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 Carolyn Adams, President Mary Burns, Clerk John Chavez Sam Knight
SUPERINTENDENT Rollin Edmunds

MONDAY, APRIL 7, 2003
EDUCATION CENTER BOARD ROOM, 4850 Pedley Road, Riverside, CA 6:00 p.m.

OPEN PUBLIC SESSION 6:00 P.M.

Call to Order in Public Session (President Adams)
Roll Call: President Adams, Mrs. Burns, Mr. Chavez, Mr. Knight

HEARING SESSION 6:00 P.M.

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

CLOSED SESSION 6:00 P.M.

The Board will adjourn to Closed Session in the Board Conference Room pursuant to Government/Education Codes listed below:
LABOR NEGOTIATIONS: Pursuant to Government Code Section 54957.6, the Board will be discussing its positions regarding any matter within the scope of representation and instructing its designated representatives for negotiations with employee groups. Name of Agency negotiator: Assistant Superintendent Personnel Services. Name of Employee Organizations: National Education Association -Jurupa and California School Employees Association-Jurupa Chapter #392.
PUBLIC EMPLOYMENT: Pursuant to Government Code Section 54957, the Board will be discussing personnel matters to include public employee discipline/dismissal/release/non-renewal/ reassignment/reclassification/resignation/retirement/suspension.
STUDENT DISCIPLINE: Pursuant to Education Code Sections 48900 and 48915, the Board will be discussing Discipline Cases #03-131.
CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION: Pursuant to Section 54956.9(a): Case No. RIC 362587.

In compliance with the Americans with Disabilities Act and Government Code Section 54954.2, if you need special assistance to participate in a District meeting or other services offered by the District, please contact the Superintendent's Office at 909-360-4168. Notification at least 48 hours prior to the meeting or time when services are needed will assist the District staff in assuring that reasonable arrangements can be made to provide accessibility to the meeting or service.

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

Roll Call Student Board Members: Jacqueline Loomis, Marina Acosta

Flag Salute (President Adams)

Inspirational Comment (Mr. Chavez)

1. Report of Student Board Members

a. Welcome 2002-03 Student Board Members (Mr. Edmunds)

The Board welcomes Jacqueline Loomis, Jurupa Valley High Student Board Member, and Marina Acosta, Rubidoux High Student Board Member. Student Board Members may wish to address the Board regarding student achievements, interests, or other matters.

2. Recognition

* a. Recognize Teaching As A Priority Grant Award (Mrs. French)

The District was notified by the California Department of Education that the Teaching As A Priority Grant application submitted in November 2002 was approved for full funding in the amount of $462,195.23. The competitive grant program was created to provide school districts with teacher recruitment and retention incentives to hire and retain credentialed teachers for low performing schools.

The District grant application was written to provide signing bonuses of $4500 for each new fully-credentialed teacher hired and assigned to a District school with an API rating of 1-3, and $3000 for each new fully-credential teacher hired and assigned to a District school with an API rating of 4-5. Signing bonuses will be disbursed after the first contracted month of service.

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

b. Recognize Western Municipal Water District Mini-Grant Award (Mr. Edmunds)

The District received notification from the Western Municipal Water District that Ms. Sherine Patton and Mr. Sean Edwards, teachers at Granite Hill Elementary School, were selected to receive 2003 Water Project Grant Awards. Ms. Patton and Mr. Edwards were recognized along with 11 other teachers in Riverside County on Thursday, March 20, 2003, at the Western Municipal Water District. The 2003 Lois B. Krieger Water Project Grant Award for Educators was presented to each teacher acknowledging them for their outstanding classroom project on water. Ms. Patton's and Mr. Edwards' winning project received a grant award of $500.00 and was titled, *Project Success.* Congratulations to Ms. Patton and Mr. Edwards for their accomplishments, and a special thanks to the Western Municipal Water District for their involvement and donations to educational programs in the District. Information only.

c. Recognize "Principal-for-a-Day" Participants (Mr. Mendez)

"Principal for a Day" is a statewide program that allows community members to experience the role and responsibilities of today's principal and to network with other leaders from the community. In addition, it serves to foster cooperation and support between schools, businesses, and the community. This year, the event was held on Tuesday, March 18, 2003.

Many local business and community leaders visited schools in the Jurupa Unified School District as "Principals for a Day." Following their visit to the schools, a reception hosted by the district was held at Granite Hill Elementary School, during which participants had an opportunity to share their experiences and to receive certificates in recognition of their participation at this event. We would like to express our appreciation to all the participants, representing a variety of businesses and professions, for their participation in the district's "Principal for a Day" program.

School	Principal	Principal-for-a-Day
Camino Real Elementary	Andy Huben	Chris Folsom, Insurance Agent Loomis Insurance
Glen Avon Elementary	Susan Tibbetts	Mary Burns, Board Member Jurupa Unified School District Linda Thompson, Property Manager Jurupa Valley Spectrum
Granite Hill Elementary	Michelle Johnson	Kathy Bocian, Co-Principal Investigator ACTS, UCR Shirley Roath, Director NSF Mathematical ACTS
Ina Arbuckle Elementary	Luz Mendez	Bob Roberts, Retired Stock Broker
Indian Hills Elementary	Jackie Monestero	Jackie Maldonado, Branch Manager First Bank and Trust
Mission Bell Elementary	Angela Haick	Diane Drake, Branch Manager Glen Avon Public Library
Pacific Avenue Elementary	Todd Duncan	Tom Hilker, Beverage & Food Manager Landmark Golf Course at Oak Quarry
Peralta Elementary	Karen Salvaggio	Christina Meza, Preschool Director Jurupa Family YMCA
Rustic Lane Elementary	Humberto Lizarraga	Sean Schoeppner, Network Analyst Xerox Corporation
Sky Country Elementary	Dave Doubravsky	Dr. Mark Hanson, Professor University of California, Riverside

Stone Avenue Elementary	Caron Winston	Sunshine Warrick, Marketing Director Shakey's Pizza Gerry Lopez, Deputy District Attorney Riverside Cty. District Attorney's Office
Sunnyslope Elementary	Tammy Elzig	Tony Alvarran, Account Sales Manager Lifetouch Studios
Troth Street Elementary	Laz Barreiro	John Chavez, Board Member Jurupa Unified School District
West Riverside Elementary	Sonia Porter	Jayne Burkholder, Branch Manager Union Bank of California
Jurupa Middle School	Walt Lancaster	Carolyn Adams, Board Member Jurupa Unified School District
Mira Loma Middle School	Garry Packham	Pat Berg, Retired Food Services Director Randy Neal, President Neal Trucking, Inc.
Mission Middle School	Victor Palmer	Sam D. Knight, Sr., Board Member Jurupa Unified School District
Jurupa Valley High School	Ron Shecklen	Stacy Rossi-Kollar, Executive Director YMCA
Rubidoux High School	Jay Trujillo	Colby Cataldi, 2nd District Regional Mngr Economic Development Agency
Nueva Vista High School And the Learning Center	Mike Chalmers Paul Jensen	Lynne Craig, Board Member Riverside County Board of Education

* d. Recognize Receipt of Additional Adult Education Grant Funds (Dr. Mason)

The District was recently notified of three (3) grant awards for additional adult education funding by the California Department of Education under the *Workforce Investment Act, Title II: Adult Education and Family Literacy Act.* Listed below are the grants and the amount of each award. All grant funds are to be spent by September 30, 2003. A copy of each grant is included in the supporting documents. Information only.

- This grant is under the *Workforce Investment Act, Title II: Adult Education and Family Literacy Act, Section 225 and 231* in the amount of $20,436 and is to be used to create and/or implement technology plans.
- This grant was awarded to support the Federal 225/231 program in the amount of $7,500 under the *Workforce Investment Act, Title II: Adult Education and Family Literacy Act* for follow-up surveys for students who indicated as a primary or secondary goal to enter employment, retain employment, or enter into post-secondary education or training.
- $3,400 total funding was allocated for use in (1) case management, (2) career development, (3) recruitment, or (4) retention under *the Workforce Investment Act, Title II: Adult Education and Family Literacy Act.*

e. 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.

The Glen Avon Elementary School PTA wishes to donate $1,376.94, with the request the funds be used to pay expenses for various field trips.

Avery Dennison, of Fontana, wishes to donate 27 pallets of Avery Dennison office and classroom supplies, sheet protectors, printer paper and binders, etc., with the request they be distributed for use at Ina Arbuckle, West Riverside Elementary School and the District Offices. Value is approximately $10,000.00. In conjunction with this donation, the following persons or companies donated services to transport and unload the pallets.

Donor	Approx. Value of Service
Mr. Roy Larry (of Bloomington) tractor-trailer and time for unloading	$500.00
Engelauf Rental Equipment (of Riverside) loan of a forklift	$150.00
Mrs. Adriana Flores (of Fontana) secured loan of pallet jack & broke down pallets	$272.00
Clairemont Equipment Rentals (of Fontana) use of a pallet jack for one day	$35.00
Mr. Mike Diaz (of Fontana) operated forklift 9-hours	$450.00
Mrs. Silvana Diaz (of Fontana) securing of needed supplies and distribution	$372.00

The Pacific Avenue Elementary School PTA wishes to donate $918.58, with the request the funds be used to pay for the Reading Is Fundamental (RIF) Program.

Parents of Peralta Elementary School sixth grade students wish to donate $270.00, with the request the funds be used to pay transportation and admission expenses for a student field trip to "Performance Riverside" at Riverside City College. Parents of kindergarten students wish to donate $147.75, with the request the funds be used to pay expenses for a student field trip to the Los Angeles Zoo.

The Rustic Lane Elementary School PTA wishes to donate $2,000.00, with the request the funds be used to pay expenses for various field trip admission fees.

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 Rustic Lane Elementary School in the amount of $214.32. The funds will be used to help pay for instructional materials.

Parents of Van Buren Elementary School first grade students wish to donate $365.00, with the request the funds be used to pay expenses for a student field trip to a concert at Citrus College ($141.00) and to a Charlotte Diamond Concert ($224.00). Parents of second grade students wish to donate $360.00, with the request the funds be used to pay expenses for a student field trip to "Performance Riverside" at Riverside City College.

Mr. Sheldon Lisker, a resident, wishes to donate $100.00, with the request the funds be used to pay expenses for the Rubidoux High School Junior Class Trip.

SBC, through an Employee Giving/United Way Campaign, wishes to donate $150.00, with the request the funds be used to benefit Rubidoux High School. The funds will be used to pay for student incentives.

Ms. Sally Thomas, a resident, wishes to donate $100.00, with the request the funds be used to purchase supplies for the Teen Center at Rubidoux High School.

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

3. Administrative Reports and Written Communications

a. Review Tentative Schedule for 2002-03 Graduation & Promotion Ceremonies (Mr. Edmunds)

Jurupa Valley Awards	June 10, 2003	7:00 p.m.
Rubidoux Awards	June 12, 2003	7:00 p.m.
Nueva Vista High	June 12, 2003	6:00 p.m. (UCR Theater)
Jurupa Valley High	June 17, 2003	6:00 p.m.
Rubidoux High	June 17, 2003	7:00 p.m.
Jurupa Middle	June 17, 2003	10:00 a.m.
Mira Loma Middle	June 17, 2003	10:00 a.m.
Mission Middle	June 17, 2003	9:30 a.m.

b. Other Administrative Reports and Written Communications (Mr. Edmunds)

4. Public Verbal Comments

This communication opportunity is included on the Agenda of each regular Board meeting so citizens can make suggestions or identify concerns about matters affecting the School District or request an item to be placed on a future agenda. The Jurupa Unified School District Board of Education encourages and invites the public to comment on items listed on its agenda or on matters within its subject jurisdiction. To help conduct the business of the Board in an orderly fashion, we request as follows:

(a) If you would like to address the Board, please fill out a speaker card located on the table at the back of the Board Room and when completed, hand your card to the Superintendent's Assistant. Please submit your card at the start of the meeting. You are not, however, required to provide the information requested in the speaker card. If you choose not to provide this information, please inform the Superintendent's Assistant of your desire to address the Board prior to the start of the meeting. In this case, the Superintendent's Assistant will write a number on your card so that the Board President may call on you at the appropriate time.

(b) The Public Comment section of the Agenda is the time and place for members of the public to make comments or request that an item be placed on a future agenda, unless otherwise determined by the Board President.

(c) Generally, individual speakers will be limited to five continuous minutes. Depending on the number of items on the Agenda and the number of speaker cards, the Board President may establish shorter time limits for speakers. Speakers may not yield their time to others. The Board may terminate public comments when such comments become repetitious or when time is required by the Board for other business.

(d) Please wait until the Board President calls you to the microphone to speak. Unless recognized by the Board President, members of the public are requested to refrain from comment so as not to disrupt the Board's business.

(e) Under the provisions of the Brown Act, the Board is prohibited from taking action on oral requests not listed on the Agenda but the Board may refer the matter to staff or to a subsequent meeting.

5. Board Member Reports and Comments

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

ACTION SESSION

A. Approve Routine Action Items by Consent

Administration recommends the Board approve/adopt Routine Action Items A 1-8 as printed.

* 1. Approve Minutes of March 17, 2003 Regular Meeting

* 2. Disbursement Orders (Mrs. Lauzon)

* 3. Purchase Orders (Mrs. Lauzon)

* 4. Agreements (Mr. Duchon)

* 5. Affirm Approval for a Non-Routine Student Field Trip Request from Jurupa Valley High (Dr. Mason)

Mr. Brian Kantner, Jurupa Valley High School teacher, requested approval to travel to Modesto Junior College with five students on Friday, March 28 through Saturday, March 29, 2003. The purpose of the trip was to provide students an opportunity to participate in career development events for FFA. Travel was provided by district vehicle, staff members provided supervision, lodging was at a local motel, and **costs were paid by donations**. Due to the timing of the trip information, it was not possible for this request to meet the timeline for submitting Board agenda requests. Administration has been assured that no student will be denied an opportunity to participate in this activity due to the lack of funds. A copy of the Non-Routine Student Field Trip Request is included in the supporting documents. Administration requests that the Board affirm approval for Mr. Brian Kantner to travel to Modesto Junior College with five students on March 28-29, 2003 to participate in career development events for FFA.

* 6. Affirm Approval for Non-Routine Student Field Trip Request from Rubidoux High (Dr. Mason)

Ms. Diane Parker and Ms. Rhonda Fuller, Rubidoux High School teachers, requested approval to travel to Fresno with eight students on Saturday, April 5 through Tuesday, April 8, 2003. The purpose of the trip was to provide students an opportunity to participate in leadership training and serve as voting delegates at the State FFA Conference. District vehicles provided travel, staff members provided supervision, lodging was at a local motel, and **costs were paid through the FFA Account**. Due to the timing of the trip information, it was not possible for this request to meet the timeline for submitting Board agenda requests. Administration has been assured that no student was denied an opportunity to participate in this activity due to the lack of funds. A copy of the Non-Routine Student Field Trip Request is included in the supporting documents. Administration requests that the Board affirm approval for Ms. Diane Parker and Ms. Rhonda Fuller to travel to Fresno April 5-8, 2003 with eight students to participate in leadership training and serve as voting delegates at the State FFA Conference.

* 7. Approve Non-Routine Student Field Trip Request from Jurupa Valley High (Dr. Mason)

Mr. Jose Araux, teacher at Jurupa Valley High School, is requesting approval to travel to northern California colleges (Santa Barbara to Chico) with 24 students in the Junior Class on Monday, April 21 through Thursday, April 24, 2003. The purpose of the trip is to develop an appreciation, knowledge, comprehension, and critical thinking skills that will enrich and reinforce academic and cultural literacy in preparation for admission to a 4-year college after graduating from Jurupa Valley High School. Supervision will be provided by other staff members, Mr. Carlos Moreno, Ms. Lauretta Cortez, and parent volunteer/chaperone, Mrs. Livier Nunez. **All related expenses have been paid out of the AVID Categorical account or the AVID Student Trust account**. Students will pay for their own meals. A bus has been chartered to provide transportation. Administration has been assured that no student will be denied an opportunity to participate in this activity due to the lack of funds. A copy of the Non-Routine Student Field Trip Request is included in the supporting documents. It is recommended that the Board approve the Non-Routine Student Field Trip Request from Mr. Jose Araux to travel to northern California colleges (Santa Barbara to Chico) with 24 students in the Junior Class on Monday, April 21 through Thursday, April 24, 2003.

* 8. Approve Non-Routine Student Field Trip Request from Jurupa Valley High (Dr. Mason)
Mr. Dale Fullerton, Jurupa Valley High School teacher, is requesting approval to travel to various colleges in central and northern California with fifteen students on Thursday, April 24 through Sunday, April 27, 2003. The purpose of the trip is to provide students an opportunity to visit college campuses. Staff members will provide supervision, district vehicles will provide transportation, lodging will be at local motels, and **costs will be paid by donation**. Administration has been assured that no student will be denied an opportunity to participate in this activity due to the lack of funds. A copy of the Non-Routine Student Field Trip Request is included in the supporting documents. It is recommended that the Board approve the Non-Routine Field Trip Request from Mr. Dale Fullerton to travel to various colleges in central/northern California with 15 students April 24-27, 2003.

