW-INCOM	CM SCHOOL SUPPLY CO.	PA-OPEN PURCHASE ORDER-SUPPLIES	3,084.00
P41410	06	210	IMMEDIATE INTERVENTION/UNDERPERFORM	SCHOLASTIC BOOK FAIRS	MMS-INSTRUCTIONAL SUPPLIES	366.83
P41412	03	500	UNRESTRICTED RESOURCES	DR. SUSAN ELDRID	EC-PROFESSIONAL SERVICES	750.00
P41412	06	500	SCHOOL SAFETY & VIOLENCE PREVENTION	DR. SUSAN ELDRID	EC-PROFESSIONAL SERVICES	250.00
P41413	06	130	IMMEDIATE INTERVENTION/UNDERPERFORM	PULLIAM GROUP	PA-PROFESSIONAL SERVICES	1,734.89
P41414	06	500	OTHER FEDERAL	CASTLE PARK	SA-FIELD TRIP	1,888.70
P41415	03	410	DISCRETIONARY	UNIVERSITY OF CALIFORNIA, RIVERSIDE	SA-FIELD TRIP	400.00
P41416	06	500	OTHER FEDERAL	SCANDIA AMUSEMENT PARK	TS-ADMISSIONS	1,413.00
P41417	06	500	OTHER FEDERAL	ROLLER CITY 2001	MB-ADMISSIONS	560.00
P41418	06	500	IASA:TITLE I BASIC GRANTS LOW-INCOM	CREATIVE LEARNING PRESS, INC.	EC-SUPPLIES	8,736.31
P41419	03	135	DONATIONS	PROMOTION SPORTSWEAR	PED-SUPPLIES	637.88
P41419	06	135	SCHOOL IMPROVEMENT PROGRAM-GRADES K	PROMOTION SPORTSWEAR	PED-SUPPLIES	1,086.12
P41420	06	300	IMMEDIATE INTERVENTION/UNDERPERFORM	CHAMPS-ELYSEES	JVHS-SUBSCRIPTIONS	211.50
P41422	03	500	UNRESTRICTED RESOURCES	MPS SECURITY	RHS-PROFESSIONAL SERVICES	450.00
P41423	06	130	SCHOOL IMPROVEMENT PROGRAM-GRADES K	SPINITAR	PA-SUPPLIES	1,387.52
P41424	06	205	DEMONSTRATION PROGRAMS IN INTENSIVE	RENAISSANCE LEARNING SYSTEMS	MLMS-SUPPLIES	715.25
P41426	03	305	SITE GRANT	APPERSON PRINT MANAGEMENT SERV	RHS-SUPPLIES	883.13
P41427	03	100	GOVERNOR'S PERFORMANCE AWARD (SB1X)	TROXELL COMMUNICATIONS INC.	CR-SUPPLIES	3,083.81
P41428	06	110	SCHOOL IMPROVEMENT PROGRAM-GRADES K	TROXELL COMMUNICATIONS INC.	GH-SUPPLIES	1,858.69
P41431	06	500	GIFTED & TALENTED EDUCATION (GATE)	CM SCHOOL SUPPLY CO.	RL-OPEN PURCHASE ORDER-SUPPLIES	898.00
P41432	06	500	GIFTED & TALENTED EDUCATION (GATE)	IMAGINE THAT	RL-OPEN PURCHASE ORDER-SUPPLIES	898.00
P41433	06	500	GIFTED & TALENTED EDUCATION (GATE)	CM SCHOOL SUPPLY CO.	GH-OPEN PURCHASE ORDER-SUPPLIES	2,160.00
P41435	06	500	OTHER FEDERAL	6TH GRADE SCIENCE CAMP	SA-SPAGHETTI DINNER	234.00
P41436	06	500	HEALTHY START: AFTER SCHOOL LEARNIN	COSTCO	EC-INSTRUCTIONAL SUPPLIES	323.22
P41437	06	500	IASA:TITLE I BASIC GRANTS LOW-INCOM	SANTILLANA PUBLISHING CO	TXBK WHSE-SUPPLIES	2,568.21

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# Jurupa Unified School District

## Report of Purchases

Purchases Over \$200

05/04/02 thru 05/17/02

P.O. #	Fund	Location	Resource	Vendor	Description	Amount
P41438	06	500	IASA:TITLE   BASIC GRANTS LOW-INCOM	SANTILLANA PUBLISHING CO	TXBK WHSE-SUPPLIES	1,027.28
P41439	06	500	IASA:TITLE   BASIC GRANTS LOW-INCOM	HOUGHTON MIFFLIN CO	TXTBK WHSE-SUPPLIES	9,334.75
P41440	03	500	STATE LOTTERY	SCHOLASTIC BOOK FAIRS	IA-OPEN PURCHASE ORDER-RIF BOOKS	563.57
P41440	06	115	IMMEDIATE INTERVENTION/UNDERPERFORM	SCHOLASTIC BOOK FAIRS	IA-OPEN PURCHASE ORDER-RIF BOOKS	101.02
P41441	06	500	IASA:TITLE   BASIC GRANTS LOW-INCOM	HOUGHTON MIFFLIN CO	TXTBK WHSE-SUPPLIES	3,848.33
P41442	06	500	IASA:TITLE   BASIC GRANTS LOW-INCOM	HOUGHTON MIFFLIN CO	TXTBK WHSE-SUPPLIES	1,833.17
P41444	06	500	IASA:TITLE   BASIC GRANTS LOW-INCOM	HOUGHTON MIFFLIN CO	TXTBK WHSE-SUPPLIES	16,362.30
P41445	06	500	IASA:TITLE   BASIC GRANTS LOW-INCOM	HOUGHTON MIFFLIN CO	TXTBK WHSE-SUPPLIES	44,685.67
P41473	06	500	IASA:TITLE   BASIC GRANTS LOW-INCOM	HOUGHTON MIFFLIN CO	TXTBK WHSE-SUPPLIES	948.74
P41474	06	500	IASA:TITLE   BASIC GRANTS LOW-INCOM	HOUGHTON MIFFLIN CO	TXTBK WHSE-SUPPLIES	320.48
P41475	06	500	IASA:TITLE   BASIC GRANTS LOW-INCOM	HOUGHTON MIFFLIN CO	TXTBK WHSE-SUPPLIES	2,586.53
P41477	03	500	UNRESTRICTED RESOURCES	HOUGHTON MIFFLIN CO	TXTBK WHSE-SUPPLIES	2,000.00
P41478	06	300	IMMEDIATE INTERVENTION/UNDERPERFORM	CENTRAL OCCUPATIONAL	EC-OPEN PURCHASE ORDER-IMMUNIZATIONS	644.68
P41479	06	130	IASA:TITLE   BASIC GRANTS LOW-INCOM	CONTINENTAL BOOK CO.	JVHS-SUPPLIES	1,334.54
P41480	06	125	IASA:TITLE   BASIC GRANTS LOW-INCOM	ELLISON EDUCATIONAL EQUIPMENT	PA-SUPPLIES	412.07
P41481	06	135	SCHOOL IMPROVEMENT PROGRAM-GRADES K	GANDER PUBLISHING	MB-SUPPLIES	330.10
P41482	06	135	SCHOOL IMPROVEMENT PROGRAM-GRADES K	C. SANDERS EMBLEMS	PED-SUPPLIES	743.48
P41483	06	500	ECONOMIC IMPACT AID: LIMITED ENGLIS	IMAGESTUFF.COM	PED-SUPPLIES	2,210.04
P41483	06	110	SCHOOL IMPROVEMENT PROGRAM-GRADES K	HAMPTON-BROWN BOOKS	GH-SUPPLIES	1,190.02
P41485	06	500	HEAD START	HAMPTON-BROWN BOOKS	GH-SUPPLIES	769.34
P41485	06	500	IASA:TITLE   BASIC GRANTS LOW-INCOM	LAKESHORE LEARNING MATERIALS	EC-SUPPLIES	128.22
P41485	12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	LAKESHORE LEARNING MATERIALS	EC-SUPPLIES	384.67
P41487	03	305	DISCRETIONARY	LAKESHORE LEARNING MATERIALS	EC-SUPPLIES	534.62
P41490	03	105	DONATIONS	GAMBLE MUSIC COMPANY	RHS-SUPPLIES	313.50
P41491	03	105	DONATIONS	SAN BERNARDINO COUNTY MUSEUM	GA-ADMISSIONS	1,098.90
P41493	06	125	IMMEDIATE INTERVENTION/UNDERPERFORM	PHARAOH'S LOST KINGDOM	GA-ADMISSIONS	250.00
P41494	06	210	IMMEDIATE INTERVENTION/UNDERPERFORM	A & H RENTALS	MB-RENTALS	500.00
P41495	06	210	IMMEDIATE INTERVENTION/UNDERPERFORM	SMART & FINAL IRIS CO	MMS-OPEN PURCHASE ORDER-SUPPLIES	400.00
P41497	06	500	ECONOMIC IMPACT AID: LIMITED ENGLIS	WESTERN TROPHY MFG	MMS-OPEN PURCHASE ORDER-SUPPLIES	223.00
				CM SCHOOL SUPPLY CO.	IH-OPEN PURCHASE ORDER-SUPPLIES	

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# Jurupa Unified School District


## Report of Purchases

Purchases Over \$200

05/04/02 thru 05/17/02

P.O. #	Fund	Location	Resource	Vendor	Description	Amount
P41499	03	300	UNRESTRICTED RESOURCES	WESTERN TROPHY MFG	JVHS-OPEN PURCHASE ORDER-SUPPLIES	400.00
P41501	06	165	CLASSROOM LIBRARY MATERIALS, GRADES	PERMA-BOUND	TS-LIBRARY BOOKS	859.39
P41501	06	165	LOTTERY: INSTRUCTIONAL MATERIALS	PERMA-BOUND	TS-LIBRARY BOOKS	48.10
					249 P.O.'s over \$200	569,770.71
					142 P.O.'s NOT over \$200	11,597.89
					394 TOTAL PURCHASE ORDERS	11,597.89

RECOMMEND APPROVAL:

  
Deputy Superintendent, Business Services  
& Governmental Relations

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# JURUPA UNIFIED SCHOOL DISTRICT

## 2001/2002 AGREEMENTS

Agreement Number	Contractor	Amount	Fund/Program To Be Charged	Purpose
<b>02-1 Consultant or Personal Service Agreements</b>				
02-1-III+M1	Reynolds Consulting Group, Inc.	\$8,190.00	District Administration - Business Services	Modifications increase the cost to \$8,190.00 to allow for additional Total Quality Management group assistance. 1/2/02 to 6/30/02.
02-1-ZZ+M1	Full Spectrum	\$1,400.00	SIP and Donations	Modifications increase the numbers of assemblies from 8 to 15; increases price from \$650.00 to \$1,400.00; and changes dates. To benefit students of Sunnyslope Elementary School, and Family Night. 4/29 and 4/30/02.
02-1-EEEE	Chris Kislingbury	\$800.00	GATE	Provide psychological testing to 43 students referred to the GATE Program at Sky Country Elementary School. 2001-2002.
02-1-FFFF	Toby Larson, Larson Communications	\$2,700.00	MSDP Reading Grant	"Step-Up-To-Writing" training for students at Mira Loma Middle School. 4/20/02.
02-1-GGGG	Ken Watson/LifeSong	\$800.00	SIP	Assembly and four classroom presentations on ocean science for students at Granite Hill Elementary School. 6/12/02.
02-1-HHHH	Primary Focus	\$500.00	SIP	Two assembly performances of "It's Your Choice!" for students at Pedley Elementary School. 6/12/02.

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**02-3 Riverside County Schools Agreements**

02-3-S	Literacy Enhancement Gap Assessment	N/A	N/A	The Delegated Agency agrees to make purchases for material, supplies and equipment under this Grant's funding priorities. Grant amount not to exceed \$28,500.00. June 30, 2002.
02-3-T	Ground Lease	N/A	N/A	For the construction of a Regional Learning Center on the Nueva Vista Continuation High School campus, including utility connections; with a 40-year lease, at \$1.00 per year (all \$40 paid in advance in fiscal year 2002). Terminates in Year 2042.
<b>02-8 Other Agreements</b>				
01-8-SS+M1	County of Riverside	N/A	N/A	Modification/First Amendment to extend the Room #10 Training & Support Services Center month-to-month lease (used for DPSS employees); and to increase the current monthly rent of \$1,024.58 by three percent (3%) effective June 1, 2003. May 25, 2002 to May 31, 2004.
02-8-AAAA	Casa Colina	NTE \$900.00	Special Education	Provide the setting up and training of specialized equipment for a Special Education student to continue with academic studies at home. 6/30/02.
02-8-BBBB	School Services of California, Inc.	\$2,340.00 plus Expenses	Business Services	Assistance with State mandated program cost claims, school finance, legislation, school budgeting and general fiscal issues. 2002-2003.

02-8	<b>Other Agreements (continued)</b>	N/A	N/A	CNG bus rental from District. June 10 - June 14, 2002.
02-8-CCCC	University of California, Riverside			

The Deputy Superintendent Business Services & Governmental Relations will have copies of agreements available for review by the Board.

ED/et  
6/3/2002

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JURUPA UNIFIED SCHOOL DISTRICT

2001/2002 AGREEMENTS

Agreement Number	Contractor	Amount	Fund/Program To Be Charged	Purpose
02-8	<i>Other Agreements</i>			
02-8-DDDD	Youth Service Center	\$65,241.00	Title I	Outreach Services for prevention and intervention services directed to District school students, families, and District staff. 2002-2003.

The Assistant Superintendent Education Services will have copies of the agreement available for review by the Board.

ED/et

6/3/2002

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Jurupa Unified School District

Resolution #02/71

**Authorization to Destroy Records**

WHEREAS, the Jurupa Unified School District, County of Riverside, State of California, has retained certain records for the period of time specified by Article 2, Section 16020 through 16028 of Title 5, California Code of regulation; and

WHEREAS, the District has determined these records are of no further use; and,

WHEREAS, the attached list of documents is submitted to the Board of Education to authorize final disposition;

NOW THEREFORE, BE IT RESOLVED that the Director of Purchasing is hereby authorized in the name and on behalf of the Jurupa Unified School District to schedule a date for record destruction and to dispose of all said records in the manner prescribed by law, and to prepare a written certification that such records have, in fact, been destroyed.

I, Carolyn A. Adams, Clerk of the Board of Jurupa Unified School District, do hereby certify that the foregoing is a true copy of a resolution duly and legally adopted by the Governing Board of said school district at a legal meeting of said Board duly and regularly held on June 3, 2002 and that said resolution has not been revoked.

Adopted this 3<sup>rd</sup> day of June, 2002  
Board of Education

---

Carolyn A. Adams, Clerk  
Board of Education  
Jurupa Unified School District

STATE OF CALIFORNIA     )  
  ) ss  
COUNTY OF RIVERSIDE    )

I, Carolyn Adams, Clerk of the Board of Education of Jurupa Unified School District, do hereby certify that the foregoing resolution was duly adopted by the Board of Education of said District at a meeting of said Board held on the 3<sup>rd</sup> day of June, 2002 by the following vote:

AYES

NOES

ABSENT

ABSTAIN

Dated: \_\_\_\_\_, 2002

\_\_\_\_\_  
Clerk of the Board of Education  
of Jurupa Unified School District

### **CLASS 3 DISPOSABLE RECORDS**

2 BOXES HEALTH OFFICE LOGS/VAN BUREN

8 BOXES 1995 RUBIDOUX HIGH SCHOOL GRADUATES WITH  
HEALTH AND EDUCATIONAL RECORDS PULLED FOR  
MICROFILMING

9 BOXES 1994 RUBIDOUX HIGH SCHOOL GRADUATES WITH  
HEALTH AND EDUCATIONAL RECORDS PULLED FOR  
MICROFILMING

6 BOXES 2001 RUBIDOUX HIGH SCHOOL GRADUATE DISCIPLINE  
FILES

8 BOXES 1995/96 RUBIDOUX HIGH SCHOOL ATTENDANCE  
SCANTRONS

2 BOXES 1996/97 RUBIDOUX HIGH SCHOOL ATTENDANCE  
SCANTRONS

8 BOXES 1999 RUBIDOUX HIGH SCHOOL GRADUATE DISCIPLINE  
FILES

5 BOXES 2000 RUBIDOUX HIGH SCHOOL GRADUATE DISCIPLINE  
FILES

1 BOX 1997/98 RUBIDOUX HIGH SCHOOL ATTENDANCE

2 BOXES 1977 DATE OF BIRTH RUBIDOUX HIGH SCHOOL CHECK  
OUTS WITH HEALTH AND EDUCATIONAL RECORDS PULLED FOR  
MICROFILMING

1 BOX 1995 RUBIDOUX HIGH SCHOOL GRADUATE DISCIPLINE  
FILES

tg/05/22/02

## RECORDS CERTIFICATION ON MICROFILM

1995/96 NEW ENROLLEE/WITHDRAWAL REPORTS,  
HOME/HOSPITAL REGULAR AND MASTER PLAN, J-8 REPORTS  
ROLL #387

2 BOXES 1995/96 MASTER STUDENT LISTS ROLL#381

4 BOXES 1995/96 ATTENDANCE REGISTERS ROLL #380-384

1995/96 CRIME AND VANDALISM REPORTS ROLL #388

6 BOXES 700 STATUS (TERMINATED) CERTIFICATED EMPLOYEES  
PRIOR TO JULY 1, 1995 ROLLS #408 – 409 – 410 – 411 – 412 - 413

7 BOXES 700 STATUS (TERMINATED) CLASSIFIED EMPLOYEES  
PRIOR TO JULY 1, 1995 ROLLS #415 – 416 – 417 – 418 – 419

2 BOXES 1995/96 CERTIFICATED PAYROLL REGISTERS ROLL #420

tg 5/22/02



**Jurupa Unified School District**

***RESOLUTION NO. 02/72***  
**AUTHORIZE APPROPRIATION TRANSFERS**  
**WITHIN THE GENERAL AND LOTTERY FUNDS**

WHEREAS, Education Code Section 42600 requires approval of the majority of school district governing board members for the transfer of funds between expenditure classifications;

WHEREAS, it sometimes becomes necessary to transfer funds from one expenditure classification to another during the course of the fiscal year in order to meet educational objectives, and after the board has approved the original budgets;

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Jurupa Unified School District hereby authorizes the transfer of funds among expenditure classification for the 2002/2003 fiscal year, without additional submission to the Board, when the following conditions apply: 1) The transfer is \$200 or less; 2) The transfer is between expenditure classifications; and, 3) The transfer is considered appropriate by the responsible administrator and is approved by the Director of Business Services.