* **B. Select Process to Fill School Board Vacancy, Trustee Area 1** (Mr. Edmunds)
As reported at the last meeting, Board member Mr. Ray Teagarden submitted an official letter of resignation from his Board of Education seat on March 12, 2003 to be effective on April 1, 2003. Mr. Teagarden's letter of resignation was forwarded to the Riverside County Superintendent of Schools, Dr. David Long, and received on March 18, 2003. A copy of Mr. Teagarden's letter as well as a letter from Dr. Long outlining the process for filling the Board vacancy are included in the supporting documents.

As outlined in Dr. Long's letter and pursuant to Education Code Section 5091(a), the Board has two options for filling the vacancy: (1) order an election, or (2) make a provisional appointment to fill the vacancy within 60 days. The 60-day period for the Board to act commences with the date the resignation was filed with the County Superintendent of Schools, March 18, 2003, and ends on May 17, 2003. However, the vacancy occurs on the deferred effective date of April 1, 2003. If the Board does not either order an election or make a provisional appointment, the County Superintendent of Schools shall call an election to fill the vacancy after the prescribed 60-day time period has passed.

OPTION 1 – PROVISIONAL APPOINTMENT
The Board may make a provisional appointment to fill the vacancy. The appointee will have all the powers and duties of a governing board member conferred upon him/her immediately following the appointment according to Education Code 5091(d). A person so appointed to fill the vacancy would hold office until the November 2004 election, which is the next regularly scheduled election for governing board members. The person elected at that election would hold office for the remainder of the term in which the vacancy has occurred, in this case November 2006.

There is no process outlined in the Education Code for how a provisional appointment is made. The Board could decide to make an appointment this evening; however, administration recommends that if the Board decides to make a provisional appointment, a process similar to the process used in the past should be followed. This process would require candidates to submit applications consisting of a brief questionnaire, resume, statement of qualifications, and any letters of recommendation. Candidates must reside in Trustee Area 1. If the Board selects this option, in order to complete this process, a proposed timeline to meet the legal requirements is as follows:

* **B. Select Process to Fill School Board Vacancy, Trustee Area 1** (Mr. Edmunds)
(Continued)

- Tuesday, April 8, 2003 through Thursday, April 24, 2003 at 4:30 p.m. - Applications are submitted to the Superintendent's office, 4850 Pedley Road, Riverside, CA 92509.

- Friday, April 25, 2003 – Administration would verify that applicants are registered voters residing in Trustee Area 1, candidates would be announced, and copies of all application materials sent to Board members for review.

- Monday, May 5, 2003 – Candidates would be interviewed, and the Board would make a provisional appointment.

Pursuant to Education Code 5091, the District would within 10 days of the provisional appointment post notices of both the actual vacancy or the filing of a deferred resignation and also the provisional appointment in three public places in the District and publish a notice in the local newspapers.

Education Code 5091(c) further stipulates that if a provisional appointment is made, registered voters of the District, within 30 days from the date of the appointment, may petition for the conduct of a special election to fill the vacancy. The petition must be signed by 1 ½% of the number of registered voters at the time of the last regular election of the governing board, which was 27,168 voters. The petition must then be submitted to the County Superintendent of Schools, who must determine within 30 days whether the petition is legally sufficient; if it is, the provisional appointment is terminated and the County Superintendent must call a special election no later than the 120th day after the determination. However, if the regular election date occurs between the 120th and the 150th day following the determination, the county superintendent of schools may call the special election to be conducted on the regular election date. The cost for a special election is estimated at $35,318.00. If the election could be consolidated with the general election, the cost would be $24,500.00. The person elected as a result of this special election would serve until November 2006.

OPTION 2 – ORDER AN ELECTION

The Board may decide to order an election pursuant to Education Code 5091(b). It shall be held on the next regular election date provided that the regular election date is not less than 130 days after the vacancy. If the Board orders an election, it would be held in November 2003, the cost would be approximately $24,500.00, and the term would be through November 2006. The Board seat would remain vacant until the election.

Following discussion, administration recommends the Board select one of the following options to fill the current vacancy in Trustee Area 1: (1) a provisional appointment, (2) order an election, (3) take no action at all and allow the County Superintendent to order an election after the 60-day time period has elapsed.

C. Consider Scheduling Special Board Meeting on Budget Development (Mr. Edmunds)

As the Board is aware, the State is experiencing a severe fiscal crisis projected to amount to a $34 billion dollar shortfall in tax revenues in the current year 2002/03 and budget year 2003/04. The Board will need to adopt its budget for 2003/04 prior to June 30, 2003. The Board has already taken a number of preliminary and precautionary cost reduction measures; however, the development of next year's budget will involve establishing clear priorities for implementation of a broad range of expenditure reductions.

At the March 17, 2003 meeting, President Adams asked administration to develop a process for public input in the budget. Administration believes that the best way to accomplish this is to schedule a special board meeting to serve as a public forum in developing the 2003/04 budget. It is recommended that the special meeting be held on Monday, April 14, 2003. At that meeting, administration will present an overview of the budget process, the current budget, and target reductions in 2003/04. Following the budget overview, administration suggests that a forum be provided to gather public input regarding budget reductions.

Administration recommends that the Board consider scheduling a Special Board Meeting on April 14, 2003 to provide an overview of the budget and gather input from the public regarding the 2003/04 Budget.

D. Hear Staff Report On Mid-Year Budget Cuts and Reductions for the 2003/2004 Fiscal Year (Mr. Duchon)

On March 3, 2003, the Board approved a conceptual plan to retain options to balance the District's budget pending additional information on the State Budget. At that time, the Board authorized layoff notices to be sent to certificated employees to comply with the March 15, 2003 legal deadline. Since then, the Governor has signed SB 18X (Chesbro). This bill makes mid-year reductions to the State budget. These are accomplished through a series of adjustments, cuts and deferrals summarized below:

- P-2 Apportionment of $1.087 billion dollars is shifted from June 25 to July 2 for this year and future years.
- The Instructional Materials Block Grant is reduced by $103 million dollars.
- The Peer Assistance and Review Program is reduced by 25%.
- The requirement for the deferred maintenance program match is suspended.

The current year impact on the District is minimal. We will receive the following reductions and deferrals:

- We will receive our Second Principal Apportionment in July, next fiscal year, instead of June. SB 18X allows us to book this as a receivable without an audit finding.
- We will receive a reduction of $335,285.00 in the Instructional Materials Block Grant. However, the requirement to purchase textbooks this year has been suspended.
- The PAAR Program funding will be reduced by $63,697.00. However, carryover will allow us to continue to operate the program this year.

D. **Hear Staff Report On Mid-Year Budget Cuts and Reductions for the 2003/2004 Fiscal Year**
(Continued) (Mr. Duchon)

Based on the above, we are now looking toward the development of next year's budget. We have new information that should be helpful as we plan the reductions needed for next year's budget.

1. SB 18X, the State's mid-year budget corrections, will have minimal effect on the current year's budget. This is markedly different from the Governor's proposal that could have cut this year's budget by $4 million dollars.

2. All applications for the SERP (Supplemental Early Retirement Plan) have now been submitted. There is a seven-day period in which they may be retracted; that period ends April 9.

3. School Services of California has advised districts regarding approximate budget reductions. These are:

- 0% COLA.
- Reductions of up to $100 per student in unrestricted funds.
- Reductions of up to $150 per student in categoricals. Further, School Services advises that categorical cuts will likely effect specific programs and $100 per student across the board is unlikely.

Given the above, Administration is continuing to review the budget to identify up to $4 million dollars in potential reductions in the unrestricted General Fund. Proposed reductions will be brought to the Board for approval after the Special Board Meeting on the budget.

Administration recommends planning for the following:

1. The District sets the following budget reduction targets:

- Unrestricted general fund - $4 million dollars based on $100 per student, equaling $2 million dollars and approximately $2 million dollars due to 0% COLA.
- Make no additional categorical program cuts at this time, but continue to retain categorical flexibility to the extent allowed by law and regulations. Reductions in categoricals can be made only after the State budget is signed.

2. Continue to hold amounts in restricted reserves equal to deferrals in SIP, supplemental grants, and EIA, with the exception of those funds used in pupil transportation.

3. The lobbyist for the Riverside County Schools Advocacy Association indicates that the Legislature is trying to provide school districts with information that will help in the development of next year's budget by the end of April. Such information will be crucial to the Board's budget decisions.

4. The Board should adopt specific budget reductions in May to allow staff the opportunity to analyze these prior to adoption of the district budget on June 16. Information only.

* E. **Approve Submittal of Intent to Participate in Community-Based English Tutoring (CBET) Program** (Dr. Mason)

Currently the district participates in the Community-Based English Tutoring (CBET) Program. However, districts must apply annually to continue participation as authorized by *Education Code* Sections 315 and 316, which were enacted by Proposition 227 in June of 1998. Funding is allocated on a formula basis utilizing the results of the most recent R-30 Annual Language Census, approximately $35 per English learner. Administration is requesting approval by the Board to submit a Letter of Intent to participate in the CBET Program in 2003/2004. A copy of the application is included in the supporting documents.

It is recommended that the Board approve the submittal of a Letter of Intent to participate in the CBET Program in 2003/2004.

* F. **Adopt Resolution #03/37, Amending and Adopting Local Guidelines for Implementing California Environmental Quality Act (CEQA)** (Mr. Duchon)

During the 2002 Legislative Session, the Governor signed several changes to CEQA into law. There were also changes in case law. These changes are reflected in the provisions in the District's Guidelines for Implementing CEQA. The District's counsel, Best, Best, & Krieger LLP, prepared the 2003 Local Guidelines for Implementing CEQA that are provided in the supporting documents for Board members. The Guidelines are available for public review in the Superintendent's Office.

Administration recommends that the Board adopt Resolution #03/37, Amending and Adopting Local Guidelines for Implementing the California Environmental Quality Act (CEQA).

* G. **Approve Purchase of Twelve 12X40 Restroom Portable Buildings for Measure C, Campus Improvement Projects** (Mr. Duchon)

As part of the ongoing Campus Improvement projects outlined in Measure C, the district will be purchasing and installing eleven (11) student restroom portables at various school sites throughout the district and one student/staff restroom portable at Rubidoux High School. The installation of the restroom portables will take place during the months of July and August 2003. The portables will be purchased utilizing Brawley Union High School District's piggyback Bid #01-9 awarded to Aurora Modular Industries. The quantity-discounted cost of the portables is $60,770.00 for the student restroom portables, and $68,540.00 for the student/staff restroom portable, for a total cost of $737,010.00.

This is a Measure "C" Phase II project scheduled for the summer of 2003 and Measure "C" Funds will be used to pay for the portables. A copy of the sites designated for restroom portables is included as a supporting document. Board policy requires that purchases in excess of $12,000.00 be presented to the Board for approval. Administration recommends the Board authorize Administration to purchase 12 restroom portable buildings for a total cost of $737,010.00 utilizing the Brawley Union High School District piggyback Bid #01-9, awarded to Aurora Modular Industries.

H. **Act on Student Discipline Case (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 the following discipline case subject to corrections and changes resulting from review in Closed Session.

EXPULSION:

1. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#03-131** for violation of Education Code Sections 48900 (a2), (k) and 48915 (a5), (b), (e) for the Spring Semester 2003 and Fall Semester 2003; 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 ***S**chool and **C**ommunity **O**ut**R**E**a**ch **T**eam (SCORE)*) for follow-up. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 20, 2004.

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

* **I. Approve Personnel Report #17** (Mrs. French)

Administration recommends approval of Personnel Report #17 as printed subject to corrections and changes resulting from review in Closed Session.

J. Review Routine Information Report

* 1. Read Unadopted Minutes of District English Learners Advisory Committee Meeting #2 (Dr. Mason)

The Unadopted Minutes of the District English Learners Advisory Committee (DELAC) Meeting #2 for the Consolidated Application is included in the supporting documents. Information only.

* 2. Read Unadopted Minutes of District English Learners Advisory Committee Meeting #3 (Dr. Mason)

The Unadopted Minutes of the District English Learners Advisory Committee (DELAC) Meeting #3 for the Consolidated Application is included in the supporting documents. Information only.

3. Announce Location for Site and District "Teacher of the Year" Ceremony (Mr. Edmunds)

Each year, the District acknowledges the many accomplishments of Jurupa's teachers. This year's recognition ceremony, honoring the twenty-three (23) teachers that were nominated as their respective site's "Teacher of the Year," will be held at the **April 21, 2003 Board meeting at Mira Loma Middle School in the Multi-Purpose Room at 7:00 p.m.** Also at this meeting, the District's "Teacher of the Year" nominees will be announced to continue as participants in the Riverside County "Teacher of the Year" competition. Information only.

ADJOURNMENT

GRANT AWARD

AO-400 (9/98)

Return to:
California Department of Education
Curriculum Leadership Unit
1430 N Street, Suite 2401
Sacramento, CA 95814

CDE GRANT NO.			
FY	PCA	VENDOR NO.	SUFFIX
02	24123	6709	00
CNTY	NON-SACS INCOME ACCT	SACS CODES	
		Resource	Revenue Object
33	8590	6265	8590

Grantee	Attention	Telephone No.	
Jurupa Unified	Rollin Edmunds. Superintendent	909-360-4168	
Address	**City**	**State**	**Zip**
3924 Riverview Dr.	Riverside	CA	92509-6611

AWARD INFORMATION				CDE USE ONLY	
	Original/Prior Amendments	Amendment No. N/A	Total	State Index	0650
Grant Amount	$462,195.23	$	$462,195.23	Project W/P	
Award Dates	Starting: March 1, 2003	Ending: June 30, 2004		Federal Catalog No.	

I am pleased to inform you that Jurupa Unified is being awarded a Teaching As A Priority local assistance grant in the amount of $462,195.23 to recruit and retain fully credentialed teachers to teach in low performing schools.

The following special conditions apply:

1. The district shall meet the stated activities as indicated in the 2002-03 application and budget as approved by the California Department of Education (CDE). The CDE staff shall monitor evidence of progress in accordance with the funded application.

2. The district shall use block grants to provide incentives to attract and retain fully credentialed teachers at low-performing schools ranked in deciles 1-5 on the Academic Performance Index (API), with the target of reducing the number of teachers on emergency permits and waivers. Incentives may include, but are not limited to, signing bonuses, improved work conditions, teacher compensation, and housing subsidies. (Education Code 44735, Chapter 3.36)

3. The district shall maintain program records specific to each eligible school, regarding the number of teachers by credential type; types of recruitment and retention incentives the district is providing; number of teacher participating; costs of incentives; and effectiveness of the program for reducing the number of teachers on emergency permits and waivers.

4. Program funds are for the amount indicated under the "Award Information" above. All expenditures must be related to the activities stated in your approved application and budget. No less than the amount of funding generated by pupils enrolled in schools ranked in deciles 1, 2, and 3 shall be expended in those schools. Grant awards must supplement, not supplant, existing efforts to recruit and retain fully credentialed teachers.

5. All approved program funds for the 2002-03 grant must be legally obligated or expended by June 30, 2004. Encumbrances may be made at any time after the beginning date of the grant (March 1, 2003). The district shall submit an End-of-Year Expenditure Report (Attachment D) specifying how these funds were expended. The expenditure report is due to the CDE by July 31, 2004.

6. Expenditures shall comply with all applicable provisions of federal, state and local rules, regulations, and policies relating to the administration, use and accounting for public school funds including, but not limited to, the Education Code of the State of California.

7. The district shall comply with the enclosed General Assurances (Attachment C). The enclosed Certification of Acceptance of Grant Conditions (Attachment A) and the Drug-Free Workplace Certification (Attachment B) forms must be signed and returned within 10 days after receipt of this letter to David Almquist, Analyst, Curriculum Leadership Unit, 1430 N Street, Suite 2401, Sacramento, CA 95814. Upon receipt of these forms, the first payment of your grant funds will be released. **Please allow six to eight weeks for processing your payment.**

8. Funds will be released in two (2) payments: a payment of 75 percent will be provided upon receipt of the required forms (see Condition 7) and the final 25 percent payment will be made after receipt and approval of the End-of-Year Expenditure Report (see Condition 5). The final payment may be subject to reduction based upon the information provided in the final expenditure report.

9. The district shall maintain clear and auditable records of expenditure of funds and provide unencumbered access to all fiscal and program reports to CDE representatives.

10. Should the district choose to terminate its participation in the program, a 30-day written notice is required. The final expenditure report is due to the CDE within 30 days after program cessation. All unexpended funds will be returned to the CDE upon receipt of a billing.

11. Failure to comply with these conditions may result in suspension of payments under the grant award or termination of the grant award or both. The district may be ineligible for award of any future state grant awards, if the CDE determines that the district violates the certification by failing to carry out the requirements as noted in the activities indicated in the 2002-03 approved application and budget. Also, failure to comply with the conditions of this grant may result in a billing from the CDE for the entire amount of any grant funds advanced.

12. **This award is made contingent upon the availability of funds.** You should be aware that the State Legislature is currently considering numerous proposals, including those made by the Governor, in light of the State's current budget crisis. Many of these proposals could potentially reduce and/or defer funds available for this award. **This is to advise you that if the legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.**

For information concerning this letter or fiscal questions, please contact David Almquist, Analyst, at (916) 324-5686 or e-mail <*dalmquis@cde.ca.gov*>. For program questions, please contact Sandra Frank, Consultant, at (916) 323-5505 or e-mail <*sfrank@cde.ca.gov*>, or Robert Cervantes, Administrator I, at (916) 323-6127 or e-mail <*rcervant@cde.ca.gov*>.

Sincerely,

JACK O'CONNELL

cc: District Fiscal Office

Enclosures: Certification of Acceptance of Grant Conditions (Attachment A)
Drug-Free Workplace Certification (Attachment B)
General Assurances (Attachment C)
End-Of-Year Expenditure Report (Attachment D)

RECEIVED

MAR 18 2003

JURUPA UNIFIED SCHOOL DISTRICT
SUPERINTENDENT

GRANT AWARD

AO-400 (9/98)

Return to:

California Department of Education
Education Support Systems Division
Adult Education Office
660 J Street, Suite 400
Sacramento, CA 95814

CDE GRANT NO.			
FY	PCA	VENDOR NO.	SUFFIX
02-03	See below	67090	
CNTY	NON-SACS INCOME ACCT	SACS CODES	
		Resource	Revenue Object
33	8290	See below	8290

Grantee **Jurupa Unified School District**	Attention **Rollin Edmunds, Superintendent**	Telephone No. (909) 360-4168	
Address **4850 Pedley Road**	City **Riverside**	State CA	Zip 92509

AWARD INFORMATION				CDE USE ONLY	
	Original/Prior Amendments	Amendment No.	Total	State Index	0410
Grant Amount	$20,436		$20,436	Project & W/P	See below
Award Dates	Starting: January 1, 2003	Ending: September 30, 2003		Federal Catalog No.	84.002A

WORKFORCE INVESTMENT ACT, TITLE II: ADULT EDUCATION AND FAMILY LITERACY ACT, SECTION 225 AND 231

FY 2002-2003 TECHNOLOGY PLAN FOR 225/231 AGENCIES

Program	PCA	Project & W/P	Resource	Total Technology Plan Award
225 State Institutions	13971	38 02	3940	-
225 County Jail Programs	13972	38 02	3940	-
231	14302	39 02	3911	$20.436
			Grand Total	$20,436

In order to be approved for these technology-related funds, you must submit for approval a technology plan and budget by May 5, 2003. Awarded funds must be used to support the creation and/or implementation of your federal 225/231 technology plan and must be spent by September 30, 2003. For further information refer to the FY 2002-2003 225/231 Technology Plan and Implementation Grant Guidelines. All funds must be spent in accordance with all applicable state and federal rules and regulations and under the same general assurances attested to in your Workforce Investment Act, Title II: Adult Education and Family Literacy Act – Section 225 and 231 fiscal year 2002-2003 application.

CERTIFICATION OF ACCEPTANCE OF GRANT CONDITIONS AND GENERAL ASSURANCES

On behalf of the grantee named above, I accept this grant award. I have read the conditions contained in this grant notification letter, and I agree to comply with all requirements as a condition of grant funding.

Printed Name of Authorized Agent	Title	Telephone No. ( )
Signature		Date
Printed name of State Superintendent of Public Instruction **JACK O'CONNELL**		Telephone No. (916) 322-2175
Signature Jack O'Connell		Date 3/5/03

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pg. 1

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MAR 1 7 2003

JURUPA UNIFIED SCHOOL DISTRICT
SUPERINTENDENT

GRANT AWARD

AO-400 (9/98)

Return to:

California Department of Education
Education Support Systems Division
Adult Education Office
660 J Street, Suite 400
Sacramento, CA 95814

CDE GRANT NO.			
FY	PCA	VENDOR NO.	SUFFIX
02-03	See below	67090	
CNTY	NON-SACS INCOME ACCT	SACS CODES	
33	8290	Resource: See below	Revenue Object: 8290

Grantee: **Jurupa Unified School District**	Attention: **Rollin Edmunds, Superintendent**	Telephone No.: **(909) 360-4168**	
Address: **4850 Pedley Road**	City: **Riverside**	State: **CA**	Zip: **92509**

AWARD INFORMATION				CDE USE ONLY	
	Original/Prior Amendments	Amendment No.	Total	State Index	0410
Grant Amount	$7,500		$7,500	Project & W/P	See below
Award Dates	Starting: January 1, 2003	Ending: September 30, 2003		Federal Catalog No.	84.002A

WORKFORCE INVESTMENT ACT, TITLE II: ADULT EDUCATION AND FAMILY LITERACY ACT, SECTION 225 AND 231

FY 2002-2003 AWARD FOR CORE PERFORMANCE FOLLOW-UP SURVEY PARTICIPATION

Program	PCA	Project & W/P	Resource	Base Award	No. of FY 01-02 Surveys Reported	Award for FY 01-02 Surveys	Subtotal
225 State Institutions	13971	38 02	3940	-	-	-	-
225 Jail Programs	13972	38 02	3940	-	-	-	-
231	14302	39 02	3911	$7,500	0	$0	$7,500
						Grand Total	$7,500

These funds must be used to support your federal 225/231 program and must be spent by September 30, 2003. All funds must be spent in accordance with all applicable state and federal rules and regulations and under the same general assurances attested to in your Workforce Investment Act, Title II: Adult Education and Family Literacy Act – Section 225 and 231 fiscal year 2002-2003 application.

CERTIFICATION OF ACCEPTANCE OF GRANT CONDITIONS AND GENERAL ASSURANCES

On behalf of the grantee named above, I accept this grant award. I have read the conditions contained in this grant notification letter, and I agree to comply with all requirements as a condition of grant funding.

Printed Name of Authorized Agent	Title	Telephone No. ( )
Signature		Date
Printed name of State Superintendent of Public Instruction **JACK O'CONNELL**		Telephone No. **(916) 322-2175**
Signature: Jack O'Connell		Date **3/5/03**

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Pg. 2

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MAR 17 2003

JURUPA UNIFIED SCHOOL DISTRICT
SUPERINTENDENT

GRANT AWARD

AO-400 (9/98)

Return to:

California Department of Education
Education Support Systems Division
Adult Education Office
660 J Street, Suite 400
Sacramento, CA 95814

CDE GRANT NO.			
FY	PCA	VENDOR NO.	SUFFIX
02-03	See below	67090	
CNTY	NON-SACS INCOME ACCT	SACS CODES	
		Resource	Revenue Object
33	8290	See below	8290

Grantee **Jurupa Unified School District**	Attention **Rollin Edmunds, Superintendent**	Telephone No. **(909) 360-4168**	
Address **4850 Pedley Road**	City **Riverside**	State **CA**	Zip **92509**

AWARD INFORMATION				CDE USE ONLY	
	Original/Prior Amendments	Amendment No.	Total	State Index	**0410**
Grant Amount	**$3,400**		**$3,400**	Project & W/P	**See below**
Award Dates	Starting: **January 1, 2003**	Ending: **September 30, 2003**		Federal Catalog No.	**84.002A**

WORKFORCE INVESTMENT ACT, TITLE II: ADULT EDUCATION AND FAMILY LITERACY ACT, SECTION 225 AND 231

FY 2002-2003 ADULT BASIC EDUCATION AUGMENTATION FOR 231 AGENCIES

Program	PCA	Project & W/P	Resource	Base ABE Augment	ABE Augment	Total
231	13973	39 02	3910	$1,000	$2,400	$3,400

In order to be approved for these Adult Basic Education (ABE) funds, you must complete and return to CDE by April 4, 2003, a one-page signed narrative report describing how you will establish systems or increase efforts to improve your current ABE program. The required narrative must address one or more of the following four areas: (1) case management, (2) career development, (3) recruitment, or (4) retention. For further information refer to the FY 2002-2003 Adult Basic Education Augmentation Narrative Guidelines. Awarded funds must be used to support your federal 225/231 ABE program and must be spent by September 30, 2003. All funds must be spent in accordance with all applicable state and federal rules and regulations and under the same general assurances attested to in your Workforce Investment Act, Title II: Adult Education and Family Literacy Act – Section 225 and 231 fiscal year 2002-2003 application.

CERTIFICATION OF ACCEPTANCE OF GRANT CONDITIONS AND GENERAL ASSURANCES

On behalf of the grantee named above, I accept this grant award. I have read the conditions contained in this grant notification letter, and I agree to comply with all requirements as a condition of grant funding.

Printed Name of Authorized Agent	Title	Telephone No. ( )
Signature		Date
Printed name of State Superintendent of Public Instruction **JACK O'CONNELL**		Telephone No. **(916) 322-2175**
Signature Jack O'Connell		Date **3/5/03**

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pg. 3

JURUPA UNIFIED SCHOOL DISTRICT
RIVERSIDE, CALIFORNIA
MINUTES OF THE REGULAR MEETING
MONDAY, MARCH 17, 2003
OPEN PUBLIC SESSION

CALL TO ORDER	President Adams called the Regular Meeting of the Jurupa Unified School District Board of Education to order at 6:00 p.m. on Monday, March 17, 2003, in the Board Room at the Education Center, 4850 Pedley Road, Riverside, California.
ROLL CALL	Members of the Board present were: **Mrs. Carolyn Adams, President** **Mrs. Mary Burns, Clerk** **Mr. John Chavez, Member** **Mr. Sam Knight, Member** Members of the Board absent were: **Mr. Ray Teagarden, Member**
STAFF PRESENT	Staff Advisers present were: **Mr. Rollin Edmunds, Superintendent** **Mr. Elliott Duchon, Deputy Superintendent** **Dr. DeWayne Mason, Assistant Superintendent Education Services** **Ms. Ellen French, Assistant Superintendent Personnel Services** **Mr. Greg Bowers, Director of Facility Planning & Development** **Ms. Pam Lauzon, Director of Business Services** **Mr. Memo Mendez, Director of Research & Categorical Projects** **Mr. Neil Mercurius, Administrator of Education Technology**
DISTRICT COUNSEL	**Mr. Daniel G. Stevenson, Best Best & Krieger LLP**
	HEARING SESSION
PUBLIC VERBAL COMMENTS	President Adams opened the Public Verbal Comments session for members of the public to address the Board concerning matters on the Agenda for Closed Session.
ADJOURN TO CLOSED SESSION	PRESIDENT ADAMS 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; PUBLIC EMPLOYEE DISCIPLINE/ DISMISSAL / REASSIGNMENT / RECLASSIFICATION/ RELEASE/ NONRENEWAL / RESIGNATION / RETIREMENT / SUSPENSION, AND STUDENT DISCIPLINE CASES #03-012, #03-086, #03-109, #03-105, #03-104, #03-106, #03-098, #03-115, #03-097, #03-099, #03-103, #03-107, #03-108, #03-110, #03-111, #03-112, #03-116, #03-119, and #03-117. At 6:01 p.m., the Board recessed to Closed Session in the Board Conference Room. At 6:55 p.m., the Board adjourned from Closed Session.
CALL TO ORDER	At 7:03 p.m., President Adams called the meeting to order in Public Session.
ROLL CALL BOARD	President Adams, Mrs. Burns, Mr. Knight, Mr. Chavez, present; Mr. Teagarden, absent.
ROLL CALL STUDENT MEMBERS	Marina Acosta, present; Jacqueline Loomis, absent.
FLAG SALUTE	President Adams led the audience in the Pledge of Allegiance.
INSPIRATIONAL COMMENT	Mr. Knight called for a Moment of Silence in memory of Mrs. Mildred Teagarden, the mother of Board member Mr. Ray Teagarden. Mrs. Teagarden passed away last Wednesday, March 12, 2003; services were held today at Glen Avon Community Church. On behalf of the Board, he expressed condolences to Ray and Carolyn Teagarden concerning the loss of Ray's dear mother. In addition, Mr. Knight called for a Moment of Silence to recognize those individuals serving in the United States Armed Forces that have been called upon to be involved in the war in Iraq.

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	COMMUNICATIONS SESSION
HEAR REPORT FROM RUBIDOUX HIGH	Ms. Marina Acosta, Rubidoux High School Student Board member, reported that last Wednesday was the ASB Nominating Convention for next year. The Spring Fling is being held all this week to promote a variety of clubs on campus. The week ends with ASB elections on Friday and a dance in the gym from 6:30 to 10:30 p.m. On March 29, 2003, Jurupa Valley High students will participate in a fundraiser involving a four-mile Walk-a-Thon from the District Office to the Teen Expo at the Jurupa Valley Spectrum. Funds raised from the event will be donated to the Riverside Humane Society.
HEAR REPORT FROM JURUPA VALLEY HIGH	Since the Rubidoux High Student Board member, Jacqueline Loomis, was absent, Marina Acosta read a copy of her report: The "Pennies for Patients" fundraiser began last week to raise funds for Leukemia patients. Sign-up sheets are being distributed for the upcoming Blood Drive for students 17 and older to donate blood. ASB is presenting information to middle school students concerning extra-curricular opportunities when they reach high school. This week, Club Week begins, which provides an opportunity for various clubs to set up booths and sell food as a fundraiser. The Rubidoux band performed last Tuesday at the Riverside Community College music festival; they will perform this week at the Ramona music festival. The California Department of Education will be coming to Rubidoux High School next week to review the English Learner program. Officials will be meeting with administrators, teachers, students, and parents. The mid-term WASC Review will be held on March 27th. Federal Student Aid forms were completed by 202 seniors to prepare for attending college. 375 GPA verifications were filed for Cal Grant Awards; this is the highest submission rate in the District and one of the highest in Riverside County. Seniors are being accepted to CSU, San Bernardino, CSU, Fullerton, UC, Riverside, Cal Poly Pomona, San Diego State University, Riverside Community College, UC, Los Angeles, and UC, Irvine.
RECOGNIZE DISTRICT SCIENCE FAIR WINNERS	The Assistant Superintendent Education Services congratulated the more than 233 elementary and secondary students that entered projects in the District Science Fair. He stated that 20 projects would be moving onto the County level, to be held in San Bernardino, April 22-23, 2003. The Assistant Superintendent thanked Mr. Vince Rosse, Rubidoux High teacher, for coordinating the District Science Fair.
RECOGNIZE CESAR CHAVEZ DAY OF SERVICE & LEARNING	The Director of Research & Assessment announced that on March 31, 2003, students in the Jurupa Unified School District would be encouraged to celebrate Cesar Chavez Day of Service and Learning. This date is set aside to commemorate the life and work of Cesar Chavez as the founder of the United Farm Workers Union. A variety of programs and classroom presentations would be held on this date in commemoration of the achievements of Cesar Chavez.
RECOGNIZE ENHANCING THROUGH TECHNOLOGY GRANT AWARD	The Administrator of Education Technology stated that the District is being awarded an Enhancing Education Through Technology formula grant in the amount of $103,570. The grant funds would be used to provide staff development on the integration of advanced technologies and merging technologies into curricula and instruction.