---

Carolyn Adams  
Clerk of the Board

---

June 3, 2002  
Date

**JURUPA UNIFIED SCHOOL DISTRICT**

**Resolution Number 02/73  
Resolution for Year-End Budget Transfers/Revisions**

WHEREAS, the Jurupa Unified School District approves budget transfers and expenditure increases; and

WHEREAS, it appears certain that a number of budget revisions will be required after the close of the 2001/02 fiscal year; and

WHEREAS, the governing board of the Jurupa Unified School District has determined that additional income is assured in excess of the amounts previously budgeted, and will be required for budget balancing purposes after the close of the 2001/02 fiscal year; and

WHEREAS, the governing board of the Jurupa Unified School District can show just cause for the expenditure of such funds.

NOW THEREFORE BE IT RESOLVED that pursuant to Education Code Sections 42601 and 42602, the Jurupa Unified School District may appropriate any such excess funds, identify and make such transfers between the reserve for economic uncertainties and any expenditure classification(s), or balance any expenditure classification(s) of the budget of the Jurupa Unified School District for the 2000/01 fiscal year as are necessary to permit the payment of obligations of the Jurupa Unified School District incurred during the 2001/02 fiscal year.

BE IT THEREFORE RESOLVED that after all transfers have been made, the Jurupa Unified School District shall submit such transfers to the Jurupa Unified School Board for ratification. Said ratification shall be limited to major object classifications in accordance with the law.

Approved:

This is an exact copy of the resolution adopted by the governing board at a regular meeting on June 3, 2002.

David L. Long  
Riverside County Superintendent of Schools

\_\_\_\_\_  
Clerk or Authorized Agent

By: \_\_\_\_\_

**Jurupa Unified School District**

***RESOLUTION NO. 02/74***  
**AUTHORIZE APPROPRIATION TRANSFERS**  
**FOR CATEGORICALLY FUNDED PROJECT BUDGETS**

WHEREAS, Education Code Section 42600 requires approval of the majority of school district governing board members for the transfer of funds between expenditure classification;

WHEREAS, there is no undistributed reserve or amount designated for economic uncertainties for categorical funding;

WHEREAS, the funding of categorical programs is determined by the donor, or funding authority, in order to meet specific program objectives as defined in the application for funding;

WHEREAS, IT SOMETIMES becomes necessary to transfer funds from one expenditure classification to another during the course of the funding year in order to meet program objectives, and after the Board has approved the original budgets;

NOW, THEREFORE, BE IT RESOLVED, that in order to provide for expenditures of these funds in a timely manner, the Board of Education of the Jurupa Unified School District hereby authorizes transfers of funds among expenditure classifications in categorically funded projects for the 2002/2003 fiscal year without additional submission to the Board, when such transfers are considered necessary by the appropriate program administrator and the Director of Business Services.

---

Carolyn Adams  
Clerk of the Board

---

June 3, 2002

Date

**Jurupa Unified School District  
TRAVEL REQUEST**

Fund 06 300 7337 1 1110  
 School 1000 5220 - AAIA GRANT  
 Resource \_\_\_\_\_  
 Project Year \_\_\_\_\_  
 Goal \_\_\_\_\_  
 Function \_\_\_\_\_  
 Object \_\_\_\_\_

Name(s) June Hilton Site JVHS

Title of Activity Hawaii International Advanced Placement Institute

Location of Activity Honolulu, HA

Depart: Day Sun Date 7/28/02 Time 8 am am/pm From home

Return: Day Sat Date 8/3/02 Time 10 pm am/pm

Purpose of Trip: Conference ☒ Recruiting ☐ Administrative ☐ Other ☐  
 (explain below)

	For Business Office Use Only		
	Estimated Cost	Actual Cost	Mode of Payment
Number of days of substitute time required: <u>0</u>	\$ _____	\$ _____	_____
Registration Fees Form attached	\$ <u>625.00</u>	\$ _____	_____
Banquet Fees	\$ _____	\$ _____	_____
Mode of Travel: <u>airplane</u>	\$ <u>675.00</u>	\$ _____	_____
Meals - Number: <u>10</u> <u>2</u> B <u>3</u> L <u>5</u> D	\$ <u>165.00</u>	\$ _____	_____
Lodging: <u>Still searching</u> (Name of Hotel)	\$ <u>1,200.00</u>	\$ _____	_____
Other: <u>Airport parking and shuttle</u>	\$ <u>150.00</u>	\$ _____	_____
<b>TOTAL COST</b>	\$ <u>2,815.00</u>	\$ _____	_____

Will a cash advance be needed? No Amount \$ \_\_\_\_\_

Remarks/Rationale (Required for Categorical Projects):

As per School Plan, pg. 24, Goal #2: to promote increased number of students' successful  
completion of enrollment in a-g, Honors and AP courses.

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

June K. Hilton 5/16/02 Lorraine Dyson 5/16/02  
 Employee's Signature Date Principal/Supervisor's Signature Date

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

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RECOGNIZED STUDENT ORGANIZATIONS

The following student organizations are recognized as official student organizations for schools as listed:

Name of Organizations

Sponsor

	Glen Avon Elementary School
	Sara Raygor/Caren Wittkop/Sabrina Goodall
	Granite Hill Elementary School
Student Council	Kristin DeFrance/Kara Davis
	Ina Arbuckle Elementary School
Student Council	Sally Quintana/Frieda Weber
	Mission Bell Elementary School
Student Council	Susan Kay/Kristi Batchelder
	Pacific Avenue Elementary School
Student Council	Mindy Gould
	Rustic Lane Elementary School
Student Council	Linda Daniels
	Stone Avenue Elementary School
Student Council	John Payne
	Sunnyslope Elementary School
Student Council	Carolyn Sherman
	Troth Street Elementary School
Student Council	Julia Holt
	Van Buren Elementary School
Student Council	Charles Loving
	West Riverside Elementary School
Student Council	Maurice Castro/Aminta Ortega

RECOGNIZED STUDENT ORGANIZATIONS

**Jurupa Middle School**

Name of Organization

Sponsor

Adventure Club  
Associated Student Body  
Club Live  
Computer Club  
Early Outreach (UCR)  
Heritage Club  
Honor Society  
Math Club  
Science Club  
Student Store  
Victory Club  
Vocal Music  
Yearbook

Walt Lancaster  
Sherry Zelenka/Rebecca Gomez  
Stephanie King  
Veronica Capata  
Nora Hopkins  
Molly Monge/Mike Cruz  
Christy Rizzo  
Ken Sanford/Gary Golden  
Joe Ramirez/Barbara Matulich/Richard Dong  
Judy Berndt  
Darrel Walker/Marylu Barela/Mike Goltry  
Gaye King  
Darrel Walker

**Mira Loma Middle**

Associated Student Body  
Athletic Club  
Geography Club  
Math Club  
Music Club  
Salsa Social Club  
Science Club  
Victory Club  
Yearbook

Rudy Monge/Sandi Rodriguez  
Lynn Hill  
Karen Stokoe  
Anne Cox  
Patricia Cruz  
Anne Cox  
Mary Ward  
Bernadette Lopez/Melissa Moberly  
Todd Beasley

**Mission Middle School**

Athletic Club  
AVID Club  
Brain Twisters  
Dream Foundation  
History Club  
  
Journalism Club  
Music  
Mustang City Council  
Mustang Fitness  
Running Club  
Science/Technology Club  
Yearbook Club

Doug Stevens  
Laura Beal  
Cynthia Wilson  
Anna Palmer  
Susan Ridder/Anna Palmer/  
Lorraine Sanchez  
Sue Ferraro  
Jamie Lewison  
Toni Fletcher/Susan Ridder  
Laura Beal/Monica Brophy  
Sam Gee  
Sue Ferraro  
Vacant

RECOGNIZED STUDENT ORGANIZATIONS

Jurupa Valley High School

Class Sponsors:

Freshman Class

Julie Harrison  
Kevin Harrison

Junior Class

Karen Martinez

Sophomore Class

Jennifer Pfaff

Senior Class

Julie Boswell

Name of Organization

Academic Decathlon  
ASB  
AVID  
Band Club  
Baseball Club  
B. Basketball  
G. Basketball  
Best Buddies  
BSU (Black Student Union)  
College Bound Students Club  
CSF  
Creative Arts Club  
Dance Team  
Drill Team/Tall Flags  
Earth Now  
Future Business Leaders of America  
FFA/Ag  
Friday Night Live  
Football Club  
German Club  
Golf Club  
GSEP(Global Student Education Project)  
History Club  
Ind. Arts Club  
Journalism Club  
Language Club  
Mecha  
Mock Trial  
Music Club  
New Visions  
Pep Squad  
Photo  
Prowler  
ROTC  
Science Club  
B. Soccer Club  
G. Soccer Club

Sponsor

Laura Cortez  
Bob Green  
George Ramos  
Donald Wade  
Ric Slagle  
Mark Gard  
Anthony Williams  
Robin Thompson  
Martha Srisamai  
Karen Martinez  
Stella Sloan  
Hilary Barnett  
Dee Jacobson  
Donald Wade  
Paul Wakefield  
Julie Rosa  
Rob Norwood  
TBA  
Pat Thompson  
Julie Haro  
Col. William Pine  
Janelle Benson  
Enrique Velasquez  
Donn Cushing  
Kay Murphy  
Julie Haro/Cheryl Boyce  
Blance Preciado  
Donald Wade  
Melva Morrison  
Deputy Craig Hampton  
Monica Werwee  
Julie Parker/Garreth Richards  
Kay Murphy  
Colonel Pine/Chief White  
June Hilton  
Diego Rodriguez  
Brian Kuderman

RECOGNIZED STUDENT ORGANIZATIONS

Jurupa Valley High School (Continued)

Name of Organization

Softball  
Spanish Club  
B. Tennis Club  
G. Tennis Club  
Swimming  
Theatre Club  
Track Club  
Volleyball Club  
Volunteer Club (SOS Club)  
Water Polo  
Yearbook Club

Sponsor

Mack White  
Isla Gonzalez  
Rob Norwood  
Rob Norwood  
Michael Goar  
Terri Neve  
Richard Walton  
Rhonda West  
Ilsa Garza-Gonzalez  
Michael Goar  
Kay Murphy

Rubidoux High School

Class Sponsors:

Freshman Class

Charles Guzman

Junior Class

Vince Rosse

Sophomore Class

Dale Thorpe

Senior Class

JoAnn Alford

Name of Organization

ASB  
AVID  
Band  
Black Student Union  
College Bowl  
Computer Club  
Computer Lab  
Courageous Cooks  
Creative Writing/Poetry  
CSF  
Culinary Club  
Drafting Club  
Environmental Club  
Falcon Pride  
Forensics  
French Club  
FUN Club  
Future Farmers of America  
  
Future Homemakers of America Hero  
GATE Club  
Guitar 101  
History  
Journalism/Talon  
Mecha  
Mock Trial

Sponsor

Patricia Prosser  
Gloria Hill/Devi Curtis  
Charles Gray  
Sandra Radford  
Todd Chard  
Rob Liddle  
D. Wobser/Susan Gurrolla  
Martha Smith  
R. Williams  
Mike Dohr  
Barbara Dirkswager  
Dan Wobser  
Allen Stringer  
William DePass  
M. Weidman  
Silvia Pasco  
Harrison Cole  
Rhonda Fuller/Diane Parker/  
Sharon Tavaglione  
Connie Halloway  
Ellen Finan  
T. Truong  
E. Finan  
Rachel Williams  
Jose Guillen/M. Escobar  
J. Bingenheimer



RECOGNIZED STUDENT ORGANIZATIONS

Rubidoux High School (Continued)

Name of Organization

Sponsor

Pagan Club (Spirit of the Lake)	Alan Stringer
Pep Squad	Kim Wheeler
Polynesian Club	Karen Shaw
Renaissance	Patricia Prosser
R.O.T.C.	Colonel Carroll/Chief Cohens
Science Club	Denise Dawson
Science Fair	Vince Rosse
SOMOS	Armando Muniz
Sports Medicine	Mike Twomey
Sr. Awards Night	N. Mukes
Student Study Team	Sue Eaton
Technology Coordinator	Ron Kahn
Testing Coordinator	Patricia Prosser
Troupers	Cori Barber
Visual Arts Club	Julia Sanzberro
Vocal Music	Staci Della-Rocco

# Jurupa Unified School District

## Course Plan

Adopted: 1991  
Revised: 03/02

**Course Title:** Video Production

**Department/  
Standards Groups:** Fine Arts/Business Technology

**Credits/Meets:** 10 (This course may be used to meet the vocational arts or fine arts requirement for graduation.) Course may be repeated for credit with instructors permission.

**Length of Course:** Year

**Course Description:** Video Production is an introductory course in which students will learn the history of film and video and its place in our lives. Emphasis will be placed on learning about the composition and craftsmanship of the moving image. Students will also study video equipment, basic video production principles, ethics, basic editing, acceptable procedures and practices within the industry, and video production opportunities. Students should plan to spend \$10.00 for video tapes.

**Textbook:**

Video Communications & Production Jim Stinson (Goodheart Willcox 2001). (TO BE ADOPTED)

**Exit Standards:**

**GOAL 1:** Develop an appreciation, knowledge, comprehension, and critical thinking skills in analyzing and interpreting video productions.

1.1 Given a sample video production, students will identify who the intended audience would be.

1.2 Given a video sample and a list of shooting techniques, students will be able to identify which production technique was used. (e.g. panning, trucking, zooming, arcing . . . ).

1.3 Given a video sample and a list of editing techniques (e.g. transitions, fades, dissolves, motion paths, split screen, scrolling ... students will be able to identify which technique was used.

1.4 Given a video or movie clip, and a list of artistic elements (e.g. framing, leading lines, rule of thirds ... ), students will identify the artistic elements of each clip.

1.5 Given a video or movie clip, students will write a paragraph describing their views on the directors intended purpose in creating it. They will support their ideas and viewpoints with references to the video.

**GOAL 2:** Develop an appreciation, knowledge, comprehension, and critical thinking skills in the area of artistic creation to enhance the technical and artistic skills necessary to actively create effective video productions.

2.1 Given a list of safety procedures and problems in video production, students will match the procedure with the problem.

2.2 Given a basic diagram of an editing bay, students will identify and/or demonstrate the correct connections for each component (e.g. computer, keyboard, monitor, external input device ... ).

2.3 Given a list of basic parts of a video camera and a diagram/picture, students will match the camera parts with their function.

2.4 Given examples of video production equipment (e.g. camera, tripod, lighting ... ), students will identify the equipment and its function.

2.5 Students will demonstrate the proper care (e.g. lens cleaning, head cleaning ... ) and handling (e.g. use of tripods, attaching batteries ... ) of equipment related to creating video productions.

2.6 Given a list of various types of composition shots (e.g. long, low angle, close up ... ), students will record examples of each.

2.7 Given a specific videotaping assignment (e.g. an interview) and the necessary equipment, students will set it up to obtain the proper lighting, camera/subject placement, and sound.

2.8 Given a list of lighting problems (e.g. backlighting, dark scenes, black on black scenes, white on white scenes, extremely contrasty, loud clothing ... ), students will identify possible solutions.

2.9 Given a diagram of a digital editing system, students will identify the controls (e.g. stop, play, rewind ... ) within each window and their functions.

- 2.10 Given a list of log and capture steps, students will determine the correct order of the procedure.
- 2.11 Given a set of video clips (raw footage), an objective (e.g. make a P.S.A.), and equipment, students will determine a logical order for the clips and create a finished video production.
- 2.12 Given a list of editing effects (e.g. transitions, keying, speed ... ) and their purpose, students will match the effect to the result.
- 2.13 Given a set of files, students will properly import them into a project.
- 2.14 Given an analog master tape, students will prepare a digital master.
- 2.15 Given a file of a set length, students will edit that file to fit into a production.
- 2.16 Given a list of words, students will be able to add text to a video production, adding motion if necessary.
- 2.17 Given a list of (output) print-to-video steps, students will determine the correct order of the procedure.

**GOAL 3:** Develop an appreciation, knowledge, comprehension, and critical thinking skills by recognizing the historical/cultural contributions, influences and applications that shape video productions.

- 3.1 Given a list of basic video production occupations (e.g. director, talent, camera operator. . .) and their corresponding descriptions, students will be able to match them.
- 3.2 Given a list of historically significant figures and events in film and video, students will put them in correct chronological order.

**State Visual Arts Exit Standards:**

- 1.0: Artistic Perception - Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.
- 2.0: Creative Expression - Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
- 3.0: Historical and Cultural Context - Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

4.0: Aesthetic Valuing - Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

5.0: Connections, Relationships, Applications - Students apply what they have learned in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.