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ACCEPT DONATIONS -Motion #227	MR. CHAVEZ MOVED THE BOARD ACCEPT THE DONATIONS LISTED WITH LETTERS OF APPRECIATION SENT: $1,272.50 FROM PARENTS OF CAMINO REAL ELEMENTARY SCHOOL FIFTH GRADE STUDENTS TO PAY EXPENSES FOR A STUDENT FIELD TRIP TO COLONIAL CHESTERFIELD AT RILEY'S FARM; $2.85 THROUGH THE KMART SCHOOL SPIRIT CARD PROGRAM FOR INSTRUCTIONAL MATERIALS AND SUPPLIES AT MISSION BELL ELEMENTARY SCHOOL; $8,850.00 FROM THE RUSTIC LANE ELEMENTARY SCHOOL PTA TO PAY EXPENSES FOR THE SIXTH GRADE SCIENCE CAMP HELD AT PATHFINDER RANCH; $6,150.00 FROM THE SKY COUNTRY ELEMENTARY SCHOOL PTA TO PAY EXPENSES FOR VARIOUS STUDENT FIELD TRIPS; A 40-BOOK SET OF CLASSROOM ATLASES VALUED AT $240.00 FROM CARL ZITEK FOR STUDENT USE IN HIS CLASSROOM AT SUNNYSLOPE ELEMENTARY SCHOOL; $5,000.00 FROM THE TROTH STREET ELEMENTARY SCHOOL PTA TO PAY EXPENSES FOR THE SIXTH GRADE SCIENCE CAMP HELD AT PATHFINDER RANCH; $100.00 THROUGH THE WAL-MART FOUNDATION VOLUNTEERISM ALWAYS PAYS PROGRAM FOR EDUCATIONAL FIELD TRIPS AT VAN BUREN ELEMENTARY SCHOOL; $200.00 FROM MS. MARGERY ASHWOOD, TEACHER AT NUEVA VISTA CONTINUATION HIGH SCHOOL, TO PURCHASE MATT BOARD ON WHICH TO DISPLAY STUDENT ART WORK FOR THE DISTRICT'S ART SHOW. MRS. BURNS SECONDED THE MOTION. THE STUDENT BOARD MEMBER CAST A PREFERENTIAL VOTE: AYE, MARINA ACOSTA. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY, 4-0.
ANNOUNCE RESIGNATION OF MR. RAY TEAGARDEN, BOARD MEMBER, TRUSTEE AREA 1	The Superintendent read a letter of resignation on behalf of Mr. Ray Teagarden, Board member, serving Trustee Area 1. Mr. Teagarden's letter indicated that his resignation is effective April 1, 2003. His letter also noted that he enjoyed working for the kids of this community for the past five and one-half years. The Superintendent commented that an item would be placed on the next Agenda concerning the Board's options to fill the vacancy.
PUBLIC VERBAL COMMENTS	President Adams opened the Public Verbal Comments session by encouraging and inviting the public to comment on items listed on its agenda or on matters within its subject jurisdiction. In order to conduct the meeting in an orderly fashion, she advised the public that there are 18 cards to request to speak.
MISSION BELL	Mr. Chuck Dunn stated that it is easy to solve the "bell problem" by allowing students to design a tower for the placement of the bell with the guidance of staff, and a group, "Friends of the Bell," would pay for the cost of the tower so there would be no cost to the District.
LAYOFF NOTICES	Ms. Mary Teagarden submitted a petition with approximately 300 signatures to bring to the Board's attention their dissatisfaction with the proposal to eliminate the Class Size Reduction program as well as layoff notices that were sent to certificated staff. She stated that in a time when the District is trying to increase test scores, returning class sizes to 30 would work against this goal. Ms. Teagarden proposed cutting costs by asking administrators to make up the shortfall by cutting their salaries or positions, instead of the salaries of teachers, and not having a lawyer present at Board meetings.
LAYOFF NOTICES	Mr. Robert Bier opposed the potential layoff of teachers, asked administrators to give back their 10% salary increase instead, and accept the same salary increase that was given to teachers, 4%.

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MISSION BELL	Ms. Angela Haick, Principal of Mission Bell Elementary School introduced the presentation on behalf of Mission Bell students, staff, and parents, concerning the removal of the Union Joint Bell from their site to be relocated at the Education Center. A video presentation was provided to show the orderly demonstration that students, staff, and parents participated in to express their feelings of betrayal when the bell was taken in such an uncaring manner.
MISSION BELL	Ms. Batchelder, teacher at Mission Bell Elementary School, stated that the Board and Administration should have been better informed before making such a decision to remove the bell, and they should visit schools and classrooms to better understand the needs in the District. Ms. Batchelder introduced a Power Point presentation that included statements from Mission Bell students. Alex Honey discussed facts surrounding the Mission Bell tragedy. Nathan Vestki talked about reactions after the bell was removed and the peaceful protest that took place to stand up for what they believed in. Reyes Baca stated that according to poll results the majority of the students just want the bell returned to the school. Jessie Passalagua stated that there should have been an opportunity to take one last picture of the bell. Dean Delmacio talked about the organized student protests to stand up for what they believed in and to communicate that they wanted it back. Austin Graves stated that District leaders needed to visit their school and be more aware of the everyday problems. Breanna Klinger felt that a letter should have been sent to the students and staff before the bell was removed. Victoria Pimentel said that the bell had not been stolen in 45 years, why would it be taken now? Mrs. Linda Baca, parent, asked the Board to admit that they made a mistake, realize they underestimated the importance of the bell to the students and staff at Mission Bell, and return it. Mrs. Sherri Oplatka, Mission Bell PTA, shared that District staff dismantled the bell during the busiest time of the day. Since it was located there since 1959, embedded in concrete, inside a brick pedestal, no one had ever tried to vandalize it. Notification of its proposed removal should have been discussed first with students and parents, and by taking the bell, it took away Mission Bell's school pride. Mrs. Julie Hamren talked about how all students at Mission Bell have their picture taken by the bell after promotion, this has occurred for thousands of students, and now the Board in one quick decision took this memorable, historic opportunity away from Mission Bell students. She asked for its return before the 6th grade promotion. Mrs. Graves, parent, thanked Mr. Chavez for his support of the bell. She stated that it is important to communicate to children that it is not right to take what you want with no regard for the feelings of others; the Board should honor and respect their peaceful protest, act with integrity, and return the bell. Mr. Moberly, teacher, asked the Board to apologize to Mission Bell Elementary School at their flag salute on Friday at 8:10 a.m.
	Ms. Dawn Brewer, PTA President at two sites, stated that requests have been made for a public forum to allow parents and community members to provide input on important district matters. She stated that by not listening to parents, it promotes the kind of divisiveness and lack of respect that is present this evening. Ms. Brewer stated that with the financial crisis in the State, members of the community should be invited to provide their input on ways to reduce the District's budget.

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LAYOFF NOTICES	Ms. Rosa Arellano, parent, spoke in support of teachers and the importance of keeping them at any cost.
LAYOFF NOTICES	Ms. Laura Hernandez stated that there are other solutions to the financial crisis besides the layoff of teachers. She spoke in support of the Class Size Reduction program and the benefits to learning that it provides to students.
RECALL	Mr. James Cypert stated that this evening's event regarding the bell and the layoff of teachers is just a repeat of the situation with the naming of the third high school, parents are being ignored. He stated that because of this attitude, there is a move to recall all Board members.
MISSION BELL	Mr. Cook Barela alleged that Mr. Ray Teagarden called the Principal at Mission Bell Elementary School two weeks prior to the Board voting on the location of the bell to say, "We are stealing your bell; I hope you don't mind." He implied that Mrs. Burns knew about the removal of the bell prior to Board approval as well, and had plans to store it at the Galleano Winery. Concerning the election/appointment for Trustee Area 1, Mr. Barela hoped that a decision would be made that would not cost the District a lot of money. He suggested that remaining Board members resign rather than go through the recall process.
MOVE FORWARD AGENDA ITEM B	Mr. Chavez stated that in order to accommodate the children present this evening, the Board should move forward on Agenda Item B, so that students are released to go home once the item is discussed.
APPROVE RETURN OF UNION JOINT BELL TO MISSION BELL ELEMENTARY SCHOOL	The Superintendent noted that this item was placed on the Agenda at the request of parents, students, and staff at Mission Bell Elementary School as well as Board members, for direction on how to proceed regarding the placement of the Union Joint bell. Mr. Knight commended the students, staff, and PTA at Mission Bell Elementary School for their presentation this evening. He referred to information he previously gave the Superintendent on a civic education program and noted that this evening exemplifies the importance of the civic process. Mr. Knight supported giving the bell back to Mission Bell Elementary School. Mr. Chavez recognized the students and staff at Mission Bell Elementary School for their peaceful demonstration when the bell was taken from their school site. He stated that this evening's presentation was well organized, and he felt that students should be able to go home this evening knowing the bell would be back at their school. MR. CHAVEZ MOVED THE BOARD APPROVE THE RETURN OF THE UNION JOINT BELL TO MISSION BELL ELEMENTARY SCHOOL. MRS. BURNS SECONDED THE MOTION. Mrs. Burns commented that Mr. Barela's statement was unfounded concerning the location of the bell at the Galleano Winery, and she indicated that it was clear the bell truly belonged at Mission Bell Elementary School. President Adams thanked students and parents for coming to the Board meeting to share their concerns and feelings; she apologized for what happened, and indicated that the bell would be returned to their school site. Mr. Chavez suggested that the bell be properly secured at Mission Bell Elementary School; perhaps including video camera surveillance to ensure its safety. THE STUDENT BOARD MEMBER CAST A PREFERENTIAL VOTE: AYE, MARINA ACOSTA. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED UNANIMOUSLY, 4-0.
RECESS	At 8:25 p.m., President Adams called for a brief recess to allow students to be released to go home. At 8:33 p.m., President Adams reconvened the meeting.

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BOARD MEMBER COMMENTS	Mrs. Burns stated that she enjoyed providing a magic show for students at Sunnyslope Elementary School highlighting rocks and minerals.
	Mr. Chavez congratulated the Deputy Superintendent, Mr. Elliott Duchon, and Mr. Dave Barnes from the Record News for the Science Fair awards that their children received. He noted that he was glad to hear about the technology grant award that the District received as reported by the Administrator of Education Technology. Mr. Chavez noted his attendance at the Education Briefing provided by the Riverside County Superintendent of Schools, Dr. David Long, on March 12 at the County Office, as he discussed the positive side of education in Riverside County. He also attended the Public Service Luncheon at Van Buren Elementary School today for community members and sponsored by the school's Booster Club. Mr. Chavez stated that he was glad to see that the District is sending the bell back to Mission Bell Elementary School.
	Mr. Knight stated that he also attended Dr. Long's Education Briefing and found it to be most informative on the gains in student achievement in Riverside County. Mr. Knight noted his attendance with the Superintendent at the Jurupa Council PTA meeting where there was an exchange of dialogue regarding the Board's insensitivity to individuals in the community. He commented that it was agreed upon that there is a need for more information to be shared with the community and more opportunities to provide input. Mr. Knight communicated to Jurupa Council PTA members that he would share their perceptions with the Board. He thanked the PTA for their commitment and support of the District. Mr. Knight stated that during this time of financial crisis it is important to work together with the community. He encouraged members of the community to contact Ms. Dawn Brewer at Camino Real Elementary School if they are interested in doing volunteer work for the PTA.
	Mrs. Burns stressed the importance of meeting the needs of the Spanish speaking community by providing an interpreter when needed, and she expressed her appreciation to Ms. Romano for stepping forward to assist with interpretation at this evening's meeting.
	There was discussion by Mr. Knight, Mr. Chavez, and Mrs. Burns concerning the appropriateness of a Board member providing interpretation services at Board meetings. The Superintendent indicated that he would determine the best way to handle this matter.
	Mrs. Romano indicated that she would be interested in translating for parents at Board meetings. President Adams asked Mrs. Romano to leave her telephone number with the Superintendent's Assistant.
	President Adams stated that she was pleased to see parents and students from Mission Bell at the Board meeting this evening to share their feelings regarding the Union Joint Bell, and she was glad that the bell would be back at Mission Bell Elementary school. She also noted her attendance at the informative Education Briefing provided by Dr. Dave Long, Riverside County Superintendent. President Adams commented that she attended a 3-day High School Exit Exam committee review in Sacramento, and she stated that this is a difficult test that students need to be prepared for. She highlighted West Riverside Elementary School's Dental Fair that was held last Wednesday with an excellent turnout by parents. President Adams asked administration to develop a process for public input in the budget.

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	ACTION SESSION
APPROVE ROUTINE ACTION ITEMS A 1-12 -Motion #228	MR. KNIGHT MOVED THE BOARD APPROVE ROUTINE ACTION ITEMS A 1-12 AS PRINTED: (1) MINUTES OF MARCH 3, 2003 REGULAR MEETING (2) DISBURSEMENT ORDERS; (3) PURCHASE ORDERS; (4) PAYROLL REPORT; (5) AGREEMENTS; (6) INVESTMENT REPORT – QUARTER ENDING DECEMBER 31, 2002; (7) RESOLUTION #03/30, AUTHORIZATION TO CONDUCT SURPLUS SALE; (8) RESOLUTION #03/33, AUTHORIZING ISSUANCE OF 2003/04 TRANS; (9) RESOLUTION #03/32, EXPENDITURE OF EXCESS FUNDS; (10) NON-ROUTINE FIELD TRIP REQUEST FOR 3 RUBIDOUX HIGH STUDENTS TO TRAVEL TO FRESNO MARCH 29-APRIL 1, 2003 TO PARTICIPATE IN THE FHA-HERO STATE LEADERSHIP CONFERENCE; (11) NON-ROUTINE FIELD TRIP REQUEST FOR 34 RUBIDOUX HIGH AVID STUDENTS TO TRAVEL TO COLLEGES IN CENTRAL AND NORTHERN CALIFORNIA APRIL 1-4, 2003; (12) NON-ROUTINE FIELD TRIP REQUEST FOR 35 JURUPA MIDDLE STUDENTS TO TRAVEL TO BOSTON, NEW YORK, PHILADELPHIA, AND WASHINGTON, D.C. APRIL 5-15, 2003 TO REINFORCE THE 8TH GRADE HISTORY CURRICULUM STANDARDS. MR. CHAVEZ SECONDED THE MOTION. The Deputy Superintendent responded to a question from Mr. Chavez regarding Item A-8, indicating that on the Tax Revenue Anticipation Notes, the District technically makes money by borrowing money. He indicated to President Adams concerning Item A-7, that the District releases ownership of the four diesel powered buses through a surplus sale. A VOTE WAS TAKEN, WHICH CARRIED UNANIMOUSLY
CERTIFY 2002/03 SECOND INTERIM REPORT -Motion #229	The Deputy Superintendent commented concerning the District's budget, provided information on the status of the State Budget, and reviewed information in the 2002/03 Second Interim Report. He noted that 85% of the District's budget is comprised of salaries, three-fourths of that being teacher salaries. The Deputy Superintendent stated that in Jurupa, teachers are a priority; the average teacher salary ranks as the 13th highest in the State. He emphasized that the District is committed to its teachers; however, until the Governor signs the 2003/04 State Budget, the District must plan ahead for budgetary reductions and develop and submit its budget by June, before the State Budget is adopted. This planning process on the development of next year's budget would include continued input from the District's Legislative Analyst and a Public Forum to gather ideas from parents and the community. The Deputy Superintendent summarized information from the 2002/03 Second Interim Report, which includes a net increase in revenue of $721,665 and a net decrease in expenditures of $3,450,767. As a result of these adjustments, the Unrestricted Reserve is now projected at $4,518,069, or 3.28% of total expenditures. He referred to the chart on Page 10 of the Agenda, noting that the District's operating budget includes $1,944,545 that the State Legislature has deferred actual appropriation into 2003/04. Additionally, the Deputy Superintendent noted that if the potential budget reductions discussed at the last meeting were not included in the Multi-Year Budget Projection, the District would not be able to certify that it can meet its financial obligations for the two subsequent fiscal years, which would result in a qualified or negative certification to the State. MR. KNIGHT MOVED THE BOARD CERTIFY THE 2002/03 SECOND INTERIM REPORT INDICATING THAT THE DISTRICT WILL BE ABLE TO MEET ITS FINANCIAL OBLIGATIONS FOR THE 2002/03 AND TWO SUBSEQUENT FISCAL YEARS. MRS. BURNS SECONDED THE MOTION. Board members participated in a question and answer session with the Deputy Superintendent regarding AB 1200 requirements, the categorical fund carryover, and delaying the opening of Glen Avon High School. Mr. Chavez stated that he opposed the suggestion of eliminating the Class Size Reduction program. He felt that the District could explore other avenues between now and the end of the year to save the $1.5 million that would result in the elimination of this important program.

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CERTIFY 2002/03 SECOND INTERIM REPORT -Motion #229 (CONTINUED)	The Deputy Superintendent indicated that administration is working diligently to identify other potential reductions in the District's budget; however, at the last meeting it was necessary for the Board to act on March 15th notifications concerning proposed program reductions in order to meet legal timelines and submit an Interim Report to the County that did not require outside interventions. He noted that throughout the weeks and months ahead, the Board would be presented with a range of other choices to review and discuss concerning budgetary reductions. The Superintendent commented that at the last meeting, the Board's action preserved the option to implement program reductions not knowing specific budget information from the State. Until that information is received from the State, District staff would continue to generate other budgetary reduction ideas and invite public input, as other school districts in Riverside County are doing, in order to avoid layoffs, if at all possible. However, he commented that much depends on decisions that are made at the State level, not at the District level. A VOTE WAS TAKEN, WHICH CARRIED UNANIMOUSLY, 4-0.
APPROVE SUBMITTAL OF 2003/04 HEAD START APPLICATION -Motion #230	The Director of Research and Categorical Projects stated that this application requests funds for the 2003/04 school year in the amount of $751,706. The funds would to be used to continue Head Start services for 135 children at Ina Arbuckle, Pacific Avenue, and West Riverside Elementary Schools. MR. KNIGHT MOVED THE BOARD APPROVE SUBMITTAL OF THE HEAD START PROGRAM REFUNDING APPLICATION FOR THE 2003-2004 SCHOOL YEAR. MR. CHAVEZ SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY, 4-0.
ADOPT RES. #03/31, SOLE SOURCE SECURITY SYSTEM CONTRACT WITH PSI, INC. FOR GLEN AVON HIGH -Motion #231	The Director of Facility Planning and Development stated that Resolution #03/31 makes the appropriate findings to allow the District to award a contract to Protection Service Industries (PSI) to provide and install a Sonitrol Alarm system at Glen Avon High School. PSI is the sole source provider of the Sonitrol system, and it is critical for the new high school to have an alarm system that is integrated with the remainder of the School District's alarm system. MR. CHAVEZ MOVED THE BOARD ADOPT RESOLUTION #03/31 AND AWARD A CONTRACT TO PROTECTION SERVICES INDUSTRIES IN THE AMOUNT OF $133,193.00 FOR A SOLE SOURCE SECURITY SYSTEM FOR GLEN AVON HIGH. MR. KNIGHT SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY, 4-0.
APPROVE RESOLUTION #03/35, ESTABLISH SCHOOL FACILITIES PROGRAM FUND 35 -Motion #232	The Deputy Superintendent indicated that it is a state requirement to have a separate fund to account for revenues from the State School Facilities Program to fund Glen Avon High School. MR. CHAVEZ MOVED THE BOARD APPROVE RESOLUTION #03/35, ESTABLISHING FUND 35 TO RECORD THE FINANCIAL TRANSACTIONS FOR THE STATE FUNDED SCHOOL FACILITIES PROGRAM. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY, 4-0.
AWARD BID FOR NUEVA VISTA SIGN -Motion #233	The Deputy Superintendent stated one of the Measure C campus improvement projects includes installing a new concrete sign at Nueva Vista Continuation High School. The lowest of the three bids received came from W. D. Gott Construction Co. in the amount of $13,100.00. MR. KNIGHT MOVED THE BOARD AWARD A CONTRACT TO W. D. GOTT CONSTRUCTION CO. TO REMOVE THE EXISTING SIGN AND INSTALL A NEW CONCRETE SIGN AT NUEVA VISTA CONTINUATION HIGH SCHOOL IN THE AMOUNT OF $13,100.00 IN CONFORMANCE WITH THE MEASURE "C" IMPLEMENTATION PROGRAM. MR. CHAVEZ SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY, 4-0.

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APPROVE LIMITING BOARD MEMBER CONFERENCE EXPENSES TO REGISTRATION FEES ONLY -Motion #234	The Superintendent reviewed that for the past few years, Board members have received an annual budget of $4,000.00 to cover the cost of conference registration, food, and lodging. However, due to tight economic times, Mr. Teagarden requested the Board to consider returning to the practice of having only conference registration fees paid by the District. MRS. BURNS MOVED THE BOARD APPROVE FOR THE DISTRICT TO CONTINUE TO PAY BOARD MEMBER CONFERENCE REGISTRATION FEES ONLY TO ALLOW BOARD MEMBERS TO CONTINUE TO REMAIN EDUCATED ON IMPORTANT EDUCATIONAL ISSUES; HOWEVER, BOARD MEMBERS WOULD PAY THEIR OWN CONFERENCE EXPENSES RELATING TO MEALS, LODGING, AND TRAVEL OUT OF THEIR MONTHLY STIPENDS. MR. KNIGHT SECONDED THE MOTION. Mr. Knight agreed with Mrs. Burns' motion, indicating that it is important for Board members to share the burden of the financial crisis. Mr. Chavez requested clarification on the motion. President Adams stated that according to the motion, the District would not pay for travel and hotel expenses; the District would pay for registration expenses only when a Board member attends a conference. Mrs. Burns remarked that the intent of the motion is to support Board members attending conferences and workshops with the District covering the cost of tuition or admission to a conference; however, the Board stipend would be used to cover all other costs as a goodwill gesture during difficult financial times. A VOTE WAS TAKEN FOR BOARD OF EDUCATION MEMBERS; THE MOTION CARRIED 3-1; NAYE, MR. CHAVEZ. Mr. Chavez stated that attendance at the Delegate Assembly does not fall under conference attendance, since he is doing something for the California School Boards Association; therefore, it is not considered a conference or a workshop and is not included in this motion. Mrs. Burns commented that the motion is quite clear; Board members are responsible for paying for travel, meals, and lodging to attend any conference, including the Delegate Assembly, and the District is only responsible for paying for Board member registration fees.
APPROVE JOB-RELATED CONFERENCE EXPENDITURES FOR ADMINISTRATORS WITH MONITORING PROCESS -Motion #235	The Superintendent stated that this item was placed on the Agenda at the request of Mr. Chavez with a draft report distributed to Board members to summarize administrative conference expenditures for this fiscal year. He commented that it was difficult to separate administrative travel into meetings to conduct District business vs. other types of conference attendance. However, the names of conferences were listed to identify the type of conference each administrator attended. MRS. BURNS MOVED THE BOARD APPROVE CONFERENCE EXPENDITURES FOR ADMINISTRATIVE STAFF RELATED TO SCHOOL DISTRICT BUSINESS OR A REQUIREMENT OF A DISTRICT PROGRAM. MR KNIGHT REQUESTED AN AMENDMENT TO THE MOTION TO INCLUDE A MONITORING PROCESS FOR REVIEW AND AUTHORIZATION BY THE SUPERINTENDENT OF EACH ADMINISTRATIVE CONFERENCE REQUEST. MRS. BURNS AGREED ON THE AMENDMENT AND MOVED THE BOARD APPROVE CONFERENCE EXPENDITURES FOR ADMINISTRATIVE STAFF RELATING TO SCHOOL DISTRICT BUSINESS OR A REQUIREMENT OF A DISTRICT PROGRAM FOLLOWING REVIEW/AUTHORIZATION BY THE SUPERINTENDENT THROUGH A MONITORING PROCESS. MR. KNIGHT SECONDED THE AMENDED MOTION. A VOTE WAS TAKEN; THE MOTION CARRIED 3-1; ABSTAIN, MR. CHAVEZ. Mr. Chavez explained the reason that he voted against this motion is because not all workshops that administrators attend are business related. Mr. Knight indicated that is the reason for the monitoring process by the Superintendent that was included in the motion.

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ACT ON 1 DISCIPLINE CASE, REVOKE SUSPENDED EXPULSION, #03-012 -Motion #236	MRS. BURNS MOVED THE BOARD ACCEPT THE FINDINGS OF FACT AND CONCLUSIONS OF LAW SUBMITTED BY THE ADMINISTRATIVE HEARING PANEL FOR REVOKE SUSPENDED EXPULSION CASE #03-012 AS FOLLOWS: REVOKE THE NOVEMBER 4, 2002 SUSPENDED EXPULSION ORDER FOR THE FOLLOWING PUPIL IN DISCIPLINE CASE **#03-012** AND EXPEL THE PUPIL UNDER THE TERMS OF THE ORIGINAL EXPULSION ORDER. PUPIL VIOLATED EDUCATION CODE SECTIONS 48900 (A1), (K) AND (.4). THE PUPIL WILL BE REFERRED TO THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER. THIS CASE WILL BE REFERRED TO *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 JUNE 16, 2003. MR. KNIGHT SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
ACT ON 6 DISCIPLINE CASES, SUSPENDED EXPULSION, #03-086, #03-109, #03-105, #03-104, #03-106, #03-098 -Motion #237	MR. KNIGHT MOVED THE BOARD ACCEPT THE FINDINGS OF FACT AND CONCLUSIONS OF LAW SUBMITTED BY THE ADMINISTRATIVE HEARING PANEL FOR SUSPENDED EXPULSION CASES #03-086, #03-109, #03-105, #03-104, #03-106, #03-098, WITH THE FOLLOWING AMENDMENT TO DISCIPLINE CASE #03-086: THE STUDENT IS ASSIGNED TO AN ELEMENTARY SCHOOL WITH AN OPENING IN THE APPROPRIATE GRADE LEVEL EXPEL THE PUPIL IN DISCIPLINE CASE **#03-086** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (I), (K), (.2) AND 48915 (E1) AND (E2) FOR THE SPRING SEMESTER 2003 AND FALL SEMESTER 2003. HOWEVER, THE ENFORCEMENT OF THE EXPULSION ORDER IS SUSPENDED AND THE PUPIL IS PLACED ON SCHOOL PROBATION. THE PUPIL IS ASSIGNED TO AN ELEMENTARY SCHOOL WITH AN OPENING IN THE APPROPRIATE GRADE LEVEL, FOR THE SPRING SEMESTER 2003 AND THE FALL SEMESTER 2003. 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 REINSTATEMENT TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JANUARY 20, 2004. EXPEL THE PUPIL IN DISCIPLINE CASE **#03-109** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1), (K) AND 48915 (B1), (B2), (E1) AND (E2) FOR THE SPRING SEMESTER 2003 AND FALL SEMESTER 2003. HOWEVER, THE ENFORCEMENT OF THE EXPULSION ORDER IS SUSPENDED AND THE PUPIL IS PLACED ON SCHOOL PROBATION. THE PUPIL IS ASSIGNED TO JURUPA VALLEY HIGH SCHOOL, FOR THE SPRING SEMESTER 2003 AND THE FALL SEMESTER 2003. 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 REINSTATEMENT TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JANUARY 20, 2004. EXPEL THE PUPIL IN DISCIPLINE CASE **#03-105** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1), (K) AND 48915 (B1), (B2), (E1) AND (E2) FOR THE SPRING SEMESTER 2003 AND FALL SEMESTER 2003. HOWEVER, THE ENFORCEMENT OF THE EXPULSION ORDER IS SUSPENDED AND THE PUPIL IS PLACED ON SCHOOL PROBATION. THE PUPIL SHALL IS ASSIGNED TO THE NUEVA VISTA HIGH SCHOOL, FOR THE SPRING SEMESTER 2003 AND THE FALL SEMESTER 2003. 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 REINSTATEMENT TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JANUARY 20, 2004.

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ACT ON 6 DISCIPLINE CASES, SUSPENDED EXPULSION, #03-086, #03-109, #03-105, #03-104, #03-106, #03-098 -Motion #237 (CONTINUED)	EXPEL THE PUPIL IN DISCIPLINE CASE **#03-104** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1), (K) AND 48915 (B1), (B2), (E1) AND (E2) FOR THE SPRING SEMESTER 2003 AND FALL SEMESTER 2003. HOWEVER, THE ENFORCEMENT OF THE EXPULSION ORDER IS SUSPENDED AND THE PUPIL IS PLACED ON SCHOOL PROBATION. THE PUPIL IS ASSIGNED TO THE RIO VISTA HIGH SCHOOL, FOR THE SPRING SEMESTER 2003 AND THE FALL SEMESTER 2003. 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 REINSTATEMENT TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JANUARY 20, 2004. EXPEL THE PUPIL IN DISCIPLINE CASE **#03-106** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1), (K) AND 48915 (B1), (B2), (E1) AND (E2) FOR THE SPRING SEMESTER 2003 AND FALL SEMESTER 2003. HOWEVER, THE ENFORCEMENT OF THE EXPULSION ORDER BE SUSPENDED AND THE PUPIL IS PLACED ON SCHOOL PROBATION. THE PUPIL SHALL IS ASSIGNED TO THE RIO VISTA HIGH SCHOOL, FOR THE SPRING SEMESTER 2003 AND THE FALL SEMESTER 2003. 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 REINSTATEMENT TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JANUARY 20, 2004. EXPEL THE PUPIL IN DISCIPLINE CASE **#03-098** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A2) AND 48915 (B1), (B2), FOR THE SPRING SEMESTER 2003 AND FALL SEMESTER 2003. HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS SUSPENDED FOR THE FALL SEMESTER 2003 AND THE STUDENT IS PLACED ON SCHOOL PROBATION FOR THE TERM OF THE EXPULSION ORDER. THE PUPIL IS ASSIGNED TO THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER, FOR THE SPRING SEMESTER 2003. 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 JUNE FOR EDUCATIONAL PLACEMENT, FOR THE FALL SEMESTER 2003 AND REVIEWED FOR POSSIBLE REINSTATEMENT TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JANUARY 20, 2004. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY, 4-0.
ACT ON 12 DISCIPLINE CASES, EXPULSION #03-115, #03-097, #03-099, #03-103, #03-107, #03-108, #03-110, #03-111, #03-112, #03-116, #03-119, AND #03-117: -Motion #238	MRS. BURNS MOVED THE BOARD ACCEPT THE FINDINGS OF FACT AND CONCLUSIONS OF LAW SUBMITTED BY THE ADMINISTRATIVE HEARING PANEL FOR EXPULSION CASES #03-115, #03-097, #03-099, #03-103, #03-107, #03-108, #03-110, #03-111, #03-112, #03-116, #03-119, AND #03-117: EXPEL THE PUPIL IN DISCIPLINE CASE **#03-115** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A2), (K) AND 48915 (A1), (B1), (B2), (E1) AND (E2), FOR THE SPRING SEMESTER 2003. THE PUPIL SHALL BE ASSIGNED TO THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER, FOR THE PERIOD OF THIS 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 JUNE 16, 2003. EXPEL THE PUPIL IN DISCIPLINE CASE **#03-097** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1), (K) AND 48915 (B1), (B2), (E1) AND (E2), FOR THE SPRING SEMESTER 2003 AND FALL SEMESTER 2003. THE PUPIL SHALL BE ASSIGNED TO THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER, FOR THE PERIOD OF THIS 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 20, 2004.

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ACT ON 12 DISCIPLINE CASES, EXPULSION #03-115, #03-097, #03-099, #03-103, #03-107, #03-108, #03-110, #03-111, #03-112, #03-116, #03-119, AND #03-117: -Motion #238 (CONTINUED)	EXPEL THE PUPIL IN DISCIPLINE CASE **#03-099** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (C), (J), (K) AND 48915 (C3), (E1) AND (E2), FOR THE SPRING SEMESTER 2003 AND FALL SEMESTER 2003. THE PUPIL SHALL BE ASSIGNED TO THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER, FOR THE PERIOD OF THIS 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 20, 2004. EXPEL THE PUPIL IN DISCIPLINE CASE **#03-103** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (F), (K) AND 48915 (E1) AND (E2), FOR THE SPRING SEMESTER 2003 AND FALL SEMESTER 2003. THE PUPIL SHALL BE ASSIGNED TO THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER, FOR THE PERIOD OF THIS 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 20, 2004. EXPEL THE PUPIL IN DISCIPLINE CASE **#03-107** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1), (K) AND 48915 (B1), (B2), (E1) AND (E2), FOR THE SPRING SEMESTER 2003 AND FALL SEMESTER 2003. THE PUPIL SHALL BE ASSIGNED TO THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER, FOR THE PERIOD OF THIS 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 20, 2004. EXPEL THE PUPIL IN DISCIPLINE CASE **#03-108** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1), (K) AND 48915 (B1), (B2), (E1) AND (E2), FOR THE SPRING SEMESTER 2003 AND FALL SEMESTER 2003. THE PUPIL SHALL BE ASSIGNED TO THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER, FOR THE PERIOD OF THIS 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 20, 2004. EXPEL THE PUPIL IN DISCIPLINE CASE **#03-110** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1), (K) AND 48915 (B1), (B2), (E1) AND (E2), FOR THE SPRING SEMESTER 2003 AND FALL SEMESTER 2003. THE PUPIL SHALL BE ASSIGNED TO THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER, FOR THE PERIOD OF THIS 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 20, 2004. EXPEL THE PUPIL IN DISCIPLINE CASE **#03-111** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (K) AND 48915 (E1) AND (E2), FOR THE SPRING SEMESTER 2003 AND FALL SEMESTER 2003. THE PUPIL SHALL BE ASSIGNED TO THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER, FOR THE PERIOD OF THIS 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 20, 2004.