### **Video Production Course Content and Organization**

- I. Introduction to Video Production
  - A. Aspects of employment in the video industry
  - B. Historical background
  - C. Recent digital innovations
  
- II. Safety
  - A. Working with electrical equipment
  - B. Federal and state requirements (all electrical equipment to be UL approved)
  - C. Safety procedures for dealing with video production equipment.
    - 1. Care of equipment and accessories
    - 2. Care of tapes
    - 3. Care of batteries
  
- III. Introduction to the History of American Television
  - A. Compare current television trends with the current film industry
  - B. Contrast against other visual medias as they relate to video production
  
- IV. Cast and Crew
  - A. On screen
    - 1. Actors
    - 2. Performers
  - B. Off screen
    - 1. Producers
    - 2. Directors
    - 3. Camera operators
    - 4. Audio operators
    - 5. Technical directors

6. Editors
7. Other positions

#### V. Video production equipment

##### A. Types of equipment

1. Video cameras, hand-held television cameras
2. Tripods (fluid heads-dollies)
3. Video tape recorder (with editing controls)
4. Editing bay set up
  - a. monitors
  - b. cables and connectors
5. Computers
6. Sound equipment
  - a. microphones
  - b. booms
7. Lighting equipment
  - a. Lights
  - b. Stands
  - c. Reflectors
8. Batteries and chargers

#### VI. Camera Function and Operation

- A. Operational control of the camera
- B. Camera viewpoints
- C. Field of view
- D. Picture composition

#### VII. The Function and Operation of the Video Recorder

- A. Developmental background
- B. Principles of video recording
- C. Helical-Scan videotape recording
- D. Videotape track functions
- E. Video recorder operations and controls
- F. Time code
- G. Successful performance and maintenance

#### VIII. Camera Structure and Lens Design

- A. Video signal flow and control functions
- B. The color video system
- C. Lens characteristics
- D. Production use of the zoom
- E. Picture quality controls.

#### IX. Video Editing: Equipment and Techniques

- A. Beginning editing concepts
- B. Editing control systems
- C. Concepts of linear editing

- D. Concepts of non-linear editing
  
- X. Composition and Craftsmanship
  - A. Setting the Scene
  - B. Rule of Thirds
  - C. Form vs. Content
  - D. Insert Shots and Cutaways
  - E. Enhancing the Message
  - F. Framing
  
- XI. Reviewing and critiquing productions
  - A. Analyze the creation and methods used in various productions.
  - B. Analyze and critique productions used for television and films
  - C. Write reviews on professional works
  - D. Write reviews on student work
  
- XII. Using Final Cut Pro
  - A. Importing video footage
  - B. Overview of stages in the editing process
  - C. Digitizing video and audio
  - D. Making digital clips
  - E. Planning edits and transitions
  - F. Refining edits in the timeline
  - G. Adding titles
  - H. Preparing the video for distribution
  - I. Tools within Final Cut Pro

**Assessment:**

1. Tests (teacher-made).
2. Evaluation of student notebook.
3. Reflective writing and critiquing of both student and professionals work.
4. Teacher observation of student's ability to:
  - A. Follow proper procedures as outlined by instructor.
  - B. Work responsibly with other students on video productions.
5. Evaluation of student's assigned video productions/projects.

# JURUPA UNIFIED SCHOOL DISTRICT

JURUPA VALLEY HIGH SCHOOL 10551 Bellegrave Avenue Mira Loma, CA 91752 (909) 360-2600 Fax # (909) 360-2612



May 7, 2002

TO: Instructional Council  
FROM: Gareth Richards, Teacher  
SUBJECT: Fine Arts credit for Video Production Classes

We, the undersigned, believe the Video Production course should receive district Fine Arts credit towards graduation. The course meets both the State and District standards requirements for a Fine Arts course.

Gareth Richards  
Video Production Teacher, JVHS

Gary Clem  
Fine Arts Department Chair, JVHS

Vi DePass  
Fine Arts Department Chair, RHS



## MENTAL AND SOCIAL HEALTH

### GOAL 1 DEVELOP APPRECIATION, KNOWLEDGE, COMPREHENSION, AND CRITICAL THINKING SKILLS IN MENTAL AND SOCIAL HEALTH.

- 1.1 Students will identify and/or explain the concept of personality and the common personality traits associated with a mentally healthy person. (K,C) I/D
- 1.2 Students will identify and/or explain the influences of heredity and environment upon physical, mental, and social development. (K,C) I/D
- 1.3 Given lists of characteristics, students will identify and/or explain the physical, mental, social, and emotional changes that occur throughout the life cycle. (K,C) I/D
- 1.4 Given the list of the 40 Developmental Assets, students will identify and/or explain a personal plan to enhance self-esteem. (K,CTS) I/D
- 1.5 Given scenarios, students will identify and/or demonstrate with a written essay or verbal explanation, appropriate ways to express needs, wants, and feelings. (K,CTS) I/D
- 1.6 Students will identify and/or explain how labeling and stereotyping negatively influence our perceptions of others. (K,C) I/D
- 1.7 Students will identify and/or explain situations and behaviors that lead to interpersonal conflict and violence. (K,C) I/D
- 1.8 Students will identify and/or explain the interpersonal communication skills involved in active listening, assertiveness, negotiation, and collaboration. (K,C) I/D
- 1.9 Given scenarios, students will identify and/or explain acceptable responses to stress and anger management. (K,C) I/D
- 1.10 Given scenarios, students will identify and/or explain the warning signs, coping strategies, and community resources for depression and suicide. (K,C) I/D
- 1.11 Students will identify and/or explain the stages of the grieving process. (K,C) I/D
- 1.12 Students will identify and/or explain how coping and decision-making skills influence individuals through the various stages of life. (K,C) I/D
- 1.13 Students will identify and /or demonstrate long-term and short-term goal setting processes. (K,C) I/D
- 1.14 Given scenarios, students will identify and/or explain obstacles to reaching goals and how to ask for help to overcome them. (K,C) I/D
- 1.15 Given scenarios, students will identify and/or explain how to differentiate between realistic and unrealistic goals. (K,C) I/D

## COMMUNITY/ENVIRONMENTAL HEALTH

### GOAL 2 DEVELOP APPRECIATION, KNOWLEDGE, COMPREHENSION, AND CRITICAL THINKING SKILLS IN COMMUNITY AND ENVIRONMENTAL HEALTH.

- 2.1 Students will identify and/or explain the causes, the spread, the consequences, and the prevention of infectious diseases. (K,C) I/D
- 2.2 Students will identify and/or explain the impact of laws, policies, and practices on health-related issues. (K,C) I/D
- 2.3 Students will identify community health services and information, and explain how to access them. (K,C) I/D
- 2.4 Students will identify and/or explain the purpose of school rules related to health. (K,C) I/D
- 2.5 Students will identify ways personal behavior can affect the health of everyone who lives in a community. (K) I
- 2.6 Given lists of the Earth's resources, students will identify their responsibilities as consumers. (K) I
- 2.7 Students will identify local environmental issues and explain reasonable solutions. (K,C) I/D
- 2.8 Given lists of health conditions, students will identify and/or explain environmental factors that cause or influence those conditions, such as lead in paint, high noise levels, indoor air pollution, and asbestos. (K,C) I/D
- 2.9 Students will identify how technological developments can alter environmental conditions. (K) I
- 2.10 Students will identify and/or explain why the disposal of hazardous, solid, and radioactive waste is difficult. (K,C) I/D
- 2.11 Students will identify and/or explain the human impact on the environment. (K,C) I/D

## FAMILY LIVING, SEXUALITY, HIV AND AIDS

### GOAL 3A DEVELOP APPRECIATION, KNOWLEDGE, COMPREHENSION, AND CRITICAL THINKING SKILLS RELATED TO FAMILY LIVING.

- 3a.1 Given scenarios, students will identify and/or explain the types of families such as nuclear, single-parent, extended, blended, foster, and other types. (K,C) I/D
- 3a.2 Students will identify the components of healthy and unhealthy families. (K) I
- 3a.3 Students will identify and/or demonstrate the communication skills important for solving family problems. (K,C) I/D
- 3a.4 Given lists of characteristics, students will identify physical, sexual, and emotional abuse, neglect, and their consequences. (K,C) I
- 3a.5 Given information, students will identify school and community resources to deal with family violence and other family problems. (K) I
- 3a.6 Students will identify and/or explain the effect of family beliefs upon academic and social responsibilities. (K,C) I/D

### GOAL 3B TO DEVELOP APPRECIATION, KNOWLEDGE, COMPREHENSION, AND CRITICAL THINKING SKILLS RELATING TO ADOLESCENT SEXUALITY.

- 3b.1 Students will identify and/or explain the developmental role that dating plays in adolescence. (K,C) I/D
- 3b.2 Students will identify and/or explain the components of healthy and unhealthy dating relationships. (K,CTS) I/D
- 3b.3 Students will identify and/or explain the rights and responsibilities regarding one's body, including the refusal skills that support the decision to refrain from sexual activity. (K,C) I/D
- 3b.4 Students will identify and/or explain various pregnancy prevention methods, emphasizing abstinence as the only 100% effective method. (K,C) I/D
- 3b.5 Students will identify and/or explain the characteristics of a successful marriage. (K,C) I/D
- 3b.6 Given scenarios, students will identify and/or explain the obstacles facing teenage marriages. (K,C) I/D
- 3b.7 Students will identify and/or explain the human reproductive process from conception through pregnancy to birth. (K,C) I/D
- 3b.8 Students will identify and/or explain how environment and nutrition affect prenatal and post-natal development. (K,C) I/D
- 3b.9 Students will identify and/or explain the challenges associated with teenage pregnancy. (K,C) I/D

GOAL 3C DEVELOP APPRECIATION, KNOWLEDGE, COMPREHENSION, AND CRITICAL THINKING SKILLS RELATED TO HIV AND AIDS EDUCATION.

- 3c.1 Given a list, students will identify three methods of HIV transmission. (K) I
- 3c.2 Given a situation, students will match the appropriate level of risk (high, low, or none) for HIV transmission. (CTS) I
- 3c.3 Students will list four resources of current, accurate, information about transmission of the HIV virus. (K) I
- 3c.4 Given the description of an individual with disease characteristics, students will select the proper disease status. (HIV Positive, AIDS, HIV Negative, or Unknown) (CTS) I
- 3c.5 Students will identify immune suppression as the cause of symptoms in people with AIDS. (K) I
- 3c.6 Students will match the acronyms / initials AIDS, HIV, STD, IV, with the phrase they represent. (K) I
- 3c.7 Given a situation, students will identify abstinence from sexual intercourse as the most effective way to prevent the sexual transmission of HIV. (K,C) I
- 3c.8 Given a situation, students will identify abstinence from drug use as the most effective way to prevent the transmission of HIV from unclean injection equipment. (K,C) I
- 3c.9 Given a situation, students will identify abstinence from drug / alcohol use as the most effective way to prevent transmission of HIV due to impaired decision making. (K,C) I
- 3c.10 Given a series of descriptions, students will select the description that best describes universal precautions. (K,CTS) I
- 3c.11 Given a list, students will select the percentages that reflect the success and failure rates of condoms. (K) I
- 3c.12 Given a scenario, students will analyze the situation and identify the decision making and/or resistance skills illustrated. (CTS) I
- 3c.13 Given a stereotypical description of a person with HIV / AIDS, students will label the description as a stereotype. (C) I
- 3c.14 Given a description of a person with HIV / AIDS, students will label the description as a myth. (C) I
- 3c.15 Given a list that includes persons with chronic or disabling illnesses, students will match the illnesses with compassionate descriptions. (K,C) I

## PHYSICAL HEALTH

### GOAL 4 DEVELOP APPRECIATION, KNOWLEDGE, COMPREHENSION AND CRITICAL THINKING SKILLS IN PHYSICAL AND PERSONAL HEALTH.

- 4.1 Given lists, students will identify the basic functions of the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. (K) I
- 4.2 Given lists, students will identify the body's nutritional needs and determine foods that supply those needs. (K) I/D
- 4.3 Given a picture of the Food Guide Pyramid, students will classify foods in the correct food groups, and list the correct number of servings for each group. (K,C) I/D
- 4.4 Given information, students will identify and/or explain a personal health plan that includes management of nutrition, fitness, and stress. (CTS) I/D
- 4.5 Students will identify and/or explain good decision making skills related to their own personal health. (K,C) I/D
- 4.6 Given scenarios, students will identify the causes and prevention of heart disease, cancer, and diabetes. (K) I
- 4.7 Students will identify, explain, and demonstrate the first aid steps for hemorrhage control, cardiopulmonary resuscitation, and treatment of poisoning. (K,CTS) I/D
- 4.8 Students will identify, explain, and/or outline the steps in an emergency response plan for school, home, or community. (K,C) I/D
- 4.9 Students will identify and/or explain the importance of universal precautions in performing first aid. (K,C) I/D

## SUBSTANCE ABUSE

### GOAL 5 DEVELOP APPRECIATION, KNOWLEDGE, COMPREHENSION, AND CRITICAL THINKING SKILLS IN MEDICINES, DRUGS, ALCOHOL, AND TOBACCO.

- 5.1 Given lists of medicines and/or drugs, students will identify and/or explain their reactions as beneficial or harmful in the body. (K,C) I/D
- 5.2 Students will identify and/or explain the body's reaction to alcohol and tobacco. (K,C) I/D
- 5.3 Students will identify the effects of medicines, drugs, alcohol, and tobacco on young children and the unborn child. (K) I
- 5.4 Students will identify sources of information about products and services regarding medicines, drugs, alcohol, and tobacco. (K) I
- 5.5 Given a list of possible influences such as family, friends, ads, billboards, and the media, students will identify and/or explain which are most likely to influence them. (K,C) I/D
- 5.6 Given scenarios, students will identify and/or demonstrate, through role playing, coping mechanisms and refusal skills to keep off drugs, alcohol, and tobacco. (K,C) I/D
- 5.7 Students will identify the stages of developing a nicotine addiction. (K) I
- 5.8 Students will identify and/or explain the process of withdrawal from dependency on tobacco, alcohol, and drugs, and identify helpful techniques for quitting use. (K,C) I/D
- 5.9 Students will identify the characteristics of problem drinking and alcoholism. (K) I
- 5.10 Students will identify alcohol's immediate effects such as intoxication, alcohol combined with drugs, and too much alcohol too quickly. (K) I
- 5.11 Students will identify and/or explain the effects of substance abuse on society such as health care, driving, and family involvement. (K,C) I/D
- 5.12 Students will identify and/or explain the effects of drug and alcohol abuse on crime, disease, and personal relationships. (K,C) I/D
- 5.13 Students will identify and/or explain physical dependency and addiction. (K,C) I/D

## CAREER DEVELOPMENT

### GOAL 6 DEVELOP APPRECIATION, KNOWLEDGE, COMPREHENSION, AND CRITICAL THINKING SKILLS IN CAREER PREPARATION AND JOB ACQUISITION SKILLS.

- 6.1 Students will identify and/or explain five of their core values and interests and why those values and interests are important to them. (CTS) I/D
- 6.2 Students will identify their interests, aptitudes, and/or abilities as reflected in various surveys, such as COIN, COPS, or CAPS. (C,CTS) I
- 6.3 Students will identify and match their personality, learning style, and survey results to career and life choices. (K,CTS) I/D
- 6.4 Using their values and interests, students will describe how their life choices will be affected. (C) D
- 6.5 Students will design a plan of action to develop an individual career profile. (CTS) D
- 6.6 Students will prepare a portfolio of sample job search tools based on career choices. These will include a cover letter, resume, employment application, and thank you letter. (K,C) I/D
- 6.7 Students will identify the University of California's a-g requirements for college admittance. (K) I

THE ACADEMIC SKILLS LISTED BELOW WILL BE INCLUDED IN THE PROCESS OF  
TEACHING THE SIX HEALTH GOAL

1. Students will practice listening attentively when a person is giving directions, and identify those directions on a test or quiz.
2. Students will ask for help when needed.
3. Students will identify the information in, and utilize, the student planner book as a study guide and reminder.
4. Students will practice and improve reading skills.
5. Students will practice and improve writing skills.
6. Students will practice note-taking skills.
7. Students will identify and practice specific test taking skills.
8. Students will summarize a given reading assignment.
9. Students will prepare and present an oral report.
10. Students will prepare a written report.
11. Students will outline chapters from the textbook or other written material.
12. Students will interpret and/or explain a graph.
13. Students will interpret and/or explain a chart.
14. Given information, students will create charts and graphs.
15. Students will write an autobiography.
16. Students will take notes on videos.
17. Students will participate in cooperative learning and group projects.
18. Given written material, students will write an evaluative essay.
19. Students will edit work written by themselves and their peers.
20. Given criteria, students will evaluate their personal writing assignments.
21. Given instruction, students will write a descriptive essay.



**Jurupa Unified School District  
Instructional Services**

**RECOMMENDATION FOR TEXTBOOK ADOPTION**

**TITLE:** Pre-Algebra, California Edition  
**AUTHOR:** David Davison and Others  
**PUBLISHER:** Prentice Hall, Inc.  
**COPYRIGHT:** 2001  
**SUBJECT:** Pre-Algebra  
**GRADE:** 7-8  
**COST:** \$52.39

**OTHER BOOKS CONSIDERED:**

1. Title: California Middle School Mathematics, Concepts and Skills, Course 2  
Authors: Ron Larson and Others  
Publisher: McDougal, Littell and Company
2. Title: Mathematics, Structure and Method, Course 2  
Authors: Brown, Dolciani, and Others  
Publisher: McDougal, Littell and Company

**REASONS FOR SELECTING THIS BOOK:**

Alignment to Standards  
Support Materials

**RECOMMENDING COMMITTEE:**

**DATE:** March 15, 2002

Middle School and High School Mathematics Teachers

**LEGAL COMPLIANCE REQUIREMENTS MET BY:** State Adopted Textbook

- \_\_\_ Recommended book is listed in List of Authorized Textbooks, Los Angeles Unified School District.
- \_\_\_ Completed "Instructional Materials Legal Compliance Evaluation Form" (attached).