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ACT ON 12 DISCIPLINE CASES, EXPULSION #03-115, #03-097, #03-099, #03-103, #03-107, #03-108, #03-110, #03-111, #03-112, #03-116, #03-119, AND #03-117: -Motion #238 (CONTINUED)	EXPEL THE PUPIL IN DISCIPLINE CASE **#03-112** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (K) AND 48915 (E1), FOR THE SPRING SEMESTER 2003 AND FALL SEMESTER 2003. THE PUPIL SHALL BE ASSIGNED TO THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER, FOR THE PERIOD OF THIS 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 20, 2004; EXPEL THE PUPIL IN DISCIPLINE CASE **#03-116** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (C), (D), (K) AND 48915 (A3), (B1), (B2) (C3) (E1) AND (E2), FOR THE SPRING SEMESTER 2003 AND FALL SEMESTER 2003. THE PUPIL SHALL BE ASSIGNED TO THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER, FOR THE PERIOD OF THIS 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 20, 2004; EXPEL THE PUPIL IN DISCIPLINE CASE **#03-119** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1), (K) AND 48915 (B1), (B2), (E1) AND (E2), FOR THE SPRING SEMESTER 2003 AND FALL SEMESTER 2003. THE PUPIL SHALL BE ASSIGNED TO THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER, FOR THE PERIOD OF THIS 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 20, 2004; EXPEL THE PUPIL IN DISCIPLINE CASE **#03-117** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1), (K), AND 48915 (B1), (B2), (E1) AND (E2), FOR THE SPRING SEMESTER 2003. THE PUPIL SHALL BE ASSIGNED TO THE JURUPA COMMUNITY SCHOOL, OPERATED BY THE RIVERSIDE COUNTY OFFICE OF EDUCATION, FOR THE PERIOD OF THIS 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 JUNE 16, 2003. MR. KNIGHT SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY, 4-0.
APPROVE PERSONNEL REPORT #16 -Motion #239	The Assistant Superintendent Personnel Services requested approval of Personnel Report #16. MR. KNIGHT MOVED THE BOARD APPROVE PERSONNEL REPORT #16. MR. CHAVEZ SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY, 4-0.
REVIEW 2001/02 MEASURE C AUDIT REPORT	The Deputy Superintendent noted for the Board that copies of the Measure C 2001/02 Audit and Summary completed by the firm Nigro, Nigro and White are included in the supporting documents. He stated for Mr. Knight that no material weaknesses were found in the Report.
	ADJOURNMENT There being no further business, President Adams adjourned the Regular Meeting from Public Session at 9:50 p.m. **MINUTES OF THE REGULAR MEETING OF MARCH 17, 2003 ARE APPROVED AS** _____ **President** **Clerk** _____ **Date**

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Report of Disbursement Order Purchases

Purchase over $1

03/03/03 thru 03/14/03

Fund	Schl	Resource	Vendor	Description	Amount
03	000	UNCLAIMED PROPERTY	ANDREA PASTORES	REISSUED STALE DATED WARRANT	38.02
03	000	UNCLAIMED PROPERTY	BELEN GONZALEZ	REISSUED STALE DATED WARRANT	897.41
03	000	UNCLAIMED PROPERTY	CARMEN MENDEZ	REISSUED STALE DATED WARRANT	63.66
03	000	UNCLAIMED PROPERTY	CHERYL SCHNEIDER	REISSUED STALE DATED WARRANT	230.86
03	000	UNCLAIMED PROPERTY	CONNIE LUBAK	REISSUED STALE DATED WARRANT	31.83
03	000	UNCLAIMED PROPERTY	COSTCO WHOLESALE	REISSUED STALE DATED WARRANT	168.61
03	000	UNCLAIMED PROPERTY	DAVID MONESTERO	REISSUED STALE DATED WARRANT	7.78
03	000	UNCLAIMED PROPERTY	DONNA LIGGAN	REISSUED STALE DATED WARRANT	46.33
03	000	UNCLAIMED PROPERTY	EL COLIMA MEXICAN GRILL	REISSUED STALE DATED WARRANT	275.00
03	000	UNCLAIMED PROPERTY	ESTELA SANCHEZ	REISSUED STALE DATED WARRANT	892.63
03	000	UNCLAIMED PROPERTY	JAMIE BETTENCOURT	REISSUED STALE DATED WARRANT	50.65
03	000	UNCLAIMED PROPERTY	JOSEPH PACE	REISSUED STALE DATED WARRANT	7.38
03	000	UNCLAIMED PROPERTY	KARA DAVIS	REISSUED STALE DATED WARRANT	50.65
03	000	UNCLAIMED PROPERTY	KATHERINE HARADA	REISSUED STALE DATED WARRANT	23.88
03	000	UNCLAIMED PROPERTY	KIMBERLY CASTANEDA	REISSUED STALE DATED WARRANT	157.10
03	000	UNCLAIMED PROPERTY	LARSON COMMUNICATIONS	REISSUED STALE DATED WARRANT	3,900.00
03	000	UNCLAIMED PROPERTY	MARIA ANGUIANO	REISSUED STALE DATED WARRANT	8.62
03	000	UNCLAIMED PROPERTY	MARY RAY	REISSUED STALE DATED WARRANT	156.78
03	000	UNCLAIMED PROPERTY	MAUREEN DALIMONT	REISSUED STALE DATED WARRANT	190.99
03	000	UNCLAIMED PROPERTY	MELISSA ZEPEDA	REISSUED STALE DATED WARRANT	24.94
03	000	UNCLAIMED PROPERTY	NANCY LUNA	REISSUED STALE DATED WARRANT	74.26
03	000	UNCLAIMED PROPERTY	NORMA MURILLO	REISSUED STALE DATED WARRANT	2.21
03	000	UNCLAIMED PROPERTY	PALMER, VICTOR	REISSUED STALE DATED WARRANT	7.66
03	000	UNCLAIMED PROPERTY	ROGELIO AGUILAR	REISSUED STALE DATED WARRANT	15.00
03	000	UNCLAIMED PROPERTY	SHAWN ORAFFERTY	REISSUED STALE DATED WARRANT	166.23
03	000	UNCLAIMED PROPERTY	TERRILYN WHITE	REISSUED STALE DATED WARRANT	110.82
03	000	UNCLAIMED PROPERTY	NANCY LUNA	REISSUED STALE DATED WARRANT	10.12
03	000	UNCLAIMED PROPERTY	NORMA MURILLO	REISSUED STALE DATED WARRANT	10.87
03	100	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES- FEB 03	4,205.51
03	100	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL 01/03	74.54
03	105	STATE LOTTERY	JURUPA COMMUNITY SERVICES	WATER SERVICES 2/26/03	1,078.45
03	105	STATE LOTTERY	SO CALIFORNIA EDISON	UTILITIES- FEB 03	3,116.20
03	105	DISCRETIONARY LOTTERY	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL 01/03	94.32
03	105	DONATIONS	AGUILINA ESQUIVEL	TEXTBOOK REFUND	15.00
03	105	DONATIONS	AMALIA MARTINEZ	TEXTBOOK REFUND	11.00
03	110	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES- FEB 03	4,292.21
03	110	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL 01/03	83.33

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Report of Disbursement Order Purchases

Purchase over $1

03/03/03 thru 03/14/03

Fund	Schl	Resource	Vendor	Description	Amount
03	115	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES- FEB 03	4,536.66
03	115	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL 01/03	84.74
03	115	UNRESTRICTED RESOURCES	RUBIDOUX COMMUNITY SERVICES	WATER SERVICES - FEB 03	606.33
03	120	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES- FEB 03	4,247.22
03	120	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL 01/03	72.09
03	125	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES- FEB 03	3,566.36
03	125	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL 01/03	94.45
03	130	DONATIONS	LAIDLAW TRANSPORTATION	BUS SERVICE 3/10/03	235.50
03	130	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES- FEB 03	3,478.12
03	130	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL 01/03	88.24
03	130	UNRESTRICTED RESOURCES	RUBIDOUX COMMUNITY SERVICES	WATER SERVICES - FEB 03	621.41
03	135	DONATIONS	LAIDLAW TRANSPORTATION	BUS SERVICE 3/10/03	2,005.52
03	135	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES- FEB 03	3,939.89
03	135	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL 01/03	104.58
03	135	UNRESTRICTED RESOURCES	JURUPA COMMUNITY SERVICES	WATER SERVICES 3/11	802.93
03	140	DONATIONS	LAIDLAW TRANSPORTATION	BUS SERVICE 3/10/03	147.00
03	140	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES- FEB 03	4,330.95
03	140	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL 01/03	138.27
03	140	UNRESTRICTED RESOURCES	RUBIDOUX COMMUNITY SERVICES	WATER SERVICES - FEB 03	1,146.64
03	145	DISCRETIONARY	LAIDLAW TRANSPORTATION	BUS SERVICE 3/10/03	591.00
03	145	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES- FEB 03	4,276.34
03	145	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL 01/03	106.06
03	145	UNRESTRICTED RESOURCES	RUBIDOUX COMMUNITY SERVICES	WATER SERVICES - FEB 03	944.33
03	150	DONATIONS	BUREAU OF EDUCATION & RESEARCH	CONF REG FEES 3/10	155.00
03	150	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES- FEB 03	5,706.08
03	150	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL 01/03	106.86
03	155	UNRESTRICTED RESOURCES	JURUPA COMMUNITY SERVICES	WATER SERVICES 2/26/03	1,149.25
03	155	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES- FEB 03	4,024.07
03	155	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL 01/03	77.07
03	160	UNRESTRICTED RESOURCES	JURUPA COMMUNITY SERVICES	WATER SERVICES 2/26/03	1,008.04
03	160	DONATIONS	LAIDLAW TRANSPORTATION	BUS SERVICES 3/6/03	473.03
03	160	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES- FEB 03	4,083.97
03	160	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL 01/03	100.94
03	165	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES- FEB 03	4,567.57
03	165	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL 01/03	98.25
03	170	DONATIONS	LAIDLAW TRANSIT, INC.	BUS SERVICE 3/10/03	397.43
03	170	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES- FEB 03	3,940.53

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Report of Disbursement Order Purchases

Purchase over $1
03/03/03 thru 03/14/03

Fund	Schl	Resource	Vendor	Description	Amount
03	170	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL 01/03	79.87
03	170	UNRESTRICTED RESOURCES	JURUPA COMMUNITY SERVICES	WATER SERVICES 3/11	1,056.60
03	175	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES- FEB 03	4,276.25
03	175	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL 01/03	80.50
03	175	UNRESTRICTED RESOURCES	RUBIDOUX COMMUNITY SERVICES	WATER SERVICES - FEB 03	871.71
03	200	UNRESTRICTED RESOURCES	JURUPA COMMUNITY SERVICES	WATER SERVICES 2/26/03	1,409.13
03	200	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES- FEB 03	6,008.64
03	200	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	TELEPHONE JAN 03	235.44
03	205	DONATIONS	LAIDLAW TRANSPORTATION	BUS SERVICE 3/10/03	205.50
03	205	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES- FEB 03	8,362.77
03	205	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	TELEPHONE JAN 03	190.97
03	205	UNRESTRICTED RESOURCES	JURUPA COMMUNITY SERVICES	WATER SERVICES 3/11	2,818.78
03	210	DISCRETIONARY	KELLY PAPER COMPANY	PO42428 - SUPPLIES	12.10
03	210	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES- FEB 03	6,550.22
03	210	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	TELEPHONE JAN 03	249.97
03	210	UNRESTRICTED RESOURCES	RUBIDOUX COMMUNITY SERVICES	WATER SERVICES - FEB 03	1,567.14
03	300	DISCRETIONARY	INLAND EMPIRE STAGES LIMITED	BUS SERVICE 3/10/03	760.00
03	300	DISCRETIONARY	LAIDLAW TRANSPORTATION	BUS SERVICE 3/10/03	470.00
03	300	DONATIONS	LAIDLAW TRANSPORTATION	BUS SERVICE 3/10/03	36.00
03	300	DISCRETIONARY	INLAND EMPIRE STAGES LIMITED	BUS SERVICES 3/03	338.75
03	300	DISCRETIONARY	LAIDLAW TRANSIT, INC.	BUS SERVICES 3/03	447.75
03	300	DISCRETIONARY	LAIDLAW TRANSPORTATION	BUS SERVICES 3/6/03	360.37
03	300	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	TELEPHONE JAN 03	1,267.27
03	300	UNRESTRICTED RESOURCES	PACIFIC TELEPHONE/WORLDCOM	TELEPHONE JAN 03	103.46
03	305	DISCRETIONARY	INLAND EMPIRE STAGES LIMITED	BUS SERVICE 3/10/03	325.00
03	305	DISCRETIONARY	LAIDLAW TRANSPORTATION	BUS SERVICE 3/10/03	289.50
03	305	DISCRETIONARY	LAIDLAW TRANSPORTATION	BUS SERVICES 3/6/03	202.62
03	305	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES- FEB 03	1,946.80
03	305	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	TELEPHONE JAN 03	1,194.45
03	305	UNRESTRICTED RESOURCES	PACIFIC TELEPHONE/WORLDCOM	TELEPHONE JAN 03	103.44
03	305	DISCRETIONARY	LISA MONUGIAN	TEXTBOOK REFUND	7.96
03	305	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES - MAR 03	18,316.30
03	305	UNRESTRICTED RESOURCES	RUBIDOUX COMMUNITY SERVICES	WATER SERVICES - FEB 03	4,203.04
03	405	UNRESTRICTED RESOURCES	PACIFIC TELEPHONE/WORLDCOM	TELEPHONE JAN 03	8.93
03	405	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES - MAR 03	126.57
03	410	UNRESTRICTED RESOURCES	JURUPA COMMUNITY SERVICES	WATER SERVICES 2/26/03	1,600.69
03	410	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES- FEB 03	2,399.59

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Report of Disbursement Order Purchases

Purchase over $1
03/03/03 thru 03/14/03

Fund	Schl	Resource	Vendor	Description	Amount
03	410	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	TELEPHONE JAN 03	135.19
03	500	UNRESTRICTED RESOURCES	JURUPA COMMUNITY SERVICES	WATER SERVICES 2/26/03	998.36
03	500	MANDATED COST REIMBURSEMENTS	BANKCARD SERVICES	MATERIALS AND SUPPLIES	65.98
03	500	UNRESTRICTED RESOURCES	ACCENT ON TRAVEL	CONF AIRFARE 3/03	207.00
03	500	UNRESTRICTED RESOURCES	HYATT REGENCY SACRAMENTO	CONF LODGING 3/03	347.96
03	500	UNRESTRICTED RESOURCES	CSBA	CONF REG FEES 3/03	35.00
03	500	UNRESTRICTED RESOURCES	RIVERSIDE CO. OFFICE OF EDUCA.	CONF REG FEES 3/03	20.00
03	500	UNRESTRICTED RESOURCES	RIVERSIDE CO. OFFICE OF EDUCA.	CONF REG FEES 3/12	40.00
03	500	UNRESTRICTED RESOURCES	RIVERSIDE CO. OFFICE OF EDUCA.	CONF REG FEES 3/12	25.00
03	500	UNRESTRICTED RESOURCES	SO CALIFORNIA EDISON	UTILITIES- FEB 03	13,254.53
03	500	UNRESTRICTED RESOURCES	VERIZON WIRELESS	LONG DISTANCE PHONE	24.22
03	500	UNRESTRICTED RESOURCES	VERIZON WIRELESS	WIRELESS SERVICE	245.88
03	500	UNRESTRICTED RESOURCES	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL JAN 03	7,941.10
03	500	UNRESTRICTED RESOURCES	JEFFREY HARRYMAN	REIMB BOOTS	80.00
03	500	UNRESTRICTED RESOURCES	GARBUTT JIM	REIMB BOOTS 3/5/03	80.00
03	500	UNRESTRICTED RESOURCES	HORN, PAUL	REIMB CONF EXP	8.00
03	500	UNRESTRICTED RESOURCES	TOWNSEND ELIZABETH	REIMB MILEAGE	22.17
03	500	UNRESTRICTED RESOURCES	AL BUTLER	REIMB MILEAGE 3/03	108.00
03	500	UNRESTRICTED RESOURCES	LUCINDA RUTTEN	REIMB MILEAGE 3/03	27.64
03	500	UNRESTRICTED RESOURCES	ALLEN, IRENE	REIMB MILEAGE 3/13/0	61.20
03	500	UNRESTRICTED RESOURCES	CONDIT, IRWIN	REIMB MILEAGE 3/13/0	39.38
03	500	UNRESTRICTED RESOURCES	COTTRELL, JEANNA	REIMB MILEAGE 3/13/0	14.82
03	500	UNRESTRICTED RESOURCES	JONES, TIMOTHY	REIMB MILEAGE 3/13/0	95.76
03	500	UNRESTRICTED RESOURCES	LAUZON, RAY	REIMB MILEAGE 3/13/0	33.30
03	500	UNRESTRICTED RESOURCES	MURRAY, MICHELLE	REIMB MILEAGE 3/13/0	44.68
03	500	UNRESTRICTED RESOURCES	RAMON BARRERAS	REIMB MILEAGE 3/13/0	212.05
03	500	UNRESTRICTED RESOURCES	ROSALYN BENSON	REIMB MILEAGE 3/13/0	16.50
03	500	UNRESTRICTED RESOURCES	SANDERS, CAROL	REIMB MILEAGE 3/13/0	9.71
03	500	UNRESTRICTED RESOURCES	TOTEN, DEBORAH	REIMB MILEAGE 3/13/0	26.78
03	500	UNRESTRICTED RESOURCES	KEENAN & ASSOCIATES	REIMB. INS.	1,483.68
03	500	UNRESTRICTED RESOURCES	SAN BERNARDINO CO. SUPT. OF SCHOOLS	REISSUED STALE DATED WARRANT	325.00
03	500	UNRESTRICTED RESOURCES	RUBIDOUX COMMUNITY SERVICES	WATER SERVICES - FEB 03	310.13
				TOTAL FUND 03 $	**177,466.67**
06	100	LOTTERY: INSTRUCTIONAL MATERIALS	JENNIFER BACH	TEXTBOOK REFUND	13.56
06	115	SCHOOL IMPROVEMENT PROGRAM-GRADES K	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL 01/03	20.28

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Report of Disbursement Order Purchases