**Jurupa Unified School District  
Instructional Services**

**RECOMMENDATION FOR TEXTBOOK ADOPTION**

**TITLE:** Algebra I  
**AUTHOR:** Stanley A. Smith and Others  
**PUBLISHER:** Prentice Hall, Inc.  
**COPYRIGHT:** 2001  
**SUBJECT:** Algebra  
**GRADE:** 7, 8, and 9  
**COST:** \$52.39

**OTHER BOOKS CONSIDERED:**

1. Title: Algebra I, Concepts and Skills  
Authors: Ron Larson and Others  
Publisher: McDougal, Littell and Company
2. Title: Algebra I, Structure and Method  
Authors: Brown, Dolciani, and Others  
Publisher: McDougal, Littell and Company

**REASONS FOR SELECTING THIS BOOK:**

Alignment to Standards  
Support Materials

**RECOMMENDING COMMITTEE:**

**DATE:** March 15, 2002

Middle School and High School Mathematics Teachers

**LEGAL COMPLIANCE REQUIREMENTS MET BY:** State Adopted Textbook

\_\_\_\_ Recommended book is listed in List of Authorized Textbooks, Los Angeles Unified School District.

\_\_\_\_ Completed "Instructional Materials Legal Compliance Evaluation Form" (attached).

**Jurupa Unified School District  
Instructional Services**

**RECOMMENDATION FOR TEXTBOOK ADOPTION**

**TITLE:** Allez, Viens! Level II  
**AUTHOR:** De Mado and Rongi ras d' Usseau  
**PUBLISHER:** Holt, Rinehart, and Winston  
**COPYRIGHT:** 2003  
**SUBJECT:** French, Level II  
**GRADE:** 9-12  
**COST:** \$49.65

**OTHER BOOKS CONSIDERED:**

1. Title: Discovering French  
Authors: Jean Paul Valette and Rebecca M. Valette  
Publisher: McDougal Littell
2. Title:  
Authors:  
Publisher:

**REASONS FOR SELECTING THIS BOOK:**

Alignment to Standards  
Support Materials

**RECOMMENDING COMMITTEE:**

**DATE:** March 15, 2002

Jurupa Valley and Rubidoux High School Foreign Language Teachers

**LEGAL COMPLIANCE REQUIREMENTS MET BY:**

\_\_\_\_ Recommended book is listed in List of Authorized Textbooks, Los Angeles Unified School District.

X Completed "Instructional Materials Legal Compliance Evaluation Form" (attached).

California State Department of Education  
INSTRUCTIONAL MATERIAL LEGAL COMPLIANCE EVALUATION FORM

CF1M L1 (rev. 11/82)

Publisher	Holt, Rinehart, Winston	Adoption Code No.
Title	Allez, Viens! Level II	
Reviewed by	Cheryl Boyce	Date April 20, 2002

Circle Criterion Cited	<p align="center"><b>A. MALE AND FEMALE ROLES</b> (give page &amp; paragraph or special nonprint references and comments)</p> <p align="center"><b>See Pages xiii, 142, 145, 195, 267, and 353</b></p>	Compliance?
1 -- Adverse reflection		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2 -- Equal portrayal		Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
3a -- Occupations 3b -- Achievements 3c -- Mental and and physical activities 3d -- Traditional and nontraditional activities 3e -- Emotions 3f -- Sexually neutral language		Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

Circle Criterion Cited	<p align="center"><b>B. ETHNIC AND CULTURAL GROUPS</b> (give page &amp; paragraph or special nonprint references and comments)</p> <p align="center"><b>See Pages XIV, 17, 39, 45, 69, 103, 109, 145, 170, 199, 233, 261, 297, 318, and 357</b></p>	Compliance?
1 -- Adverse reflection		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2 -- Proportion of portrayals		Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
3 -- Customs and life-styles		Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
4a -- Occupations 4b -- Socioeconomic settings 4c -- Achievements 4d -- Mental and physical activities 4e -- Traditional and nontraditional activities 4f -- Root culture		Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

Circle Criterion Cited	<p align="center"><b>C. OLDER PERSONS AND THE AGING PROCESS</b> (give page &amp; paragraph or special nonprint references and comments)</p> <p align="center"><b>See Pages 38, 97, 98, 159, 231, and 311</b></p>	Compliance?
1 -- Adverse reflection		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2 -- Proportion of portrayals		Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
3 -- Roles		Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
4 -- Aging process		Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

E  
29.4

Circle Criterion Cited	<b>D. DISABLED PERSONS</b> (give page & paragraph or special nonprint references and comments)	
	<b>See Pages 39, 254, 255, and 258</b>	
1 --	Adverse reflection	Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2 --	Proportion of portrayals	Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
3 --	Roles	Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
4 --	Emotions	Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
5 --	Achievements	Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Circle Criterion Cited	<b>E. ENTREPRENEUR AND LABOR</b> (give page & paragraph or special nonprint references and comments)	
	<b>See Page 47, 66, 67, 195, 223, 234, and 235</b>	
1 --	Adverse reflection	Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2 --	Roles	Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Circle Criterion Cited	<b>F. RELIGION</b> (give page & paragraph or special nonprint references and comments)	
	<b>See Pages 33, 48, 50, 51, 217, and 234</b>	
1 --	Adverse reflection	Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2 --	Indoctrination	Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
3 --	Diversity	Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Circle Criterion Cited	<b>G. ECOLOGY AND ENVIRONMENT</b> (give page & paragraph or special nonprint references and comments)	
	<b>See Pages 3, 103, 127, 157, 223, 356, and 357</b>	
1 --	Ecology	Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2 --	Environmental protection	Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
3 --	Resource use	Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

Circle Criterion Cited	<b>H. DANGEROUS SUBSTANCES</b> (give page & paragraph or special nonprint references and comments)
1 -- Discouragement of use	Compliance? Yes <input type="checkbox"/> No <input type="checkbox"/>
2 -- Hazards of use	Compliance? Yes <input type="checkbox"/> No <input type="checkbox"/>
Circle Criterion Cited	<b>I. THRIFT, FIRE PREVENTION, AND HUMANE TREATMENT OF ANIMALS AND PEOPLE</b> (give page & paragraph or special nonprint references and comments)
1 -- Waste	Compliance? Yes <input type="checkbox"/> No <input type="checkbox"/>
2 -- Fire hazards	Compliance? Yes <input type="checkbox"/> No <input type="checkbox"/>
3 -- Inhumane treatment	Compliance? Yes <input type="checkbox"/> No <input type="checkbox"/>
4 -- Thrift	Compliance? Yes <input type="checkbox"/> No <input type="checkbox"/>
5 -- Fire prevention	Compliance? Yes <input type="checkbox"/> No <input type="checkbox"/>
6 -- Humane treatment	Compliance? Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>J. DECLARATION OF INDEPENDENCE AND CONSTITUTION OF THE UNITED STATES</b> (give page & paragraph or special nonprint references and comments)	
Compliance? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Circle Criterion Cited	<b>K. BRAND NAMES AND CORPORATE LOGOS</b> (give page & paragraph or special nonprint references and comments)
<b>See Pages 50, 51, 309, and 329</b>	
1 -- Use of any such depictions	Compliance? Yes <input checked="" type="checkbox"/> <b>x</b> No <input type="checkbox"/>
2 -- Prominent use of any one depiction	Compliance? Yes <input checked="" type="checkbox"/> <b>x</b> No <input type="checkbox"/>
3 -- Illustrative standards applicable when determined necessary for educational purpose	Compliance? Yes <input checked="" type="checkbox"/> <b>x</b> No <input type="checkbox"/>

E  
19.6

Circle Criterion Cited	L. FOODS (give page & paragraph or special nonprint references and comments)	
	See Pages 69, 70, 71, 80, 81, 138, 200, 203, 204, and 205	
1 --	High nutritive value	Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2 --	Low nutritive value	Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

\*\*\* SPECIAL INSTRUCTIONS FOR NONPRINT MATERIALS \*\*\*

Citations of noncompliance for nonprint materials must include specific references and comments. The references should be detailed as follows:

number of minutes (running time) from title: 16mm films; 8mm filmloops; videotapes; videocassettes

number of minutes (running time) from start and side number: audiotapes; audiocassettes; disc recordings

frame number: filmstrips; microforms

slide number: slides

quadrant location, plus overlay if necessary: (upper left, upper right, lower left, lower right); overhead transparencies; study prints; maps

*Cheryl Boyce*

*[Signature]*

*Shia Fawn*

**Jurupa Unified School District  
Instructional Services**

**RECOMMENDATION FOR TEXTBOOK ADOPTION**

**TITLE:** Allez, Viens! Level III  
**AUTHOR:** De Mado and Rongi ras d' Usseau  
**PUBLISHER:** Holt, Rinehart, and Winston  
**COPYRIGHT:** 2003  
**SUBJECT:** French, Level III  
**GRADE:** 9-12  
**COST:** \$49.65

**OTHER BOOKS CONSIDERED:**

1. Title: Discovering French  
Authors: Jean Paul Valette and Rebecca M. Valette  
Publisher: McDougal Littell
2. Title:  
Authors:  
Publisher:

**REASONS FOR SELECTING THIS BOOK:**

Alignment to Standards  
Support Materials

**RECOMMENDING COMMITTEE:**

**DATE:** March 15, 2002

Jurupa Valley and Rubidoux High School Foreign Language Teachers

**LEGAL COMPLIANCE REQUIREMENTS MET BY:**

- \_\_\_\_ Recommended book is listed in List of Authorized Textbooks, Los Angeles Unified School District.
- X Completed "Instructional Materials Legal Compliance Evaluation Form" (attached).



California State Department of Education  
INSTRUCTIONAL MATERIAL LEGAL COMPLIANCE EVALUATION FORM

CF1M L1 (rev. 11/82)

Publisher	<b>Holt, Rinehart, Winston</b>	Adoption Code No.
Title	<b>Allez, Viens! Level III</b>	
Reviewed by	<b>Cheryl Boyce</b>	Date <b>April 20, 2002</b>
Circle Criterion Cited	<p align="center"><b>A. MALE AND FEMAL ROLES</b> (give page &amp; paragraph or special nonprint references and comments)</p> <p align="center"><b>See Pages 34, 35, 39, 67, 94, 95, 234, 235, and 236</b></p>	
1 -- Adverse reflection	<p align="right">Compliance?</p> <p align="right">Yes <input checked="" type="checkbox"/></p> <p align="right">No <input type="checkbox"/></p>	
2 -- Equal portrayal	<p align="right">Compliance?</p> <p align="right">Yes <input checked="" type="checkbox"/></p> <p align="right">No <input type="checkbox"/></p>	
3a -- Occupations 3b -- Achievements 3c -- Mental and and physical activities 3d -- Traditional and nontraditional activities 3e -- Emotions 3f -- Sexually neutral language	<p align="right">Compliance?</p> <p align="right">Yes <input checked="" type="checkbox"/></p> <p align="right">No <input type="checkbox"/></p>	
Circle Criterion Cited	<p align="center"><b>B. ETHNIC AND CULTURAL GROUPS</b> (give page &amp; paragraph or special nonprint references and comments)</p> <p align="center"><b>See Pages 6, 7, 16, 44, 76, 103, 124, 125, 128, 129, 131, 138, 158, 159, 165, 166, 167, 168, 191, 197, 227, 261, 282, and 291</b></p>	
1 -- Adverse reflection	<p align="right">Compliance?</p> <p align="right">Yes <input checked="" type="checkbox"/></p> <p align="right">No <input type="checkbox"/></p>	
2 -- Proportion of portrayals	<p align="right">Compliance?</p> <p align="right">Yes <input checked="" type="checkbox"/></p> <p align="right">No <input type="checkbox"/></p>	
3 -- Customs and life-styles	<p align="right">Compliance?</p> <p align="right">Yes <input checked="" type="checkbox"/></p> <p align="right">No <input type="checkbox"/></p>	
4a -- Occupations 4b -- Socioeconomic settings 4c -- Achievements 4d -- Mental and physical activities 4e -- Traditional and nontraditional activities 4f -- Root culture	<p align="right">Compliance?</p> <p align="right">Yes <input checked="" type="checkbox"/></p> <p align="right">No <input type="checkbox"/></p>	
Circle Criterion Cited	<p align="center"><b>C. OLDER PERSONS AND THE AGING PROCESS</b> (give page &amp; paragraph or special nonprint references and comments)</p> <p align="center"><b>See Pages 33, 35, 36, 106, 159, 171, 179, 227, and 335</b></p>	
1 -- Adverse reflection	<p align="right">Compliance?</p> <p align="right">Yes <input checked="" type="checkbox"/></p> <p align="right">No <input type="checkbox"/></p>	
2 -- Proportion of portrayals	<p align="right">Compliance?</p> <p align="right">Yes <input checked="" type="checkbox"/></p> <p align="right">No <input type="checkbox"/></p>	
3 -- Roles	<p align="right">Compliance?</p> <p align="right">Yes <input checked="" type="checkbox"/></p> <p align="right">No <input type="checkbox"/></p>	
4 -- Aging process	<p align="right">Compliance?</p> <p align="right">Yes <input checked="" type="checkbox"/></p> <p align="right">No <input type="checkbox"/></p>	

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Circle Criterion Cited	<b>D. DISABLED PERSONS</b> (give page & paragraph or special nonprint references and comments)	
	<b>See Pages 357</b>	
1 ---	Adverse reflection	Compliance? Yes <input checked="" type="checkbox"/> <b>x</b> No <input type="checkbox"/>
2 --	Proportion of portrayals	Compliance? Yes <input checked="" type="checkbox"/> <b>x</b> No <input type="checkbox"/>
3 --	Roles	Compliance? Yes <input checked="" type="checkbox"/> <b>x</b> No <input type="checkbox"/>
4 --	Emotions	Compliance? Yes <input checked="" type="checkbox"/> <b>x</b> No <input type="checkbox"/>
5 --	Achievements	Compliance? Yes <input checked="" type="checkbox"/> <b>x</b> No <input type="checkbox"/>
Circle Criterion Cited	<b>E. ENTREPRENEUR AND LABOR</b> (give page & paragraph or special nonprint references and comments)	
	<b>See Page 94, 95, 108, 110, 111, 112, 118, 130, 138, 139, 152, and 264.</b>	
1 --	Adverse reflection	Compliance? Yes <input checked="" type="checkbox"/> <b>x</b> No <input type="checkbox"/>
2 --	Roles	Compliance? Yes <input checked="" type="checkbox"/> <b>x</b> No <input type="checkbox"/>
Circle Criterion Cited	<b>F. RELIGION</b> (give page & paragraph or special nonprint references and comments)	
	<b>See Pages 2, 48, 123, 125, 219, and 222</b>	
1 --	Adverse reflection	Compliance? Yes <input checked="" type="checkbox"/> <b>x</b> No <input type="checkbox"/>
2 --	Indoctrination	Compliance? Yes <input checked="" type="checkbox"/> <b>x</b> No <input type="checkbox"/>
3 --	Diversity	Compliance? Yes <input checked="" type="checkbox"/> <b>x</b> No <input type="checkbox"/>
Circle Criterion Cited	<b>G. ECOLOGY AND ENVIRONMENT</b> (give page & paragraph or special nonprint references and comments)	
	<b>See Pages 76, 88, 89, 190, 284, 306, and 307</b>	
1 --	Ecology	Compliance? Yes <input checked="" type="checkbox"/> <b>x</b> No <input type="checkbox"/>
2 --	Environmental protection	Compliance? Yes <input checked="" type="checkbox"/> <b>x</b> No <input type="checkbox"/>
3 --	Resource use	Compliance? Yes <input checked="" type="checkbox"/> <b>x</b> No <input type="checkbox"/>

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Circle Criterion Cited	<b>H. DANGEROUS SUBSTANCES</b> (give page & paragraph or special nonprint references and comments)
	<b>See Pages 71, 75, 87, and 88</b>
1 --	Discouragement of use <div style="float: right; text-align: right;">           Compliance?            Yes <input checked="" type="checkbox"/>            No <input type="checkbox"/> </div>
2 --	Hazards of use <div style="float: right; text-align: right;">           Compliance?            Yes <input checked="" type="checkbox"/>            No <input type="checkbox"/> </div>
Circle Criterion Cited	<b>I. THRIFT, FIRE PREVENTION, AND HUMANE TREATMENT OF ANIMALS AND PEOPLE</b> (give page & paragraph or special nonprint references and comments)
1 --	Waste <div style="float: right; text-align: right;">           Compliance?            Yes <input type="checkbox"/>            No <input type="checkbox"/> </div>
2 --	Fire hazards <div style="float: right; text-align: right;">           Compliance?            Yes <input type="checkbox"/>            No <input type="checkbox"/> </div>
3 --	Inhumane treatment <div style="float: right; text-align: right;">           Compliance?            Yes <input type="checkbox"/>            No <input type="checkbox"/> </div>
4 --	Thrift <div style="float: right; text-align: right;">           Compliance?            Yes <input type="checkbox"/>            No <input type="checkbox"/> </div>
5 --	Fire prevention <div style="float: right; text-align: right;">           Compliance?            Yes <input type="checkbox"/>            No <input type="checkbox"/> </div>
6 --	<div style="text-align: center;"> <b>See Pages 188, 189, 198, and 199</b> </div> Humane treatment <div style="float: right; text-align: right;">           Compliance?            Yes <input checked="" type="checkbox"/>            No <input type="checkbox"/> </div>
	<b>J. DECLARATION OF INDEPENDENCE AND CONSTITUTION OF THE UNITED STATES</b> (give page & paragraph or special nonprint references and comments)
	Compliance? Yes <input type="checkbox"/> No <input type="checkbox"/>
Circle Criterion Cited	<b>K. BRAND NAMES AND CORPORATE LOGOS</b> (give page & paragraph or special nonprint references and comments)
	<b>See Pages 105, 262, and 263</b>
1 --	Use of any such depictions <div style="float: right; text-align: right;">           Compliance?            Yes <input checked="" type="checkbox"/>            No <input type="checkbox"/> </div>
2 --	Prominent use of any one depiction <div style="float: right; text-align: right;">           Compliance?            Yes <input checked="" type="checkbox"/>            No <input type="checkbox"/> </div>
3 --	Illustrative standards applicable when determined necessary for educational purpose <div style="float: right; text-align: right;">           Compliance?            Yes <input checked="" type="checkbox"/>            No <input type="checkbox"/> </div>

Circle Criterion Cited	L. FOODS (give page & paragraph or special nonprint references and comments)	
	See Pages 28, 29, 325, and 336	
1 -- High nutritive value		Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2 -- Low nutritive value		Compliance? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

\*\*\* SPECIAL INSTRUCTIONS FOR NONPRINT MATERIALS \*\*\*

Citations of noncompliance for nonprint materials must include specific references and comments. The references should be detailed as follows:

number of minutes (running time) from title: 16mm films; 8mm filmloops; videotapes; videocassettes

number of minutes (running time) from start and side number: audiotapes; audiocassettes; disc recordings

frame number: filmstrips; microforms

slide number: slides

quadrant location, plus overlay if necessary: (upper left, upper right, lower left, lower right); overhead transparencies; study prints; maps

Cheryl Boyce  
~~Cheryl Boyce~~  
 Mia Parn

**RIVERSIDE COMMUNITY COLLEGE DISTRICT/JURUPA UNIFIED SCHOOL  
DISTRICT  
INTER-AGENCY COOPERATION AGREEMENT**

THIS AGREEMENT is entered into this-----day of -----  
2002, by and between the Riverside Community College District, ("College") and the  
Jurupa Unified School District ("District") both located in the City and County of  
Riverside.

**RECITAL**

WHEREAS, both the College and the District have a common interest in  
improving the reading and writing skills of students;

WHEREAS, improving the reading and writing skills of students while in high  
school will lead to enhanced readiness for college;

WHEREAS, the educational success and college preparedness of students will  
serve the interest of both students and the community;

**TERMS OF THE AGREEMENT**

NOW THEREFORE, College and District agree as follows:

The District will offer at one or more of its high schools Senior College Prep English,  
which integrates the course outline requirements and standards for courses

English 12	District's course
English 50A	College's course
English 57	College's course

The Senior College Prep English will be mutually developed and agreed upon by  
College and District faculty.

At mutually agreed upon sites, the College will administer assessment tests to  
determine the appropriate placement and subsequent enrollment of the District's  
students in the Senior College Prep English.

The College will appoint one of its English faculty to the position of coordinator. The  
Coordinator will work with the District's personnel in aligning the curriculum of the  
three English courses to meet and satisfy the requirements of both parties.

The coordinator, working with the District's faculty throughout the year, will serve as  
a mentor to provide guidance and assistance regarding the above courses.

Students who successfully complete the requirements of Senior College Prep English with a grade of "C" or better will receive academic credit for their work from the District and eligibility for and placement in English 1A upon admission to the College.

### **FINANCIAL RESPONSIBILITIES**

The College will provide, at no cost to the District or students, textbooks to address the curriculum encompassed in the College's English 50A and English 57 courses.

The District will provide the College with a list of English faculty who will be screened by College personnel for the purpose of determining eligibility for employment as adjunct faculty in English.

The College will hire the District's eligible faculty as adjunct English faculty for the College's summer session. The District's eligible faculty will teach at least one section of English 50A. The College will compensate the District's faculty as adjunct college faculty at the negotiated pay-per-course rate. Said faculty will then be assigned by the District to teach Senior College Prep English.

### **INDEMNIFICATION**

The parties mutually agree and understand that, during the terms of this Agreement:

- a. the College is self-insured;
- b. the College will indemnify and hold harmless the District and its employees and agents from any and all claims, suits, damages, and costs (including reasonable attorney's fees) resulting from the negligence of the College in connection with the operation of the Program, including, but not limited to , injury to persons, public liability, and property damage occurring on the property of the College or the property of the District; and
- c. the District will indemnify and hold harmless the College and its employees and agents from any and all claims, suits, damages, and costs (including reasonable attorney's fees) resulting from the negligence of the District in connection with the operation of the Program, including, but not limited to , injury to persons, public liability, and property damage occurring on the property of the District or the property of the College.

### **MISCELLANEOUS PROVISIONS**

The District and College designated faculty will work together to develop the curriculum for Senior College Prep English course. Accordingly, appropriate faculty members from the English discipline of the College and the departments of the high schools will approve the final curriculum.

Appropriate assessment instruments, including a mastery-oriented comprehensive exit exam, based on the essential integrated standards or objectives from the three courses will

be developed and approved by the English discipline from the College and the English department from the District. Costs for this curriculum and assessment development will be shared by the College and District.

To maintain grading consistency, designated faculty members from the District will participate in at least two holistic scoring sessions per semester.

This Agreement constitutes the complete understanding of the parties regarding the matters to which it refers, and incorporates all prior oral agreements in contemplation of this written Agreement. This written Agreement contains all the relevant understandings between the parties.

This Agreement will become effective when the articulation agreement is concluded. The Agreement will continue in effect on a year-to-year basis, unless either party terminates it.

This Agreement may be modified at the request of either party subject to the approval of both parties.

*In witness whereof* the parties have executed the Agreement as of the date and year indicated.

RIVERSIDE COMMUNITY COLLEGE DISTRICT  
COUNTY OF RIVERSIDE, STATE OF CALIFORNIA

By \_\_\_\_\_  
President

\_\_\_\_\_  
Date

JURUPA UNIFIED SCHOOL DISTRICT  
COUNTY OF RIVERSIDE, STATE OF CALIFORNIA

By \_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

# Gifted and Talented Education (GATE) APPLICATION

Send original to be postmarked by June 15, 2002 to:

California Department of Education  
Student Academic Support  
Professional Development & Curriculum Support Division  
830 "S" St.  
Sacramento, CA 95814

## Inquiries to:

Phone: (916) 323-5831 or 323-5124

Person Completing Report: Memo Mendez

Phone: 909-360-4174 Date: 5/23/02

e-mail: mmendez@jUSD.k12.ca.us

District Name and Mailing Address:

Jurupa Unified School District  
4850 Pedley Road  
Riverside CA 92509

County: Riverside

CDS Code: 3 3 - 6 7 0 9 0

## Certification:

I hereby certify that all applicable state and federal rules and regulations will be observed in the expenditure of GATE funds and that to the best of my knowledge the information herein is accurate and complete.

[Signature] Date 5/28/02  
Signature of District Superintendent

## Parent Participation:

Parents must be involved in the planning and evaluation of the GATE program [Title 5 Regulations, Section 3831 (j)].

Date of GATE Parent/Teacher Advisory Committee (highly recommended, but not required) or Date of School Site Council(s) review of this application \_\_\_\_\_

## Local Governing Board Approval:

The local governing board has determined the most appropriate educational program for participating students (EC Section 52206).

Date of local governing board approval of the GATE Application \_\_\_\_\_

## IMPORTANT INFORMATION

### Check all that apply:

- ☐ First Time Applicant.
- ☐ District application includes one or more Charter Schools.
- ☒ GATE operates as part of a School-Based Coordinated Program at 22 (#) sites.
- ☐ District will serve 50 or fewer GATE students.
- ☐ District intends to be part of a GATE Consortium.

Current number of identified GATE students: 950

District serves grades: K-12

### For CDE Office Use Only:

- ☐ Missing explanation of budget items.
- ☐ Budget items need further explanation.
- ☐ Indirect costs exceed 3%.
- ☐ Budget figures do not add up.
- ☐ Excessive carryover needs further explanation.
- ☐ Meets Standards 1yr 2yr 3yr 5yr
- ☐ Denied Resubmitted

Reviewer (s) \_\_\_\_\_ Date \_\_\_\_\_

[Signature]



Proposed Budget Plan for 2002-2003				Use the column below to relate your budget to your approved application. <i>Budget updates without explanations of expenditures will be returned.</i>	
Line	Code	Classification	Amount	Explanation of Budget Expenditure	
1	1000	Certificated Personnel Salaries			
2	1100	Teacher Salaries	11,000	Teacher hourly/teacher substitutes attend staff development workshops, seminars, GATE assessment testing, GATE after school instruction.	
3	1200	School Administrator Salaries			
4	1300	Supervisor Salaries	19,463	District GATE Program Director	
5	1500	Guidance and Welfare Attendance Salaries	29,872	GATE Psychologist for certification assessment.	
6	1800	Administrator Salaries (certificated non-instructional)			
7	1900	Other Certificated Salaries			
8	2000	Classified Personnel Salaries			
9	2100	Instructional Aides			
10	2200	Administrator Salaries			
11	2300	Clerical and Other Office Salaries	20,326	GATE Program Administrative Secretary	
12	2900	Other Classified Salaries (specify)			
13	3000	Employee Benefits	17,471	Benefits for Director/Psychologist/Teachers/Secretary	

**Proposed Budget Plan for 2002-2003**

Use the column below to relate your budget to your approved application.  
*Budget updates without explanations of expenditures will be returned.*

Line	Code	Classification	Amount	Explanation of Budget Expenditure
14	4000	Book and Supplies (including computer software)	65,500	Instructional materials, computer software, purchased to work with GATE students, and testing materials.
15	5000	Services and Other Operating Expenditures		Printing/periodicals/consultants/telephone fees for computer Modem/conferences.
16	6000	Capital Outlay (including computer equipment)		
17	<del>7000</del> 8998	Indirect Costs (maximum of 3%)	9,312	Mega Item
18		Amount of total proposed expenditures used for identification/testing		See line 14 description.
19		Expected GATE Apportionment	146,301	The district's GATE program provides differentiated curriculum and learning opportunities, based on the needs of students that extend students' abilities, sensitivities, judgment, thinking skill and self concepts. Professional development is planned to meet
20		<b>TOTAL PROPOSED EXPENDITURES</b>	180,301	the needs of teachers relative to GATE students.
21		2001-2002 Carryover (if any) Describe how carryover will be spent	34,000	(21) Carryover will be distributed to school sites for direct use pertaining to students. This will be identified in their school site plan.
22		Amount district adds to GATE funding from other budget sources (Transportation, facilities, teacher training, materials & staff)		

**School-Based Coordinated Programs**

If district includes GATE in any site-level School-Based Coordinated Programs (SBCPs) or Charter Schools, please list the names of the schools and the amount of GATE funds allocated to each site on the lines below. Check here if ALL schools in the district receive GATE funds as SBCP participants: \_\_\_\_\_  
**SUBMIT SECTION OF SITE PLANS PERTAINING TO GATE.**

School	GATE Funds	School	GATE Funds
Camino Real	9720	Mission Bell	2640
Glen Avon	2640	Mira Loma Middle	9000
Granite Hill	2160	Mission Middle	3360
Ina Arbuckle	3120	Pacific Avenue	2280
Indian Hills	11760	Pedley Elementary	3600
Jurupa Middle School	12240	Peralta Elementary	1920

<u>School</u>	<u>GATE Funds</u>
---------------	-------------------

Rustic Lane	3360
Sky Country	2880
Stone Avenue	5760
Sunnyslope	4440
Troth Street	4800
Van Buren	2160
West Riverside	3720
Jurupa Valley High School	10320
Rubidoux High School	12120

District Name: Jurupa Unified School District3 3  
COUNTY CODE6 7 0 9 0  
DISTRICT CODE

1 How many students have you, or do you plan to identify as gifted and talented?

950

Please check all the following service options you will use for gifted and talented students in 2002-2003.

The law requires that programs for gifted and talented pupils be planned and organized as an integrated differentiated learning experience within the regular school day. You must select one or more of the following:	Primary	Upper Elementary	Middle School	High School
Special Day Classes				
Part-time Grouping	X	X	X	X
Cluster Grouping	X	X	X	X
GATE services may be augmented with other differentiated activities related to the core curriculum. You may augment your program with one or more of the following:				
Acceleration	X	X	X	X
Independent Study / Mentorships	X	X	X	X
Pull-out				
Advanced Placement/Honors			X	X
Postsecondary Education Opportunity				X
International Baccalaureate				
After School/Saturday Classes	X	X		
Other (specify) <u>Summer Sessions</u>	X	X	X	

District Name: Jurupa Unified School District3 3  
COUNTY CODE6 7 0 9 0  
DISTRICT CODE

ANSWER THE FOLLOWING QUESTIONS. EACH RESPONSE SHOULD NOT EXCEED TWO PAGES. EXEMPLARY STANDARDS INCLUDE AND EXTEND MINIMUM STANDARDS. REFER TO THE RUBRIC AND BE SURE ALL ISSUES ARE ADDRESSED.

**1. Program Design**

How does your district provide a flexible system of program options that delivers a continuum of appropriate curricular and instructional services to gifted learners through its administrative structures and related services. These are based on student needs, interests, and abilities. Please provide a detailed summary of your plan. (EC Section 52205 d and 52206a)

**2. Identification**

How does your district develop identification procedures that are equitable and comprehensive, and does it reflect the definition of giftedness and its relationship with current state criteria? Please provide detailed information. Which of the following categories will the district use in identifying gifted and talented students? Check all that apply. [EC Section 52202; Title 5 Regulations, Section 3822]

☒ Intellectual Ability (required)☒ Creative Ability☒ Specific Academic Ability☐ Other (please describe):☒ Leadership Ability☒ High Achievement☒ Performing and Visual Arts**3. Curriculum and Instruction**

How does your district develop curriculum and instructional models that provide both differentiated curriculum and instruction on an ongoing basis, which include measures of student outcomes. (EC 52206a & 52206b)

**4. Social and Emotional Development**

How does your district establish and implement plans to support the social and emotional development of gifted learners to increase responsibility, self-awareness, and other issues of affective development? (EC 52212a-1)

**5. Professional Development**

What policy does your district have regarding in-service opportunities available to administrators, teachers and support staff who work with gifted learners with expectations for their attendance? What inservice opportunities are available? (EC 52212 sec 1)

**6. Parent and Community Involvement**

How does your district regularly encourage family and community participation in services designed for gifted and talented students? (EC 52205 sec 2f)

**7. Program Assessment**

How does your district design and implement a systematic evaluation of the value and impact of the programs and educational services that are provided for gifted students? (EC 52212 a-1)

**8. Budgets**

How does your district formulate budgets which ensure an articulated program for gifted learners that meets

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pg 6

or exceeds the state standards for gifted education? (EC 52209, 52212a-1,2,3)

2002-2003 GATE APPLICATION, p. 6

District Name: Jurupa Unified School District

3 3 6 7 0 9 0  
COUNTY CODE DISTRICT CODE

**ASSURANCES FOR SCHOOL-BASED COORDINATED PROGRAMS**

*By completing and submitting this application you have assured the California Department of Education that ALL of these are true. (Note: not applicable to district-administered programs)*

1. The school site plans have been approved by the local governing school board and are available to the public and the Superintendent of Public Instruction. [EC Section 52850]
2. Funds are used to supplement, not supplant. [EC Section 52852.5 (c)]
3. The school site council(s) has (have) developed the school site plan(s), which includes..."instructional and auxiliary services designed to meet the special needs of...gifted and talented pupils." [EC Section 52853 (a)]
4. The district's indirect cost rate is 3 percent or less of gifted and talented education funding.
5. GATE funds are used solely in support of the school site plan. [EC Section 52886 (c)]

Note: For a full description of requirements for School-Based Coordinated Programs, see Education Code Section 52800 et. seq.

District Name: Jurupa Unified School District

<u>3</u>	<u>3</u>	<u>6</u>	<u>7</u>	<u>0</u>	<u>9</u>	<u>0</u>
COUNTY CODE		DISTRICT CODE				

**ASSURANCES FOR DISTRICT-ADMINISTERED PROGRAMS**

*By completing and submitting this application you have assured the California Department of Education that ALL of these are true. (Note: not applicable to School-Based Coordinated Programs)*

1. The district makes provisions for ensuring participation of pupils in the upper range of intellectual ability. [Title 5, Section 3831 (b)]
2. The quality of existing programs for gifted and talented pupils is maintained and/or improved. [Ibid., (d)]
3. Written consent of a parent, guardian, or other person having actual custody and control of the pupil is on file with the district prior to the pupil's participation in the program. [Ibid., (f)]
4. The written plan is available for public inspection. [Ibid., (j)]
5. The district has, where appropriate, a procedure for consideration of the identification placement of a pupil who was identified as gifted or talented in the district from which the pupil transferred. [Ibid., (j)(3)]
6. The district has a procedure to inform parents of a pupil's participation or non-participation in the gifted and talented program. [Ibid., (1)(9)]
7. The district's indirect cost rate is 3 percent or less. (Ibid., Section 3870)
8. For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board concentrates part of its curriculum on providing pupils with an academic component, and, where appropriate, instruction in basic skills. (EC Section 52206c)
9. The district programs for gifted and talented pupils are planned and organized as an integrated differentiated learning experience within the regular school day. They may be augmented or supplemented with other differentiated activities related to the core curriculum using such strategies as independent study, acceleration, post secondary education, and enrichment. (EC 52206a)
10. GATE funds are used solely in support of the purposes described in EC Section 52200.
11. Each participating district shall maintain auditable records. (EC 52212b)
12. Each district shall submit a program assessment with each renewal of its GATE authorization. (52212a1)
13. Each district shall designate a GATE manager to coordinate the GATE program in accordance with the law. (ED52212a3)

# **Jurupa Unified School District**

## **GATE Application**

### **2002-2003**

#### **1. Program Design**

##### Philosophy, Goals, and Standards

The Jurupa Unified School District GATE Program is designed to provide a differentiated curriculum and varied learning opportunities, based on the assessed needs of identified students. It has been developed to extend the student's academic abilities, sensitivities, judgment, thinking skills, and self-concept. Student participation in the program is not limited by logistics, since it is offered at all sites in the district, and at every grade level. The program provides a comprehensive, accelerated, enriched, enhanced, and challenging curriculum based on rigorous academic standards. These standards are comparable to state academic content standards in terms of rigor, since they were derived from State Standards, and have been developed with the expertise of knowledgeable, qualified teachers in the district, administrators, and community members, reviewed by the District GATE Advisory Committee, and approved by the Board of Education. The program design is aligned with available funding sources at each school site and at the district level as well as through coordination of other resources available such as staff, parents, and community. These resources are coordinated at each school site through the School Based Coordinated Plan in which the goals and objectives for GATE students are directly linked to the district's Extended Standards. At the district level coordination of resources is done through the Education Services Committee (ESC), District Advisory Committee (DAC), District English Learner Advisory Committee, (DELAC), and District GATE Committee. The district GATE Advisory Committee will develop a pamphlet to be distributed to parents at the beginning of each school year. Information regarding the GATE program will be presented at back to school nights, School Site Councils (SSC), English Learner Advisory Committees (ELAC), Parent-Teacher Conferences, and other parent and community forums. In addition, a copy of the pamphlet and other information regarding the GATE program will be posted on the district web site.