Purchase over $1
03/03/03 thru 03/14/03

Fund	Schl	Resource	Vendor	Description	Amount
06	140	LOTTERY: INSTRUCTIONAL MATERIALS	STEVE AYALA	TEXTBOOK REFUND	13.56
06	165	LOTTERY: INSTRUCTIONAL MATERIALS	MARIA RAMIREZ	TEXTBOOK REFUND	15.26
06	175	IASA:TITLE I BASIC GRANTS LOW-INCOME	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL 01/03	24.17
06	205	IMMEDIATE INTERVENTION/UNDER PERFORM	CSTA	CONF FEES 3/03	25.00
06	300	AGRICULTURAL VOCATIONAL INCENTIVE G	CALIFORNIA LIVESTOCK SUPPLY CO.	BUILDINGS AND IMPROVEMENT OF BL	962.13
06	300	PARTNERSHIP ACADEMIES PROGRAM	ACCENT ON TRAVEL	CONF AIRFARE 3/03	260.50
06	300	AIAA GRANT (RUSD)	VIRGINIA COMMONWEALTH UNIVERSITY	CONF REG FEES 3/03	360.00
06	300	AGRICULTURAL VOCATIONAL INCENTIVE G	CHARLES VAN DUZER	REIMB CONF EXP 3/03	1,385.70
06	300	AIAA GRANT (RUSD)	HILTON JUNE	REIMB CONF EXP 3/03	310.00
06	300	STAFF DEVELOPMENT-SCHOOL DEVELOPMENT	NANCY ROSE	REIMB MILEAGE	95.04
06	305	IMMEDIATE INTERVENTION/UNDER PERFORM	STAPLES	STAPLES-SUPPLIES	54.83
06	305	IMMEDIATE INTERVENTION/UNDER PERFORM	PORT LA SAN PEDRO HILTON	CONF LODGING 3/03	191.60
06	305	VOCATIONAL PROGRAMS: VOC & APPL TEC	CALIF. ASSOCIATION FHA-HERO	CONF REG FEES 3/03	154.00
06	305	IMMEDIATE INTERVENTION/UNDER PERFORM	LOS ANGELES COUNTY OFF. OF ED.	CONF REG FEES 3/6/03	1,200.00
06	305	INSTRUCTIONAL MATERIALS: GRADES 9-1	LISA MONUGIAN	TEXTBOOK REFUND	50.00
06	500	TRANSPORTATION-HOME TO SCHOOL	LAIDLAW TRANSPORTATION	BUS SERVICE 3/10/03	2,641.88
06	500	TRANSPORTATION-HOME TO SCHOOL	LAIDLAW TRANSIT, INC.	BUS SERVICES 3/03	1,035.40
06	500	OTHER FEDERAL	LAIDLAW TRANSPORTATION	BUS SERVICES 3/03	593.26
06	500	OTHER FEDERAL	LAIDLAW TRANSIT, INC.	BUS SERVICES 3/6/03	296.63
06	500	TRANSPORTATION-HOME TO SCHOOL	LAIDLAW TRANSPORTATION	BUS SERVICES 3/6/03	945.45
06	500	MEDI-CAL BILLING OPTION	RIVERSIDE CO. OFFICE OF EDUCA.	CONF REG FEES 3/6/03	1,050.00
06	500	HEAD START	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL 01/03	30.22
06	500	ECONOMIC IMPACT AID: LIMITED ENGLISH	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL JAN 03	17.20
06	500	HEAD START	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL JAN 03	43.95
06	500	WORKFORCE INVESTMENT ACT (WIA)	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL JAN 03	75.40
06	500	HEAD START	ANITA GUEL	REIMB CHILDCARE	30.00
06	500	HEAD START	NORMA RODRIGUEZ	REIMB CHILDCARE	15.00
06	500	ECONOMIC IMPACT AID: LIMITED ENGLISH	JOY ESTRADA	REIMB CLAD FEE	55.00
06	500	ECONOMIC IMPACT AID: LIMITED ENGLISH	DONNALEE SIMPSON	REIMB CLAD FEE 3/03	288.90
06	500	ECONOMIC IMPACT AID: LIMITED ENGLISH	HARTSOCK, IRMA	REIMB CLAD FEE 3/03	55.00
06	500	ECONOMIC IMPACT AID: LIMITED ENGLISH	ILSA GAZA-GONZALEZ	REIMB CLAD FEE 3/03	233.00
06	500	ECONOMIC IMPACT AID: LIMITED ENGLISH	JENNIFER STROMDAHL	REIMB CLAD FEE 3/03	233.00
06	500	ECONOMIC IMPACT AID: LIMITED ENGLISH	PRONOVOST, JUDITH	REIMB CLAD FEE 3/03	172.00
06	500	ECONOMIC IMPACT AID: LIMITED ENGLISH	GARAVITO, NORIE	REIMB CONF EXP 3/03	20.98
06	500	ECONOMIC IMPACT AID: LIMITED ENGLISH	LUZ MARIA SALAZAR	REIMB CONF EXP 3/03	38.50
06	500	ROUTINE REPAIR & MAINTENANCE	BALDWIN, DAN	REIMB MILEAGE	151.56
06	500	SPECIAL EDUCATION	DEMOR, JOHN	REIMB MILEAGE	113.18



Report of Disbursement Order Purchases

Purchase over $1

03/03/03 thru 03/14/03

Fund	Schl	Resource	Vendor	Description	Amount
06	500	SPECIAL EDUCATION	JAFFE, ALISON	REIMB MILEAGE	27.21
06	500	SPECIAL EDUCATION	DROST, KATHY	REIMB MILEAGE	58.54
06	500	GIFTED & TALENTED EDUCATION (GATE)	TUNDIDOR, MADELIN	REIMB MILEAGE 3/13/0	73.35
06	500	ECONOMIC IMPACT AID: LIMITED ENGLISH	LUZ MARIA SALAZAR	REIMB SUPPLIES #2	201.32
				TOTAL FUND 06 $	**13,631.56**
11	401	UNRESTRICTED RESOURCES	EZEQUIEL HERNANDEZ	TEXTBOOK REFUND	25.00
11	401	UNRESTRICTED RESOURCES	JENNY TERRIQUEZ	TEXTBOOK REFUND	25.00
11	401	UNRESTRICTED RESOURCES	LAURA PONCE	TEXTBOOK REFUND	25.00
11	401	UNRESTRICTED RESOURCES	SAL HERRERA	TEXTBOOK REFUND	15.00
11	401	UNRESTRICTED RESOURCES	SARAH ROTH	TEXTBOOK REFUND	20.00
11	401	UNRESTRICTED RESOURCES	SOPHIA MARTINEZ	TEXTBOOK REFUND	40.00
				TOTAL FUND 11 $	**150.00**
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	TEXACO	GASOLINE CHARGES	14.71
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	ACTION DUCT CLEANING CO. INC	C7500 SUPPLIES	1,015.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	REFRIGERATION SUPPLIES DIST	C7519 SUPPLIES	616.79
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	WAXIE SANITARY SUP. 334773400	C7546 SUPPLIES	10.68
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	REFRIGERATION SUPPLIES DIST	C7636 SUPPLIES	1,564.53
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	CDW-G	C7652 SUPPLIES	149.86
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	MILLER, SHARON	C7683 SUPPLIES	12.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	LEACH NANCY	C7684 SUPPLIES	12.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	SYSCO FOOD SERVICES OF L.A.	C7685 SUPPLIES	459.60
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	INTEGRATED FOOD SERVICE	C7686 GROCERIES	193.20
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	COUTU, ROBIN	C7687 SUPPLIES	21.99
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	FEDERAL EXPRESS CORP	C7688 SUPPLIES	20.54
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	VIA NUEVA FOODS	C7689 SUPPLIES	91.20
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	INTERNATIONAL RESTAURANT SUPPLY, I	C7690 GROCERIES	1,779.83
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	MONEY MACHINES INTERNATIONAL	C7691 SUPPLIES	425.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	THE APRON WORKS	C7692 FOOD APRONS	294.98
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	DEVEREAUX CHARITA	C7693 MILEAGE	124.20
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	DAIRY QUEEN	C7694 GROCERIES	72.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	A & R WHOLESALE DISTRIBUTORS	C7695 GROCERIES	284.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	LEABO FOODS, INC.	C7696 GROCERIES	48,846.10
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	SPARKLETTS/MCKESSON WATER PROD	C7697 WATER	26.55

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Report of Disbursement Order Purchases

Purchase over $1
03/03/03 thru 03/14/03

Fund	Schl	Resource	Vendor	Description	Amount
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	KIDSMART	C7698 GROCERIES	937.50
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	ASR FOOD DISTRIBUTORS	C7699 CHICKEN	6,750.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	DON LEE FARMS	C7700 GROCERY	3,672.50
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	SUNNY FRESH FOODS	C7701 GROCERIES	172.55
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	INTERSTATE BRANDS CORP	C7702 GROCERIES	3,384.41
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	DRIFTWOOD DAIRY	C7704-MILK	43,355.26
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	P & R PAPER SUPPLY CO	C7706 GROCERIES	12,611.26
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	GOLD STAR FOODS	C7707-GROCERIES	32,523.50
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	PEPSI-COLA COMPANY	C7708 GROCERIES	7,974.04
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	SWIFT PRODUCE	C7709 GROCERIES	19,830.65
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	SYSCO FOOD SERVICES OF L.A.	C7710 GROCERIES	27,383.18
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	COCA-COLA OF LOS ANGELES	C7711-BEVERAGE	3,305.54
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	NEWPORT FARMS	C7712 GROCERIES	2,912.88
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	INTERSTATE BRANDS CORP	C7713-BAKERY	1,498.40
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	INTERSTATE BRANDS CORP	C7714 - BREAD	2,151.53
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	BBQ WOK	C775-CKN BOWL	392.70
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL 01/03	279.06
13	500	UNRESTRICTED RESOURCES	MONICA ESPINOZA	LUNCH REFUND	13.25
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	PACIFIC TELEPHONE/WORLDCOM	PACIFIC BELL JAN 03	75.55
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	PACIFIC TELEPHONE/WORLDCOM	TELEPHONE JAN 03	135.12
				TOTAL FUND 13 $	**225,393.64**
21	125	MODERNIZATION PROJECTS	JURUPA UNIFIED	REPLENISH PETTY CASH	64.00
21	130	MODERNIZATION PROJECTS	JURUPA UNIFIED	REPLENISH PETTY CASH	64.00
21	135	MODERNIZATION PROJECTS	JURUPA UNIFIED	REPLENISH PETTY CASH	64.00
21	165	MODERNIZATION PROJECTS	JURUPA UNIFIED	REPLENISH PETTY CASH	64.00
21	210	MODERNIZATION PROJECTS	JURUPA UNIFIED	REPLENISH PETTY CASH	64.00
21	310	UNRESTRICTED RESOURCES	EPIC ENGINEERS	PROFESSIONAL SERVICE	587.50
21	310	UNRESTRICTED RESOURCES	KEENAN & ASSOCIATES	PROFESSIONAL SERVICE	114,000.30
21	500	LUNCH SHELTERS	DIVISION OF STATE ARCHITECT	PROFESSIONAL SERVICE	452.00
				TOTAL FUND 21 $	**115,359.80**

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Report of Disbursement Order Purchases

Purchase over $1
03/03/03 thru 03/14/03

Fund	Schl	Resource	Vendor	Description	Amount
25	500	UNRESTRICTED RESOURCES	CAMILO & ROSARIO ARELLANO	REFUND FEES	1,065.25
				TOTAL FUND 25 $	**1,065.25**
30	500	INTEREST GROWTH 100%	OFFICE OF PUBLIC SCHS CONSTRUCTION	PROFESSIONAL SERVICE	9,564.80
30	500	INTEREST MODERN 100%	OFFICE OF PUBLIC SCHS CONSTRUCTION	PROFESSIONAL SERVICE	170.24
				TOTAL FUND 30 $	**9,735.04**

157 DISBURSEMENT ORDERS **FOR A GRAND TOTAL OF $ 542,801.96**

RECOMMENDED APPROVAL

DIRECTOR OF BUSINESS SERVICES

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Report of Purchases
Purchases Over $200
03/01/03 thru 03/14/03

P.O.#	Fund	School	Resource	Vendor	Description	Amount
P42216	03	500	FUEL/STORES	POMA DISTRIBUTING CO.	TRANS-OPEN PO TO PURCHASE FUEL	10,000.00
P42284	06	500	ROUTINE REPAIR & MAINTENANCE	CORPORATE EXPRESS	MOT-OFFICE SUPPLIES	567.62
P42841	06	500	IASA: TITLE II TEACHER QUALITY	LINDA VICKERS	EC-PROFESSIONAL SERVICES	541.62
P42841	06	110	IASA:TITLE I BASIC GRANTS LOW-INCOME	LINDA VICKERS	EC-PROFESSIONAL SERVICES	558.04
P42841	06	110	SCHOOL IMPROVEMENT PROGRAM-GRADES K	LINDA VICKERS	EC-PROFESSIONAL SERVICES	541.62
P42956	03	400	UNRESTRICTED RESOURCES	MINOLTA BUSINESS SYSTEMS, INC.	DISTRICTWIDE-MAINTENANCE AGREEMENT	2,465.45
P42956	03	500	UNRESTRICTED RESOURCES	MINOLTA BUSINESS SYSTEMS, INC.	DISTRICTWIDE-MAINTENANCE AGREEMENT	4,262.07
P43066	06	500	TRANSPORTATION-HOME TO SCHOOL	QUALITY POWER, INC.	TRANS-OPEN PO-PARTS FOR VEHICLES	500.00
P43438	06	205	SCHOOL IMPROVEMENT PROGRAM-GRADES K	STATER BROTHERS	MLM-OPEN PO-SUPPLIES	250.00
P43443	03	300	UNRESTRICTED RESOURCES	FULLER ENGINEERING	JVHS-SWIM POOL SUPPLIES	2,000.00
P43669	03	305	UNRESTRICTED RESOURCES	LONG'S DRUG STORES	RHS-OPEN PO-INSTRUCTIONAL SUPPLIES	250.00
P43740	06	300	LOTTERY: INSTRUCTIONAL MATERIALS	REDLANDS CAMERA	JVHS-OPEN PO-INSTRUCTIONAL SUPPLIES	1,000.00
P43892	06	500	OTHER FEDERAL	COSTCO	SA-FAN CLUB-OPEN PO-SUPPLIES	500.00
P43894	06	500	OTHER FEDERAL	STATER BROTHERS	SA-FAN CLUB-OPEN PO-SUPPLIES	250.00
P43915	06	500	OTHER FEDERAL	K-MART (LIMONITE STORE)	ECSCS-MLMS-OPEN PO- SUPPLIES	215.48
P45433	03	500	EDUCATION CENTER PROJECT	SOUTHWEST MATERIAL HANDLING	WHSE-PALLET RACKS	1,344.68
P45670	03	500	UNRESTRICTED RESOURCES	LOZANO SMITH	EC-ADMSERV-LEGAL SERVICES	3,000.00
P45699	06	500	ROUTINE REPAIR & MAINTENANCE	FERGUSON ENTERPRISES	MAINT-SUPPLIES	497.18
P45754	14	500	UNRESTRICTED RESOURCES	ENGELAUF CONSTRUCTION SPEC.	MAINT-JMS-DUMP FEES	675.00
P45805	03	500	UNRESTRICTED RESOURCES	GAIL MATERIALS	MAINT-JVHS FIELD-IN- FIELD MIX	4,127.58
P45874	03	500	UNRESTRICTED RESOURCES	GLENN B. DORNING, INC.	MAINT-SUPPLIES	231.76
P45943	03	500	DEFERRED MAINTENANCE EXPENSE	FOURTH STREET ROCK CRUSHER	MAINT-RHS-CONCRETE	4,891.20
P45944	14	500	UNRESTRICTED RESOURCES	C.B. CASE CONCRETE PUMPING	MAINT-JMS-CONCRETE PUMPING SERVICE	465.00
P45980	06	500	ROUTINE REPAIR & MAINTENANCE	LENNOX INDUSTRIES	MAINT-MOTORS	1,851.82
P45987	03	500	UNRESTRICTED RESOURCES	INTERSTATE BATTERIES	CSR-STOCK	951.91
P46020	03	500	UNRESTRICTED RESOURCES	OFFICE DEPOT	CSR-STOCK	11,789.23
P46029	03	500	UNRESTRICTED RESOURCES	MIRA LOMA TRAILER SUPPLIES	MAINT-SUPPLIES	302.38
P46030	21	500	LANDSCAPING, TREES, BENCHES & FENCING	PARKVIEW NURSERY	MAINT-PER-SA-GH-TREES	2,762.49
P46057	03	500	UNRESTRICTED RESOURCES	A & H RENTALS	MOT-RH-JVH-MLM-JM-EQUIPMENT RENTALS	5,295.50
P46059	03	500	UNRESTRICTED RESOURCES	JUSD PRINT SHOP	CSR-STOCK	3,725.48
P46060	21	500	LANDSCAPING, TREES, BENCHES & FENCING	OASIS IRRIGATION & LANDSCAPE	MAINT-PER-SA-GH-SUPPLIES	535.80
P46061	06	500	ROUTINE REPAIR & MAINTENANCE	ROTO-ROOTER SERVICE/PLUMBING	MAINT-MMS-ROTO-ROOTER SERVICE	375.00
P46063	03	500	UNRESTRICTED RESOURCES	PIONEER CHEMICAL COMPANY	CSR-STOCK	942.81
P46067	06	500	ROUTINE REPAIR & MAINTENANCE	SPARTAN TOOLS	MAINT-SUPPLIES	596.88