##### Administrative Groupings and Structures

A range of administrative grouping options is available throughout the district including cluster grouping and part-time grouping during the school day, after-school learning opportunities, and/or the district Extended Learning Opportunities (ELO) in the summer. At the secondary level students have access to Advanced Placement and Honors classes, as well as partnership programs with local community colleges for college credit courses. Program options include the categories of creative ability, leadership, and visual and performing arts. These opportunities provide for high levels of achievement in academics and the arts, balancing cognitive and affective student growth.



### Program Articulation

An assessment of resources available to staff, parents, and community provides the basis for the JUSD GATE plan. A survey, given to all the teachers in the district, identified local expertise that will be used to plan staff development opportunities as well as the overall implementation of the GATE program. Various funding sources at the site and district levels including School Improvement, Title 1 as well as other categorical and district funds, are coordinated to maximize implementation. In order to provide resources in the area of counseling and guidance, training will be provided to staff (principals, guidance coordinators, counselors, and teachers) in providing support services to meet the unique needs of GATE students. Outside resources will be utilized through the use of consultant agreements to provide additional resources.

The JUSD GATE program provides differentiation of curriculum and instruction for gifted learners. Jurupa GATE teachers provide differentiated instruction, beginning with the district's own Extended K-12 Standards, and including, but not limited to, differentiated instruction, independent study opportunities, critical thinking activities, enrichment summer learning opportunities, interdisciplinary, thematic, and technology-based units. The program is integrated across subjects and provides comprehensive structure and sequence across grade levels K-12, thus enabling the gifted to accelerate their own learning, and ensuring continuous progress. Cooperative learning activities, group projects and flexible groupings provide for intellectual peer interaction.

The program is an integral part of the school day, but also includes the involvement of home and community. Extension activities may include civic and community professionals such as Riverside Philharmonic musicians and the University of California at Riverside Arts Bridge Scholars who are invited to present in classrooms and after school programs. Early Academic Outreach mentors from local universities provide tutoring and academic counseling for secondary students, and Youth Services Center Counselors are available at each elementary site.

The program uses flexible grouping in the classroom to meet students' assessed needs and strengthen their abilities. Pull-out programs and Extended Learning Opportunities (after-school and summer school) provide for multi-age interactions. Although, formal identification takes place beginning at third grade, K-2 students are served in the same manner, even if not formally identified.

JUSD's gifted program is articulated with the general education program through the district's overall integrated K-12 curriculum standards design, and more specifically, through the district's Extended Standards, which expand and enrich the essential grade level curriculum. This provides for continuity with the general education program and within the GATE program from one grade level to the next and throughout the entire K-12 sequence.

There are ongoing opportunities, including training, for parents to be involved in planning, implementing, and evaluating the program. Parents are an integral part of the district GATE Advisory Committee, and have been actively involved in the development of the district's GATE plan and application. Parents are asked to evaluate the program through an annual survey, to provide input into the program planning and curriculum, and are invited to participate in site programs as guest speakers, field trip chaperones, etc. Information and applications for the California Association for the Gifted (CAG) conference are made available to parents every year. Each school may also provide site based parent workshops, and/or training.

The JUSD GATE coordinator is a specialist in gifted education, with demonstrated experience and knowledge in the field, three years of which have been in the coordination of the district's GATE program. He continues his professional development in the area of gifted education through attendance at conferences, administrator institutes, Riverside County Office of Education GATE consortium meetings, and through readings of professional literature.

Jurupa's GATE teachers have demonstrated professional knowledge in gifted education, and/or are working toward a degree, credential, or certificate in gifted education. The ultimate goal of the JUSD professional development plan is to ensure that all teachers assigned to teach gifted students are certified through GATE certificate and credential programs to teach the gifted educational competencies. Outside support personnel and consultants will be identified and obtained through local universities and the Riverside County Office of Education (RCOE) GATE coordinators group.

The District GATE Advisory Committee has been actively involved in the development of the district's GATE application. This committee is composed of administrators, teachers, and parents. The plan is to add community members to this committee as well. This committee will meet on a regular basis, at least six times a year, to support the ongoing needs of the GATE program.

## 2. Identification

### Referral/Nomination

The Jurupa Unified School District offers a Gifted and Talented Education Program with equitable and ongoing identification procedures that are comprehensive and reflect the district's definition of giftedness and its relationship to current state criteria.

Administrators, teachers, and support personnel are provided training in the nomination identification process. This training includes information about the characteristics of gifted and talented learners and is specifically appropriate for each group. Referrals are sought from a variety of sources: teachers, administrators, parents, counselors and/or community members for students K-12. All children are eligible for the nomination process regardless of socioeconomic, linguistic, ethnic differences, or learning disabilities, and a data record or file is established for each nominee. Traditional and non-traditional data is also gathered, which may include individual portfolios or work

samples. Students may be reevaluated for participation with the district maintaining data on these nominees. This data is used in reassessing students from underrepresented populations to ensure equal access to the program.

#### Assessment/Identification

JUSD has developed a comprehensive, multifaceted identification criteria that includes academic achievement measures (norm-referenced and district criterion-referenced tests), other school performance indicators, performance inhibitors (environment, cultural, language, economic, health, learning disability, underachievement), behavior characteristics (teacher and parent rating surveys), intellectual assessment (Raven Standard Progressive Matrices), and talent assessments in the areas of visual and performing arts. This multifaceted criteria allows equitable accessibility to all students, including English Learners, and should result in having the district's GATE student population reflect the overall composition of the student population at each site and throughout the district.

A district committee will be formed consisting of personnel trained in gifted education to meet annually and discuss the identification process to make appropriate changes (if needed) based on the most current research. This committee will also meet on a regular basis to make final determinations on individual student eligibility for the program. At the school site, a similar committee, including the GATE coordinator, meets regularly to determine eligibility of individual candidates and to process site referrals.

Teachers and parents are notified by the site administrator in a timely manner (normally within a few days) of the results of the assessment, and are given information regarding the appeal process, including alternate assessments. Students who have been identified as gifted from another district will be reassessed, in a timely manner, and considered for identification and placement by processing their qualifications through JUSD's identification criteria at the respective school by the site GATE coordinator. Parents are notified of the results, in writing, in their primary language.

#### Placement/Participation

Gifted students may have multiple educational needs and may participate in more than one program. Placement in these differentiated programs is based on their individual needs. Parents are apprised of placement/program options and their signed parent permission form is on file.

Upon initial GATE identification, a student remains so identified as long as they are in the district. Services to these students may vary from year to year, according to individual student needs, grade level, school site, etc. Before consideration for non-participation, teaching strategies and interventions, such as summer GATE classes, are designed and implemented by trained personnel to ensure the active involvement of the students.

Before any student is considered for withdrawal from the program, a meeting will be held with the parent and student. Schools will provide identification information to the

parents, in the primary language, whenever necessary. In collaboration with the district GATE Committee, an appeal process will be developed. Information regarding the appeal process will be made available as part of the overall program design. In addition, identification information to take to another district is provided to parents upon request.

### 3. Curriculum and Instruction

#### Differentiated Curriculum: Needs/Interests/Abilities

The district has developed a plan to differentiate curriculum through the crafting of curriculum standards, K-12, aimed at an appropriate level of difficulty based on Bloom's Taxonomy, on assessed student needs, ability, and level of achievement. For gifted learners this differentiation is accomplished as an integral part of the school day on a regularly scheduled basis in addition to after-school programs and other Extended Learning Opportunities (ELO), through curriculum compacting, acceleration, and independent study. In terms of differentiated instructional practices, students are expected to demonstrate mastery of essential skills with greater depth and complexity. A needs assessment is used to determine which students are exonerated from learning that which is not developmentally appropriate to their needs, interests, or abilities, or is redundant to previously mastered learning. From the results of pre-testing (or CRT benchmarks), exonerated students are provided with learning opportunities that develop a deeper understanding of grade-level curriculum. Students are engaged in active problem-solving activities and research that requires the use of high-level thinking skills. Students are also provided with opportunities to make connections within systems of knowledge by focusing on issues, themes, and ideas. Grade-level GATE report cards document for parents the differentiation of curriculum in content, skills, and products (outcomes). School wide GATE student profile cards identifying content, skills, and product articulation will be placed in student cumulative record folder for teacher documentation of compacted curriculum.

#### Differentiated Curriculum: Structures/Resources

The district utilizes both JUSD developed curriculum standards and California State Standards. Within the JUSD standards, Extended Standards have been developed and are aligned to the core curriculum. Gifted learners are provided opportunities for differentiated instruction by compacting the core curriculum and enabling the gifted to accelerate their own learning. In addition, students are provided opportunities to pursue in-depth investigations, generate more complex answers, and produce products that are unique and novel with a higher level of understanding.

JUSD Extended Standards have been developed to provide differentiated content and performance standards for the gifted learner. Extended Standards will continue to be assessed for their effectiveness in guiding instruction, utilizing the current research and practices of Susan Winebrenner, the Javits Center, California Association for the Gifted, and other recognized experts and organizations in the field of Gifted Education. These Extended Standards are reviewed and revised annually.

Jurupa Unified School District's GATE curriculum and instruction is differentiated for gifted learners using a variety of appropriate models of teaching and instructional strategies. An emphasis is placed on instructional strategies such as Socratic dialogue and inquiry. Instructional models such as cooperative group investigations, individual learning contracts, critical thinking activities, affective education, curriculum layering, product development, self-contained clustering, and/or pull-out programs are used to meet the needs of gifted and talented learners. In addition, many schools offer after school programs. An extended learning strand is currently being offered during the districtwide summer ELO program focused on language arts and mathematics standards through thematic, interdisciplinary units. The curriculum and teaching strategies are specifically tailored to the needs and interests of the gifted learner. Current plans are to develop an augmentation to the district's criterion-referenced tests to assess student mastery of the Extended Standards.

The differentiated curriculum, as described in the curriculum standards, provides for skills mastery, content acquisition, and product development. Students are provided equal access to all components of the extended/accelerated curriculum. Students are provided opportunities for interdisciplinary and intradisciplinary products and production. A comprehensive plan for curriculum differentiation outlines how content, skills, and products are explored through depth, acceleration, complexity, personalization and novelty, and cooperative learning structures. This set of curriculum and learning principles engages students in a range of learning experiences from the concrete to the abstract, from factual to hypothetical, and from basic to extended/accelerated. As such, Jurupa Unified School District's GATE curriculum and instruction is congruent with sound educational learning research and theory, in general, and specifically in the area of gifted education.

The differentiated curriculum is provided to the gifted learner through a variety of teaching strategies and learning patterns. Students are provided with opportunities for small group and large group experiences. In addition, students are provided with opportunities to participate in both homogenous and heterogeneous settings and collaborate with teachers to develop academic tasks. Independent study opportunities are also provided. Additionally, students are provided with opportunities to complete academic tasks with various production methods that encourage the development of self-directed, in-depth inquiry. A variety of resources through GATE funding and other funding sources are provided to augment the differentiated curriculum. Augmented differentiated curriculum resource materials to supplement independent study opportunities for individual students include out-of-grade-level print, non-print materials, teacher generated units of instruction, and prepackaged advanced thematic units. The differentiated curriculum engages the academic and social/emotional development of the gifted learner. In addition, students are provided opportunities to examine ethical standards, leadership skills, responsibility to others, contributions to society, and the development of positive self-concepts.

Technology support is provided for implementing the differentiated curriculum of the gifted. Students are provided opportunities to use computers and other technology to be

integrated into the learning experience. In addition, on-line inquiry and research to enrich academic productions is made available to them. In many instances, students are also provided opportunities to develop multi-media products.

Jurupa Unified School District GATE Curriculum assessment "multiple measures" materials include benchmarks, rubrics, performance-based tasks, and criterion-referenced tests. District GATE curriculum multiple measures assessment are specific to state and district Essential and Extended Standards, specific to differentiated curriculum content and performance standards, and supplement the state's STAR testing program.

## 4. Social and Emotional Development

### Actions to Meeting Affective Needs

Teachers, administrators, and counselors will be trained in the characteristics of gifted learners and related social/emotional needs, and the development of gifted and accelerated learners. Training will also be provided in the areas of responsibility, self-awareness, leadership, achievement, decision-making and other issues of affective development. Models of training will be developed through "Supporting the Emotional Needs of the Gifted" (SENG) organization and other research based programs to better understand the nature of giftedness, and to help students reach their personal potential.

Initial assessment and documentation of emotional needs will begin with teacher/administrative referrals to the Student Study Team (SST) at school sites. Teachers will be provided with intervention strategies for at-risk students. Trained personnel will provide guidance and counseling services appropriate to the social and emotional needs of the gifted students (e.g., SENG Facilitators, Youth Services Center counselors, Student Assistance Program (SAP) counselors, Healthy Start Program, School and Community Outreach Program (SCORE), specially funded after school programs such as Fun Activities Now (FAN) Club, and others. Additionally, District based Children Protective Services Counselors are trained and available to intervene with child endangerment issues, when needed. Community resources and referrals will also be identified to provide additional interventions and support.

Gifted students are provided college and career guidance including a variety of programs and events such as "Passport to College" in association with Riverside Community College, High School College Night, as a component of High School Career Center, and the "School to Career Program". Individual school sites involve professionals from within the community in career awareness activities.

### At-Risk Gifted Students

At-risk gifted students (e.g., those who are underachieving, showing symptoms of depression, threatening suicide, and having problems with substance abuse) are provided with specific guidance and counseling services. Those services include the development of an intervention plan that addresses the related issues and problems. In addition, these students will be tracked to monitor their academic and social/emotional progress.

## 5. Professional Development

### Professional Development Opportunities Are Provided on a Regular Basis

A comprehensive professional development program is planned to provide a variety of opportunities for staff to develop and expand their knowledge of gifted and talented education. These opportunities will be provided on a regular basis and based on an annual needs assessment. They will also be tailored and differentiated on the basis of existing professional experience and expertise of the staff in the area of gifted and talented education. A key dimension of the assessment instruments to be used is a staff development survey initially created by a subcommittee of the District GATE Committee. This survey has been further refined based on suggestions from principals and the District GATE Committee. The results of this survey have been tabulated to determine the status of GATE certification within the district, to identify focus areas for future training, and to identify existing staff expertise and resources that can be used in conducting workshops and other training activities.

This survey also provides information for determining the various levels of teacher competency (novice, intermediate, advanced) and to craft a differentiated professional development plan tailored to meet the identified needs. The ultimate focus of each year's professional development will be to build capacity toward the defined competencies expected of teachers of the gifted as identified in current research literature and effective practices including SENG training. In addition, an evaluation instrument will be developed to assess the effectiveness of each training session and the overall professional development program. These evaluations will be reviewed and analyzed by the district GATE Committee and the district GATE coordinator to determine the overall effectiveness of each session and to make needed modifications for future professional development activities. Another key element in assessing the professional needs staff will be the analysis of student data and achievement results, student interests and profiles, parent surveys, and results of the overall program evaluation.

The district process to qualify teachers will include working with site administrators and personnel to encourage teachers to complete professional growth hours for credential renewals to focus on gifted education as an area of growth. The ultimate goal of the professional development plan is to ensure that teachers assigned to teach gifted students are certified through available certification programs to develop gifted education competencies. The annual survey will be used to identify which option individual teachers wish to pursue toward certification. The two main options under consideration are (1) to develop criteria and identify competencies to create JUSD's own certification, and (2) to encourage, support, and provide resources to teachers choosing to complete the GATE certification offered through institutions such as the University of California, Riverside.

The survey will also serve to identify teachers willing to informally share their expertise and successful teaching practices through the established Standards Strategy Sharing Sessions (S4) and grade level meeting and to identify teachers willing to serve as peer

coaches. In addition, a teacher from each site will be identified to serve as a trainer for their respective school, patterned after the Trainer of Trainers Model, thus, linking into the existing Literacy Training Model currently being implemented in the district.

Outside support personnel will be identified through the re-established RCOE GATE Coordinators group, possibly developing a consortium through which neighboring districts can tap into each other's expertise in the area of gifted education. In addition, outside support personnel will be obtained through local universities, such as the University of California, Riverside, and California State University, San Bernardino, as well as the State Department of Education, CAG, and other experts in the field from other organizations.

A group of peer coaches will be identified to conduct follow-up observations of activities and strategies presented during in-service presentations and other staff development activities. This information will be reviewed on a regular basis by the District GATE Committee to assist in planning future professional development.

#### Personnel Is Provided with Role Specific Training

The professional development plan will include training for administrators, counselors, and support staff designed to relate specifically to their roles and responsibilities in the GATE program, focused on the characteristics of gifted learners, district identification procedures, curriculum and instruction, social/emotional needs (including SENG training), programs, support systems available, and resources. They will be encouraged to participate with teachers in the ongoing professional development program related to gifted learners.

## 6. Parent/Community Involvement

#### Open Communication with Parents and Community

Parents will be informed of the district's GATE program, criteria, and procedures through a parent handbook (in English and Spanish) to be developed in the fall. It will be updated, as needed. Additional avenues for distributing information regarding the GATE program and general information on gifted education will include, but not be limited to, School Site Council meetings, newsletters, Back to School Nights, and GATE parent meetings. District GATE and site-level GATE committees will provide orientation and regular updates regarding the GATE program and its implementation. Products and achievements of gifted students will be shared in a variety of ways such as at parent-teacher conferences, on bulletin boards, portfolios, science fair projects, assemblies, and after-school programs.

#### District Support of Parent Advisory Committee

A copy of the district's GATE application to the state will be made available at each school site as well as at the district office. A parent representative will cosign the application.



Parents will be continuously involved in the planning and evaluation of the GATE program through feedback at parent-teacher conferences, through surveys (for elementary and secondary, in the fall), and end-of-the-year evaluations. Parents will continue to be involved in the development of the application and/or school site plans related to the GATE program at all three levels: classroom, school site, and district. Parents will participate regularly in ongoing planning by completing interest inventories, program assessment surveys, attending GATE parent meetings, GATE Advisory Committee meetings, and School Site Council meetings.

Parent participation in the GATE advisory committee will consist of at least one parent representative from each school site. They will meet at least six times per year. There will also be parent representation on a school-site level GATE advisory Committee and/or School Site Council, or other similar parent groups. The GATE advisory committee and/or School Site Council will be informed of current research in gifted education through information from the district office and/or GATE coordinator, training sessions from GATE trained teachers and posted information on the district's web site.

The district GATE coordinator will collaborate with the district GATE Advisory Committee to offer professional development opportunities to staff, parents, and community members related to gifted education. These opportunities will include information of college classes related to the GATE program, parent-teacher organizations, various workshops on gifted education, and associations for the gifted, for example, the California Association for the Gifted (CAG) and Support for the Emotional Needs of the Gifted (SENG).

Efforts will be made to ensure GATE parents on the GATE Advisory Committees (district and site-level) are an accurate representation of the student population. Typically underrepresented parents of GATE students (including those with special needs such as English Language Learners or learning disabled) will be encouraged to participate. Each school will take into account cultural dimensions and linguistic differences, and be sensitive to cultural issues. Provisions such as translators, transportation, and flexibility of meetings and time will be offered to encourage broad parent participation.

The district GATE coordinator and advisory committee will solicit community support through options such as career field trips, guest speakers, donations, sponsorships, and judges for the school site and district Science Fairs. The Jurupa Unified School District will capitalize on the talents of GATE parents by including a section on the interest inventory that will ask about hobbies, interests, or professions they might share with the students. Other resources may include financial contributions by parents or community members and volunteering time in the classroom. JUSD will attempt to establish partnerships between the GATE program and businesses/organizations. These partnerships may also include the entire school and be in the form of career mentors, teaching job skills, providing donations for school supplies and field trips, and/or similar to the adopt-a-school program.

## 7. GATE Program Assessment

### Ongoing Student and GATE Program Assessment

In addition to achievement data from the STAR testing program and JUSD's criterion-referenced tests, a Parent Survey Program Assessment has been developed to measure the progress, success, and needs of the Jurupa Unified School District GATE program. The assessment process will provide feedback and information to school sites, the district office, parents, community members, and the GATE Advisory Committee that will be used to drive the instruction, goals and standards, and curriculum of the GATE program.

The Parent Survey Program Assessment will be given to parents once a year. At the elementary level, this will be done at the end of the first quarter during Parent Teacher Conferences in November. At the secondary level, it will be mailed home the first week of November. By the first week in December, each school will forward the Parent Survey results to the district office. They will be tallied and graphed to provide districtwide data, as well as data pertaining to each individual school site. By the end of the first school week in January, this information will be forwarded to the school sites from the district office, with a copy going to the site GATE coordinators and principals. At the school site during the month of January, teachers, the site GATE coordinator, and the principal, will meet and utilize this data, along with CRT data and STAR test results, to assess their site GATE program success and needs, and to determine the course of instruction for the GATE students for the upcoming year. Meeting agendas and minutes will be forwarded to the district office by the end of the first week in February, indicating what took place at the meeting and how this data was used to drive instruction.

GATE teachers will receive a Teacher Survey once a year, during the month of May, to assess their views of the GATE program at their site, as well as the district GATE program and support. This data will be used to determine areas of teacher's expertise and needs. In turn, it will be used to assist the district in providing GATE teacher training and materials, and will be presented to the GATE Advisory Committee. In addition, teachers will have an optional Parent Survey Student Interest Inventory to send home in September. They will also have an optional end of the year Summary Survey to send home. The data from these two surveys are for site and teacher use only.

Programs for teachers, administrators, parents, and community members will be offered to further their knowledge of the needs of the GATE students. Persons evaluating the programs will be site administrators, including the district GATE Coordinator, and members of the GATE Advisory Committee. They will be provided with the expertise in this area through classes, in-services, conferences, and other staff development opportunities regarding gifted education.

A GATE student report card will be established and made available to each school site. This report card will provide parents and students with information on the student's progress in the GATE program both academically and socially. This report card will also list activities the student has participated in during the school year and filed in the

student's cumulative record at the end of the school year. The list of activities will include projects utilizing student inquiry, collaboration, and reflection in all subject areas. It will provide information so that parents, administrators, and teachers have knowledge and records of the student's achievement and capabilities.

A written program assessment report and any pertinent information from the individual school sites will be provided to the School Site Council at each school site by the GATE coordinator. The district GATE coordinator will present this information to the Instructional Council and to the GATE Advisory Committee.

Jurupa Unified School District will implement and utilize a progress report for each grade level on a quarterly basis. Teachers who have GATE students in their classes will be asked to complete a GATE progress report, including the list of activities the GATE student has participated in throughout the year. This list will be cumulative. Teachers will be provided with training in the use of the GATE progress report. Parents will be given the first GATE progress report at the time of Parent Teacher-Conferences at the elementary level, allowing parents and teachers to communicate the needs of the student in fulfilling the goals and standards of the GATE program. GATE Progress Reports will go home at the same time as the district report card for both elementary and secondary students.

District office administration will disaggregate data from the CRTs (Jurupa's Criterion-Referenced Tests), STAR assessment, the CAHSEE (California High School Exit Exam), and the direct assessment portion of the district CRT. This data will be provided to school sites on an ongoing and timely basis to assist school sites in assessing and directing their GATE programs.

Parent and Teacher surveys provide additional information that will be used to assess and direct GATE programs. The results of the Parent Survey Program Assessment will be sent home to parents in January of each year, with a cover letter explaining the process and interpreting the results. Data collected from the Parent Survey Program Assessment will be forwarded to the following constituency groups: district and school site administrators, teachers, parents, students, counselors, community members, and the Jurupa Board of Education. This written report will include an assessment of both the strengths and weaknesses of the GATE program. Individual school sites will be expected to meet and discuss this assessment in order to review their GATE program, to assess their site GATE program success and needs, and to determine the course of instruction for the GATE students for the upcoming year. In turn, school sites will submit an assessment of their school site GATE program to the district office by June of each year as part of the overall Annual Review of all programs under the School Based Coordinated Plan. Such assessment will include a plan for improvement of their program for the upcoming year. Through these procedures, GATE program assessment will be incorporated into each site's School-Based Coordinated School Plan annual revision process.

Sufficient funds will be provided from the GATE program funding and/or other resources so that program assessment will take place. Teachers and GATE Coordinators will be provided with release time and/or compensation at the appropriate hourly rate, so that they can complete the requirements of the program assessment process. Funds will be allocated, as needed, to compile and collate the data needed for program assessment. Release time and/or compensation at the appropriate hourly rate, will be provided to teachers to attend in-services, GATE Advisory Committee meetings, School Site GATE meetings, and School Site Council meetings, and other meetings as needed. Allocating such funds will allow the district personnel to conduct a regular and systematic formative and summative program assessment of the GATE program.

Program evaluation results and relevant data collected from the school sites and the Parent Survey Program Assessment will be presented to the Board of Education, the GATE Advisory Committee, the District Advisory Committee, the District English Learner Advisory Committee, and made available to all constituencies, including district and school site administrators, teachers, parents, students, counselors, and community members. The overall program assessment will be integrated into the district's systematic process for evaluating all educational programs in the district, thus incorporating existing assessment structures, procedures, and resources to provide support for conducting a quality evaluation of the GATE program.

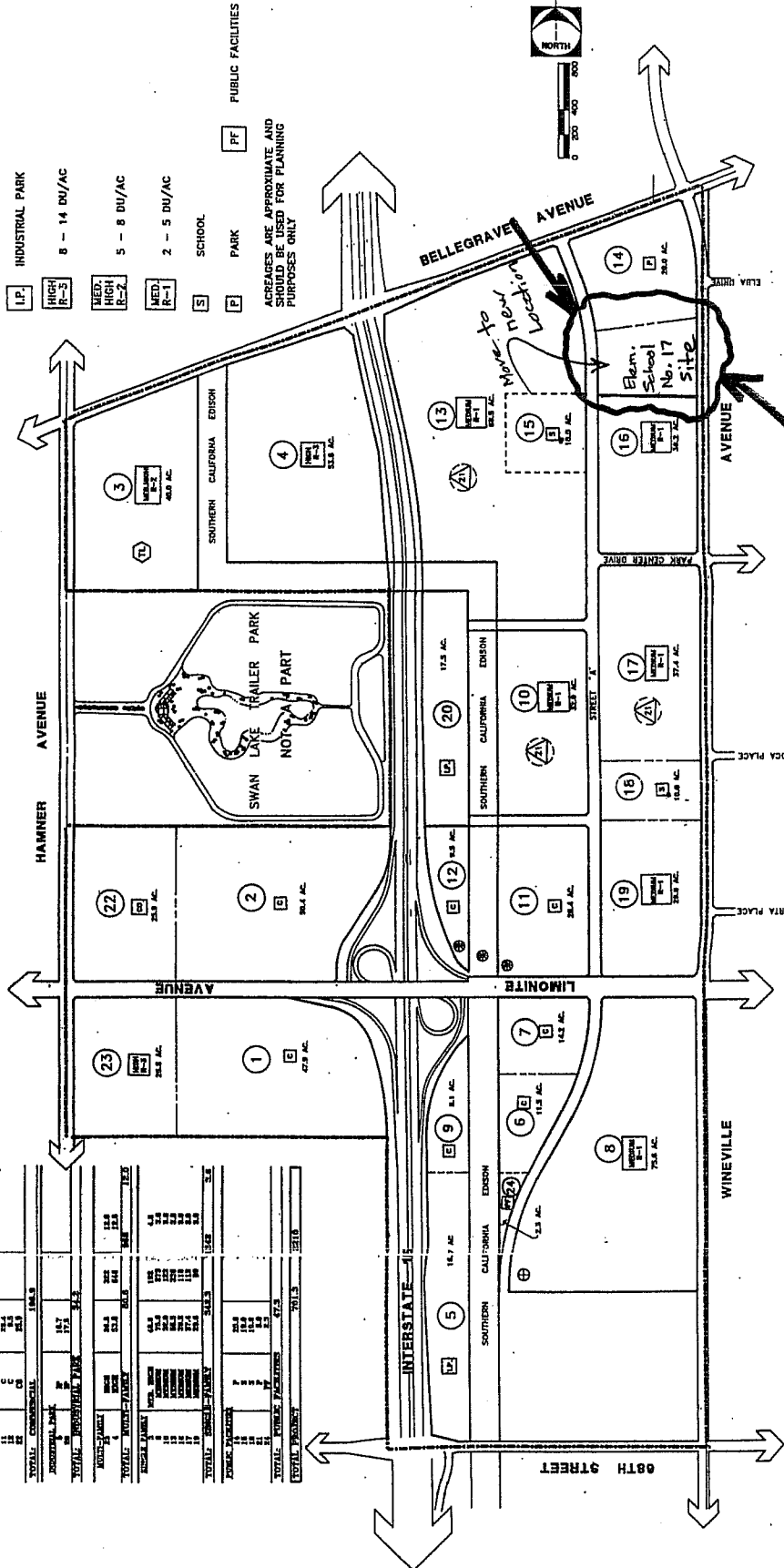
I-15 CORRIDOR SPECIFIC PLAN (APPROVED 12/22/92)

PLANNING AREA	PERCENTAGE	ACRES	UNITS	S/F PER AC
COMMERCIAL	100.00	100.00	100.00	100.00
INDUSTRIAL	100.00	100.00	100.00	100.00
RESIDENTIAL	100.00	100.00	100.00	100.00
PARK	100.00	100.00	100.00	100.00
PUBLIC FACILITIES	100.00	100.00	100.00	100.00
TOTAL	100.00	100.00	100.00	100.00

- ⊕ PROPOSED EXPANSION OF PARK & ROAD TO 5.0 AC.
- ⊕ 5 AC. COMMUNITY PARK TO BE LOCATED IN PLANNING AREAS 10, 13 OR 17.
- ⊕ 2 TOT LOTS TO BE LOCATED ONE EACH IN PLANNING AREAS 3 & 8.
- ⊕ 2.5 AC. PARK SITE TO BE LOCATED IN PA 8.

LEGEND

- CO COMMERCIAL
  - IP INDUSTRIAL PARK
  - HC HIGH DENSITY 8 - 14 DU/AC
  - MC MED. DENSITY 5 - 8 DU/AC
  - LC LOW DENSITY 2 - 5 DU/AC
  - S SCHOOL
  - P PARK
  - PF PUBLIC FACILITIES
- ACREAGES ARE APPROXIMATE AND SHOULD BE USED FOR PLANNING PURPOSES ONLY



I-15 CORRIDOR SPECIFIC PLAN LAND USE PLAN

SPECIFIC PLAN 266  
APPROVED DECEMBER 22, 1992

Jurupa Unified School District

Personnel Report #21

June 3, 2002

CERTIFICATED PERSONNEL

Regular Assignment

Teacher	Ms. Christy Coello 2751 Ridgeline Drive #103 Corona, CA 92882	Eff. August 30, 2002 Multiple Subject w/BCLAD Intern Credential
Teacher	Ms. Jaime Larsen 7345 Pico Avenue Riverside, CA 92509	Eff. August 30, 2002 Multiple Subject w/CLAD Credential
Teacher	Ms. Heidi Stoltz 4781 Brookhill Terrace Riverside, CA 92509	Eff. August 30, 2002 Multiple Subject w/CLAD Credential
Teacher	Ms. Sandy West 9028 Paddington Drive Riverside, CA 92503	Eff. August 30, 2002 Multiple Subject Credential

Temporary Assignment

Teacher	Ms. Rebecca Gomez 4750 Somerset Drive Riverside, CA 92507	Eff. September 3, 2002 through June 18, 2003 Single Subject-English Emergency Credential
Resource Specialist	Mr. Jason McMains 4210 Estrada Drive Riverside, CA 92509	Eff. August 30, 2002 through June 18, 2003 Specialist-Mild/Moderate Pre-Intern Credential

Change of Assignment

From Bilingual Resource Teacher to Teacher	Ms. Lupe Flint 5428 Cousins Place Alta Loma, CA 91701	Eff. September 3, 2002
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Extra Compensation Assignment

Adult/Alternative Education; to teach in the Independent Study program; May 16, 2002 through June 19, 2002; not to exceed eight (8) hours per week; appropriate hourly rate of pay; Funding Source: Unrestricted Resources.

Ms. Roniece Parchment

Curriculum & Instruction; to attend a formal meeting with her assigned teacher; May 14, 2002; not to exceed 1.5 hours total; appropriate hourly rate of pay; Funding Source: S.M.A.R.T.

Ms. Jean Bizot

Curriculum & Instruction; 2001-2002 school year; to serve as SMART/PAR Panel Members; appropriate annual rate of pay; Funding Source: S.M.A.R.T.

Ms. Ellen Finan  
Ms. Sandy Young

Ms. Maudie Gooden

Ms. Fran Rice-Laabs

Personnel Report #21

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Research & Categorical Projects; to work with the Standards Review Committee; May 16, 2002; not to exceed three (3) hours each; appropriate hourly rate of pay; Funding Source: Assessment/Staff Development.

Ms. Gloria Arredondo	Ms. Janice Bingenheimer	Ms. Kathleen Blakley
Ms. Helen Blanco	Ms. Joan Bosze	Ms. Andrea Cole
Ms. Lisa Cook	Ms. Anne Cox	Ms. Kristin DeFrance
Mr. Mike Dohr	Mr. Leonard Fisher	Ms. Toni Fletcher
Ms. Mary Golden	Ms. Karen Gotschall	Ms. Monica Graves
Ms. Marsha Grigsby	Ms. Dolores Hernandez	Ms. April Jacobson
Ms. Lucinda Jensen	Ms. Torie King	Ms. Karen Laskey
Ms. Lynda Lopez	Mr. Brian Mitchell	Ms. Susan Ridder
Mr. Jesus Romero	Ms. Margie Sivert	Ms. Karen Stokoe
Ms. Nancy Velasquez	Ms. Norma Velasquez	Ms. Bonnie Werner
Ms. Roxane Winemiller	Ms. Carole Zuloaga	

Research & Categorical Projects; to work with the Standards Review Committee; May 9, 2002; not to exceed four (4) hours each; appropriate hourly rate of pay; Funding Source: Assessment/Staff Development.

Mr. John Allen	Ms. Sandra Amatriain	Ms. Gloria Arredondo
Ms. Pat Balteria	Ms. Valerie Baule	Ms. Janice Bingenheimer
Ms. Kathleen Blakley	Ms. Joan Bosze	Ms. Andrea Cole
Ms. Lisa Cook	Ms. Heather Crane	Mr. John Dawson
Ms. Julia Delameter	Mr. Michael Dohr	Mr. Leonard Fisher
Ms. Lupe Flint	Ms. Janet Garcia-Hudson	Ms. Barbara Godoy
Ms. Linda Goedhart	Ms. Mary Golden	Ms. Martha Gomez
Ms. Monica Graves	Ms. Marsha Grigsby	Ms. Tracy Grogan
Ms. Denyse Hart	Mr. Bruce Hebert	Ms. Dolores Hernandez
Ms. April Jacobson	Ms. Rose Howard	Ms. Harriet Huling
Ms. Kate Jardine	Ms. Wendy Kerby	Ms. Karen Laskey
Ms. Amber Lee	Ms. Nancy Liverman	Ms. RaeAnn Magnon
Ms. Barbara Martin	Ms. Helen McNab-Blanco	Mr. Brian Mitchell
Mr. David Moberly	Mr. Jesus Romero	Ms. Margie Sivert
Ms. Arlene Stevens	Ms. Marisol Stokoes	Ms. Karen Stokoe
Ms. Nancy Velasquez	Ms. Norma Velasquez	Ms. Amy Weidman
Ms. Roxane Winemiller		

Granite Hill Elementary; to implement strategies such as cooperative learning, hands-on activities; use of graphic organizers, small group instruction, frequent checking for understanding, extended learning time, assignment modification; October 1, 2001 through June 1, 2002; not to exceed 15 hours total; appropriate hourly rate of pay; Funding Source: School Improvement Program (SIP) Grades K-6.

Ms. Brooke Thompson

Granite Hill Elementary; to supervise extracurricular enrichment activities; September 1, 2001 through June 19, 2002; not to exceed 12 hours each; appropriate hourly rate of pay; Funding Source: Unrestricted Sources.

Ms. Brooke Thompson	Ms. Kristin DeFrance	Ms. Kara Davis
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Mission Bell Elementary; to teach in the Intensive English Academy; March 1, 2002 through June 19, 2002; not to exceed 460 hours total; appropriate hourly rate of pay.

Ms. Socorro Avila	Ms. De'Ann McWilliams	Ms. Joanne Tyler
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Personnel Report #21

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Jurupa Middle School; 2001-2002 school year; extra duties; appropriate annual rate of pay.

Technology Coordinator      Ms. Veronica Capata

Substitute Assignment

Teacher      Ms. Rebekah Barela      As needed  
5974 Palencia Drive      Emergency 30-Day Permit  
Riverside, CA 92509

Teacher      Ms. Serena Cereceres      As needed  
4245 Golden Avenue      Prospective Teacher  
San Bernardino, CA 92404      Permit

Leave of Absence

Teacher      Ms. Jamie Bettencourt      Maternity Leave eff.  
2705 Amber Circle      April 15, 2002 through  
Corona, CA 91720      May 24, 2002 with use of  
sick leave benefits and  
Unpaid Special Leave eff.  
May 30, 2002 through  
June 19, 2002 without  
compensation.

Teacher      Ms. Diane Reed-Everson      Unpaid Special Leave eff.  
446 W. Jacaranda Place      September 5, 2002 through  
Fullerton, CA 92832      June 18, 2003 without  
compensation, health and  
welfare benefits or  
increment advancement.

Psychologist      Ms. Madelin Tundidor      Maternity Leave eff.  
6907 East Monaco Parkway      April 30, 2002 through  
Orange, CA 92867      June 11, 2002 with use  
of sick leave benefits.

Placement on Disability Retirement

Resource Specialist      Ms. Vicki D'Angelo      Eff. June 20, 2002  
12689 Dogwood  
Riverside, CA 92503

CLASSIFIED PERSONNEL

Change of Assignment

From Campus Supervisor      Mr. Jeff Harryman      Eff. May 28, 2002  
to Custodian      20153 Sweetbay Road      Work Year A  
Riverside, CA 92508

Regular Assignment

Activity Supervisor      Ms. Melinda Aguirre      Eff. May 21, 2002  
9723 Placer Street      Work Year F1  
Rancho Cucamonga, CA 91730      Part-time



Personnel Report #21

CLASSIFIED PERSONNEL

Regular Assignment

Activity Supervisor	Mr. Arthur DeLeon 3170 Vance Street Riverside, CA 92504	Eff. May 21, 2002 Work Year F1 Part-time
Custodian	Mr. Matthew Fuller 7216 Idyllwild Lane Riverside, CA 92503	Eff. May 21, 2002 Work Year A

Short-Term/Extra Work

Adult/Alternative Education; to work STAR testing for Independent Study; May 8, 2002; not to exceed five (5) hours total; appropriate hourly rate of pay; Funding Source: Unrestricted Resources.

Instructional Aide                      Ms. Rebekah Barela

Instructional Media Center; to assist teachers with laminating and early video orders, process new videos for teacher use, and import library orders onto the Union database; August 12-21, 2002; not to exceed 64 hours total; appropriate hourly rate of pay; Funding Source: IASA - Title I Basic Grants Low Income.

Library Technician                      Ms. Gayla Gresham

Ina Arbuckle Elementary; preparation for Strengthening Families Program; May 13, 2002 through June 30, 2002; not to exceed ten (10) hours total; appropriate hourly rate of pay; Funding Source: Other Federal Funds.

Translator/Clerk-Typist                      Ms. Gabriela Perez

Mission Bell Elementary; preparation of student health files; August 19, 2002 through September 4, 2002; not to exceed 88 hours total; appropriate hourly rate of pay; Funding Source: IASA - Title I Basic Grants Low Income.

Health Care Aide                      Ms. Susan Goodwine  
Mission Bell Elementary; assistance in preparation for opening of school; August 30, 2002 through September 4, 2002; not to exceed 24 hours total; appropriate hourly rate of pay; Funding Source: IASA - Title I Basic Grants Low Income.

Elem. Media Center Clerk                      Ms. Darlene Pierce  
Pedley Elementary; Title I attendance set up in Zangle, daily Title I attendance and Title I attendance reports on the computer; April 29, 2002 through June 20, 2002; not to exceed 50 hours total; appropriate hourly rate of pay.

Clerk-Typist                      Ms. Estelle Horner  
West Riverside Elementary; to increase parental involvement in student education through increased coordination of community resources, increased workshops made available to parents, communication with parents, and by providing assistance to parents in the form of babysitting, transportation; May 15, 2002; not to exceed six (6) hours total; appropriate hourly rate of pay; Funding Source: IASA - Title I Basic Grants Low Income.

Bil. Language Tutor                      Mr. John Curl

Substitute Assignment

Activity Supervisor	Ms. Beatriz Brooks 9921 Jurupa Road Riverside, CA 92509	As needed
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Personnel Report #21

CLASSIFIED PERSONNEL

Substitute Assignment

Cafeteria Assistant I	Ms. Carey Doyle 5170 Tom Circle Riverside, CA 92509	As needed
Activity Supervisor	Ms. Sandra Lopez 8118 Whitney Drive Riverside, CA 92509	As needed
Custodian	Mr. Stanley Reyes 3762 Packard Street Riverside, CA 92509	As needed

Termination

Translator/Clerk-Typist (Probationary)	Ms. Georgina Govea 450 Agua Mansa Grand Terrace, CA 92324	Eff. May 16, 2002
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Resignation

Activity Supervisor	Ms. Judith Charbonneau 6898 Kern Drive Riverside, CA 92509	Eff. May 17, 2002
Activity Supervisor	Ms. Sandra Lopez 8118 Whitney Drive Riverside, CA 92509	Eff. May 10, 2002

OTHER PERSONNEL

Short-Term Assignment

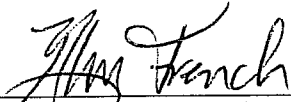
Mira Loma Middle School; to serve as Peak Load Assistance; April 18, 2002 through May 31, 2002; not to exceed eight (8) hours per day; \$10.48 per hour; Funding Source: STAR testing.

Peak Load Assistance	Ms. Yvette Kruse
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Independent Study; to serve as a Classroom Helper; May 7, 2002 through May 22, 2002; not to exceed eight (8) hours per day; \$10.48 per hour; Funding Source: Unrestricted Resources.

Classroom Helper	Ms. Velvet Tufele
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The above actions are recommended for approval:



Ellen French, Assistant Superintendent-Personnel Services

Jurupa Unified School District

Personnel Report #21

June 3, 2002

CERTIFICATED PERSONNEL

Regular Assignment

Mental Health Counselor	Ms. Isabel Cortez-Cox 31632 Haute Court Winchester, CA 92596	Eff. September 3, 2002 Pupil Personnel Services School Social Work and Child Welfare and Attendance
Teacher	Ms. Meghan Fults 902 N. Westwood Avenue Santa Ana, CA 92703	Eff. August 30, 2002 Single Subject-English w/CLAD Credential
Teacher	Ms. Joanna Milczarski 2593 Hillside Avenue Norco, CA 92860	Eff. August 30, 2002 Multiple Subject w/CLAD Credential
Teacher (SDC)	Mr. Victor Ruelas 8874 Morgan Train Drive Riverside, CA 92509	Eff. August 30, 2002 Single Subject-Social Science and Specialist- Mild/Moderate Emergency Credential

Intern Assignment

Teacher	Ms. Dawn Goldsmith 7782 Lakeside Drive Riverside, CA 92509	Eff. August 30, 2002 Single Subject-English Intern Credential
Teacher	Ms. Shelly Mendez 11643 Belmonte Road Fontana, CA 92337	Eff. August 30, 2002 Single Subject-Math w/CLAD Intern Credential

Temporary Assignment

Teacher	Mr. Chris Hunold 10991 Yunis Court Yucaipa, CA 92399	Eff. August 30, 2002 through June 18, 2003 Single Subject-Math Emergency Credential
Language, Speech & Hearing Specialist	Ms. Shawn Sauve' 3565 Rosewood Place Riverside, CA 92506	Eff. September 3, 2002 through June 18, 2003

Extra Compensation Assignment

Curriculum & Instruction: to attend a "Seeing Starts Program;" inservice; May 23, 2002; not to exceed 1 ½ hours total; appropriate hourly rate of pay.

Ms. Britta Anderson	Mr. Fred Bailey	Ms. Michelle Gleason
Ms. Mindy Gould	Ms. LaNae Maalona	Ms. Dinah Palagi

Curriculum & Instruction: to attend a formal meeting with their assigned Consulting Teachers; March 8, 2002 through May 20, 2002; not to exceed 3 ½ hours each; appropriate hourly rate of pay.

Ms. Margie Forward

Personnel Report #21

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Curriculum & Instruction; to attend a formal meeting with their assigned Consulting Teacher; October 8, 2001 through May 19, 2002; not to exceed six (6) hours each; appropriate hourly rate of pay.

Mr. Janice Bingenheimer	Mr. Leonard Fisher	Ms. Katherine Harada
Ms. Marlene Jockers	Mr. David Solorio	Ms. Kelli Wasserman

Pacific Avenue Elementary; 2001-2002 school year; to serve as the EL Site Coordinator; appropriate annual rate of pay.

Ms. Marisol Stokes

Peralta Elementary; 2001-2002 school year; to serve as an EL Facilitator; appropriate annual rate of pay.

Ms. Rose Howard

Peralta Elementary; 2001-2002 school year; to prepare and report data for Title I English Language Learners; not to exceed 17.5 hours total; appropriate hourly rate of pay.

Ms. Elva Hawkins

Substitute Assignment

Teacher	Mr. Alan Brodnax Jr. 8631 Raintree Avenue Riverside, CA 92501	As needed Emergency 30-Day Permit
Teacher	Ms. Darcie Lawson 183 W. Jackson Road San Bernardino, CA 92408	As needed Emergency 30-Day Permit
Teacher	Ms. Linda Orozco 1000 Via Pintada #2B Riverside, CA 92507	As needed Pupil Personnel Services Credential
Teacher	Mr. Robert Swank 915 E. Yale Street Ontario, CA 91764	As needed Emergency 30-Day Permit

Leave of Absence

Teacher	Ms. Jessica Sevey 5059 Quail Run Road #195 Riverside, CA 92507	Unpaid Special Leave September 3, 2002 through June 18, 2003 without compensation, health and welfare benefits or increment advancement.
Teacher	Ms. Brooke Thompson 720 W. 11th Street Corona, CA 92882	Unpaid Special Leave September 16, 2002 through December 8, 2002 without compensation, health and welfare benefits or increment advancement.

Personnel Report #21

CERTIFICATED PERSONNEL

Resignation

Teacher	Ms. Susan Kay 3680 Monroe Street #501 Riverside, CA 92504	Eff. June 20, 2002
Teacher	Ms. Monica Schalow 3700 S. Byron Corona, CA 92879	Eff. June 20, 2002

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Granite Hill Elementary; to assist in proctoring tests, ordering, inventorying, and distributing instructional materials and translating needed materials for parents; May 13-31, 2002; not to exceed 20 hours each; appropriate hourly rate of pay.

Activity Supervisor	Ms. Jodi Sarra
Activity Supervisor	Ms. Tempie Velehradsky
Activity Supervisor	Ms. Angela Elam
Activity Supervisor	Ms. Judy Charbonneau
Activity Supervisor	Ms. Dorothy Gonzalez
Bil. Language Tutor	Ms. Maritza Gonzalez
Bil. Language Tutor	Ms. Sandy Cohen
Bil. Language Tutor	Ms. Jhessenia Valenzuela
Instructional Aide	Ms. Jeanne Sadler
Instructional Aide	Ms. Deirdra Tutor

Mission Bell Elementary; to assist in record keeping pertaining to attendance, assessment and allocation of resources; August 19, 2002 through September 3, 2002; not to exceed 88 hours total; appropriate hourly rate of pay.

Clerk-Typist                      Ms. Andrea Babbe

Mission Bell Elementary; to update school library labeling system to comply with needs of Accelerated Reader Program; June 24-28, 2002; not to exceed 40 hours total; appropriate hourly rate of pay.

Elem. Media Center Clerk      Ms. Darlene Pierce

Pedley Elementary; to provide extra clerical help for attendance reports; April 19, 2002 through June 20, 2002; not to exceed 50 hours total; appropriate hourly rate of pay.

Clerk-Typist                      Ms. Estele Horner

Jurupa Middle School; Zangle training; May 14, 2002; not to exceed four (4) hours total; appropriate hourly rate of pay.

Clerk-Typist                      Ms. Melissa Samaniego

Mira Loma Middle School; to serve as a facilitator in the AsCent Program; April 24, 2002 through April 30, 2002; not to exceed five (5) hours total; appropriate hourly rate of pay.

Activity Facilitator              Ms. Josie Gaytan

Personnel Report #21

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Mission Middle School; preparation and instruction of Study Skills Class; March 20, 2002 through May 1, 2002; not to exceed seven (7) hours total; appropriate hourly rate of pay.

Mr. Chris Franz

Rubidoux High School Athletics; 2001-2002 school year; additional 10% for CIF placement; appropriate rate of pay.

Head Baseball Coach	Mr. Ray Marisnick
Assist. Baseball Coach	Mr. Jeremy Wooten
Assist. Baseball Coach	Mr. Joe Galvin
Assist. Track Coach	Mr. Jay Hammer
Assist. Track Coach	Ms. Brianna Donnelly
Assist. Track Coach	Mr. Victor Centeno
Head Swim Coach	Mr. Bryan Kendall
Assist. Swim Coach	Ms. Julia Hong
Assist. Swim Coach	Mr. David Vietch
Assist. Swim Coach	Mr. Charles Hopkins

Rubidoux High School Athletics; 2001-2002 school year; additional 20% for CIF placement; appropriate rate of pay.

Head Golf Coach	Mr. Charlie Meyerett
Head Track Coach	Mr. Bob Maimbourg
Assist. Track Coach	Mr. Steve Bennyworth

Substitute Assignment

Clerk-Typist	Ms. Georgina Govea 450 Agua Mansa Road Colton, CA 92324	As needed
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Leave of Absence

Bilingual Language Tutor	Ms. Martha Unzueta 4059 Zimmerman Riverside, CA 92505	Maternity Leave May 31, 2002 through June 21, 2002 with use of sick leave benefits.
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Resignation

Instructional Aide	Ms. Cynthia Tatum 5775 Rio Road Riverside, CA 92509	Eff. June 21, 2002
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MANAGEMENT PERSONNEL

Resignation

Elementary Principal	Dr. Kim Moore 5421 Grand Prix Fontana, CA 92336	Eff. June 28, 2002
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Personnel Report #21

OTHER PERSONNEL

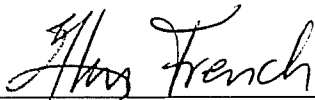
Short-Term Assignment

Independent Study; to serve as a Classroom Helper; May 7-22, 2002; not to exceed five (5) hours per day; \$10.766 per hour; Funding Source: Unrestricted Resources.

Classroom Helper

Ms. Darla Dixon

The above actions are recommended for approval:

A handwritten signature in cursive script, appearing to read "Ellen French", is written over a horizontal line.

Ellen French, Assistant Superintendent-Personnel Services

**Jurupa Unified School District  
2002 GRADUATION AND PROMOTION EXERCISES**

<u>SCHOOL</u>	<u>TIME AND PLACE</u>	<u>BOARD OF EDUCATION *</u>	<u>ADMINISTRATORS</u>
Nueva Vista High Graduation	Friday June 14, 2002, 6:00 p.m. University of California Theater	Mr. Knight	Rollin Edmunds Dr. Mason
Jurupa Middle School Promotion	Tuesday, June 18, 2002, 10:00 a.m. Jurupa Middle P.E. Field	Mrs. Burns	Ellen French
Jurupa Valley High School Graduation	Tuesday, June 18, 2002, 6:00 p.m. Jurupa Valley H.S. Football Field	Mrs. Adams Mr. Teagarden	Rollin Edmunds Dr. Mason
Mission Middle School Promotion	Tuesday, June 18, 2002, 10:00 a.m. Mission Middle School Quad	Mrs. Adams	Dr. Mason
Mira Loma Middle School Promotion	Tuesday, June 18, 2002 10:00 a.m. Mira Loma Middle School P.E. Field	Mr. Chavez	Rollin Edmunds
Rubidoux High School Graduation	Tuesday, June 18, 2002, 7:00 p.m. Edward E. Hawkins Stadium (RHS)	Mr. Chavez Mrs. Burns	Elliott Duchon Ellen French

Jurupa Valley High Awards Night	Tuesday, June 11, 2002, 7:00 p.m. Jurupa Valley High Gym
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Rubidoux High Awards Night	Thursday, June 13, 2002, 7:00 p.m. Rubidoux High School Gym
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Ò Caps and Gowns: Mrs. Adams, Mrs. Burns, Mr. Chavez, Mr. Knight, Mr. Teagarden, Mr. Edmunds, Mr. Duchon, 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.

4/25/02  
RE/bh