Report of Purchases
Purchases Over $200
03/01/03 thru 03/14/03

P.O.#	Fund	School	Resource	Vendor	Description	Amount
P46073	11	400	UNRESTRICTED RESOURCES	ZONES	LCAE-VIDEO CARDS	578.00
P46076	06	500	TRANSPORTATION-HOME TO SCHOOL	GREEN FIELD	TRANS-SUPPLIES	313.98
P46077	06	500	ROUTINE REPAIR & MAINTENANCE	REFRIGERATION SUPPLIES DIST	MAINT-MLMS-A/C COMPRESSOR	356.95
P46079	06	500	ROUTINE REPAIR & MAINTENANCE	SPECTRA-TONE PAINT CORPORATION	MAINT-SUPPLIES	635.75
P46080	06	500	TRANSPORTATION-HOME TO SCHOOL	PREMIER AUTO ELECTRIC	TRANS-REPAIRS	217.35
P46095	03	500	UNRESTRICTED RESOURCES	PRESS ENTERPRISE COMPANY	EC-PURCH-ADVERTISING COSTS	250.00
P46096	06	305	LOTTERY: INSTRUCTIONAL MATERIALS	RELIABLE OFFICE SOLUTIONS	RHS-INK CARTRIDGES	319.78
P46097	03	200	DISCRETIONARY	CONTRACT CARPET COMPANY	JMS-INSTALLATION	298.52
P46098	06	500	IASA:TITLE I BASIC GRANTS LOW-INCOME	BROWNSTONE PUBLISHERS, INC.	EC-CAT-SUBSCRIPTION	227.00
P46101	06	500	ROUTINE REPAIR & MAINTENANCE	BRITE SHEET METAL CO.	MAINT-DW-STEEL BOXES ELECTRICAL	3,609.63
P46102	06	500	ECONOMIC IMPACT AID: LIMITED ENGLISH	CTB/MACMILLAN/MCGRAW HILL	EC-TESTING MATERIALS	646.65
P46103	06	500	ROUTINE REPAIR & MAINTENANCE	HOWARD INDUSTRIES	MAINT-VB-IGNITION MODULES	532.34
P46107	06	500	OTHER FEDERAL	CDW-G	JMS-OFFICE SUPPLIES	250.39
P46110	06	500	TRANSPORTATION-HOME TO SCHOOL	CUMMINGS CAL PACIFIC, INC.	TRANS-REPAIRS	1,205.53
P46113	06	305	VOCATIONAL PROGRAMS: VOC & APPL TEC	DELL	RHS-COMPUTER	1,029.75
P46121	06	500	OTHER FEDERAL	GOPHER SPORT	EC-INSTRUCTIONAL SUPPLIES	296.01
P46122	03	500	UNRESTRICTED RESOURCES	MCGRATH'S	EC-BREAKFAST FOR MANAGEMENT MEETING	363.66
P46123	03	500	UNRESTRICTED RESOURCES	PRUDENTIAL OVERALL SUPPLY	MAINT-OPEN PO-RENTAL OF MOPS, MATS	8,000.00
P46123	06	500	TRANSPORTATION-HOME TO SCHOOL	PRUDENTIAL OVERALL SUPPLY	MAINT-OPEN PO-RENTAL OF MOPS, MATS	2,000.00
P46125	03	140	DONATIONS	COLONIAL CHESTERFLD AT RILEY'S FARM	PER-FIELD TRIP	840.00
P46126	03	170	DONATIONS	PERFORMANCE/RIVERSIDE	VB-FIELD TRIP	600.00
P46127	06	500	OTHER FEDERAL	ROUND TABLE PIZZA	EC-OPEN PO-SUPPLIES FOR ASCENT PROG.	500.00
P46128	06	500	OTHER FEDERAL	CONCOURSE BOWLING CENTER	MMS-FIELD TRIP	605.00
P46129	06	500	OTHER FEDERAL	CONCOURSE BOWLING CENTER	MLMS-FIELD TRIP	605.00
P46130	06	500	OTHER FEDERAL	CONCOURSE BOWLING CENTER	JMS-FIELD TRIP	440.00
P46131	03	410	DISCRETIONARY	UNIVERSITY OF CALIFORNIA, RIVERSIDE	NVHS-RENTAL FEE FOR GRADUATION	400.00
P46133	03	150	DONATIONS	LIVING DESERT	SC-FIELD TRIP	464.00
P46134	03	145	DONATIONS	PATHFINDER RANCH	RL-OUTDOOR EDUCATION SCHOOL	8,850.00
P46135	03	140	DONATIONS	MISSION SAN JUAN CAPISTRANO	PER-FIELD TRIP	380.00
P46136	03	500	UNRESTRICTED RESOURCES	SAN BERNARDINO COUNTY SUPT. OF	EC-ENTRY FEES FOR SCIENCE FAIR WINNERS	400.00
P46138	03	500	UNRESTRICTED RESOURCES	STATER BROTHERS	EC-OPEN PO-INSTRUCTIONAL SUPPLIES	300.00
P46139	03	500	UNRESTRICTED RESOURCES	DEB'S CUSTOM AWARDS	EC-OPEN PO-INSTRUCTIONAL SUPPLIES	500.00
P46146	06	305	AGRICULTURAL VOCATIONAL INCENTIVE G	ELROD FENCING CO.	RHS-SUPPLIES	638.96
P46151	06	305	VOCATIONAL PROGRAMS: VOC & APPL TEC	EMPIRE MOWERS	RHS-SUPPLIES	1,061.34
P46152	06	500	WORKFORCE INVESTMENT ACT (WIA)	CDW-G	YOC-LC-SUPPLIES	1,697.61

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Report of Purchases
Purchases Over $200
03/01/03 thru 03/14/03

P.O.#	Fund	School	Resource	Vendor	Description	Amount
P46167	03	300	DISCRETIONARY	I.M.P.A.C. GOVERNMENT SERVICES	JVHS-INSTRUCTIONAL SUPPLIES	427.35
P46167	06	300	LOTTERY: INSTRUCTIONAL MATERIALS	I.M.P.A.C. GOVERNMENT SERVICES	JVHS-INSTRUCTIONAL SUPPLIES	427.33
P46169	06	500	OTHER FEDERAL	BIG LEAGUE DREAMS	ECSCS-ASCENT-SOCCER FIELDS RENTAL	1,200.00
P46170	03	110	DONATIONS	AM. THEATRE ARTS FOR YOUTH, INC	GH-FIELD TRIP	400.00
P46173	03	160	DONATIONS	LIVING DESERT	SS-FIELD TRIP	544.00
P46174	06	500	ROUTINE REPAIR & MAINTENANCE	JACK LINGREN BUILDERS HARDWARE	MAINT-OPEN PO-SUPPLIES	500.00
P46176	06	500	HEAD START	RUBIDOUX NATURE CENTER	ECCAT-IA-FIELD TRIP	320.00
P46179	03	125	DONATIONS	LIFETOUCH STUDIOS	MB-YEARBOOK DEPOSIT	1,896.71
P46182	06	165	SCHOOL IMPROVEMENT PROGRAM-GRADES K	FOLLETT SOFTWARE COMPANY	TS-CPU BOARD	284.87
P46183	03	150	DONATIONS	MUSIC CENTER	SC-SUPPLIES	1,090.28
P46184	06	150	LOTTERY: INSTRUCTIONAL MATERIALS	RELIABLE OFFICE SOLUTIONS	SC-OPEN PO-MASTERS AND INK	700.00
					76 P.O.'s over $200	**121,097.39**
					52 P.O.'s NOT over $200	**4,132.36**
					128 TOTAL PURCHASE ORDERS	**125,229.75**

Recommend Approval: Shelia E. Carpenter 3/18/03
Director of Centralized Support Services

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B.3

JURUPA UNIFIED SCHOOL DISTRICT

2002/2003 AGREEMENTS

Agreement Number	Contractor	Amount	Fund/Program To Be Charged	Purpose
03-1	***Consultant or Personal Service Agreements***			
03-1-KKK	The Imagination Machine	$650.00 Mileage $50.00	Donations	Two "Writing Shows" assemblies for students of Van Buren Elementary School. 4/23/03.
03-1-LLL	Lauren Levian	$525.00	Donations	Two "Wagons West" assemblies for students of Van Buren Elementary School. 3/5/03.
03-1-MMM	Talking on Purpose, Inc. Juliet Funt	$32,400.00 ($11,800 per year)	II/USP	Presentations held at Jurupa Valley High School to help with student discipline by improving student self-image to give more time to studies. 12/19/02 to 6/30/05.
03-7	***Architectural & Inspector Agreements***			
03-7-MM	Epic Engineers	NTE $9,600.00 Plus Expenses	Measure "C"	Surveying and engineering services for Elementary School #17. Until completion.
03-8	***Other Agreements***			
03-8-Y+M1	Pulliam Group	$12,000.00	II/USP	Modify contract fee for Years 2 & 3 from $17,500 to $12,000 for External Facilitator; remove IDMS from the contract serving Mira Loma Middle School; and term 7/1/02 to 6/30/03.
03-8-GGG	Jurupa Valley Chamber of Commerce	N/A	N/A	Youth Opportunity Center Program Agreement for Affiliation for student learning experiences under the Workforce Investment Act Youth Program (WIA). From June 1, 2003 and ongoing.

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03-8 ***Other Agreements*** (continued)

03-8-HHH	The Ultimate Haircuts	N/A	N/A	Youth Opportunity Center Program Agreement for Affiliation for student learning experiences under the Workforce Investment Act Youth Program (WIA). From March 1, 2003 and ongoing.

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

ED/et
04/07/03

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JURUPA UNIFIED SCHOOL DISTRICT

2002/2003 AGREEMENTS

Board Member Carolyn Adams will not be voting on this Agreement Page.

Agreement Number	Contractor	Amount	Fund/Program To Be Charged	Purpose
03-8	***Other Agreements***			
03-8-III	Adams Kart Track	N/A	N/A	Youth Opportunity Center Program Agreement for Affiliation to provide facilities for laboratory type student learning experiences under the Workforce Investment Act Youth Program (WIA). From 4/7/03 and ongoing.

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

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04/07/03

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03.3

Jurupa Unified School District

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

DATE(S): March 28-29, 2003

LOCATION: Modesto Junior College

TYPE OF ACTIVITY: FFA Career Development Event

PURPOSE/OBJECTIVE: To participate in the carrer Development events

NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.) Brian Kantner, Ag. Teacher, Joann Stephens, Parent, Cindy Scheirer, Parent, Sheryl Schmidt, Parent.

EXPENSES:

Transportation	$
Lodging	$
Meals	$
All Other	$
TOTAL EXPENSE	$ 300.00

Number of Students 5

Cost Per Student $60.00
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
TOTAL:	$	

Arrangements for Transportation: School Veh.

Arrangements for Accommodations and Meals: Students will provide own money

Planned Disposition of Unexpended Funds:

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

Signature: Brian Kantner (Instructor) Date: 2/26/03 School: Jurupa Valley

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

Approvals: Principal: [signature] Date: 3-7-03

Date approved by the Board of Education Date:

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

No. TS4

A-5

Jurupa Unified School District

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

DATE(S): 4/5/03 - 4/8/03

LOCATION: Fresno, CA

TYPE OF ACTIVITY: FFA State Convention

PURPOSE/OBJECTIVE: Participate in leadership training and serve as voting delegates.

NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.)
Diane Parker and Rhonda Fuller, teachers

EXPENSES:

Transportation	$
Lodging	$
Meals	$
All Other	$
TOTAL EXPENSE	$ 190.00 ea. Total @ $1,980.00

Number of Students 8

Cost Per Student 190.00
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
Students and FFA Account		trip is paid
TOTAL:	$	

Arrangements for Transportation: School Vans

Arrangements for Accommodations and Meals: Student funds and some meals included

Planned Disposition of Unexpended Funds: n/a

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

Signature: Diane Parker (Instructor) Date: 3/10/03 School: Rubidoux

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

Approvals: Principal: _____ Date: 3/19/03

Date approved by the Board of Education Date: _____

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

No. TS4

A-6

Jurupa Unified School District

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

DATE(S): April 21, 22, 23, 24, 2003

LOCATION: Northern California Colleges: Santa Barbara to Chico

TYPE OF ACTIVITY: AVID Program: Junior Class College Tour

PURPOSE/OBJECTIVE: As per AVID Curriculum Standards: To develop an awareness of and to prepare for admission to a 4-year college after their JVHS graduation in 2004

NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.) Jose Araux (AVID Teacher), Carlos Moreno (JVHS Teacher), Lauretta Cortez (JVHS Teacher), Mrs. Livier Nunez (Parent Volunteer/Chaperone)

EXPENSES:

Transportation	$ 2,850.00	Number of Students 24
Lodging	$ 1,848.89	
Meals	$ 640.00**	(Raised by Students)
All Other	$ 300.00**	(Miscellaneous; Emergency)
TOTAL EXPENSE	$ $5,638.89	Cost Per Student $235.00 (Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
AVID Categorical Account	$3,800.00	$3,800.00
AVID Student Trust Account	1,838.89	1,838.89
TOTAL:	$5,638.89	5,638.89

Arrangements for Transportation: Charter Bus

Arrangements for Accommodations and Meals: Motel cost paid in advance; students pay for meals

Planned Disposition of Unexpended Funds: None expected

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

Signature: J C Araux (Instructor) Date: 03/25/03 School: Jurupa Valley High School

M Kruger AVID Coordinator 3/25/03

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

Approvals: Principal: [signature] Date: 3-26-03

Date approved by the Board of Education Date: _____

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

No. TS4

A-7

Jurupa Unified School District

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

DATE(S): April 24-27, 2003

LOCATION: Verious Colleges - Central and Northern California

TYPE OF ACTIVITY: Students visit various college campuses

PURPOSE/OBJECTIVE: To observe campus to see if they would like to attend that college

NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.)

Dale Fullerton Ag Teacher, Charlynn Miller Student teacher

EXPENSES:

Transportation	$
Lodging	$
Meals	$
All Other	$
TOTAL EXPENSE	$ 1,500.00

Number of Students 15

Cost Per Student $100.00
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
TOTAL:	$	

Arrangements for Transportation: School Van and Truck

Arrangements for Accommodations and Meals: Students will provide own money

Planned Disposition of Unexpended Funds:

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

Signature: _____ (Instructor) Date: 3/6/03 School: Jurupa Valley H. S.

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

Approvals: Principal: _____ Date: 3-7-02

Date approved by the Board of Education Date: _____

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

No. TS4

A-8

Ray & Carolyn Teagarden
4244 Lindsay Street · Riverside, CA 92509-2533
(909) 685-5531

March 12, 2003

Mr. Rollin Edmunds
Superintendent
Jurupa Unified School District
4850 Jurupa Road
Riverside, CA 92509

Dear Rollin:

With deep regret, I herewith tender my resignation from my position as a member of the Jurupa Unified School District Board of Education, Trustee Area #1, effective April 1, 2003.

For the past five and one-half years, I have really enjoyed working for the kids of this community.

Most sincerely,

Ray Teagarden

B
pg. 1

RIVERSIDE COUNTY
OFFICE OF EDUCATION
DR. DAVID LONG
Riverside County Superintendent of Schools

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

47-336 Oasis Street
Indio, California
92201-6998

24980 Las Brisas Road
Murrieta, California
92562

RECEIVED
MAR 2 4 2003
JURUPA UNIFIED SCHOOL DISTRICT
SUPERINTENDENT

March 19, 2003

Mr. Rollin Edmunds
Jurupa Unified School District
4850 Pedley Road
Riverside, CA 92509

Dear Mr. Edmunds:

This is to acknowledge receipt of Mr. Ray Teagarden's letter of resignation from the Jurupa Unified School District Governing Board. The county Superintendent of Schools received this resignation on March 18, 2003. The resignation letter included a deferred effective date of April 1, 2003. Mr. Teagarden represented Trustee Area #1, and his term was to expire in 2006.

Pursuant to Education Code (EC) Section 5091(a), whenever a vacancy occurs, the governing board shall within 60 days of the vacancy either order an election or make a provisional appointment to fill the vacancy. This 60-day period begins when the resignation is filed with the county superintendent of schools, and not from the date specified in the resignation. The vacancy, however, occurs on the deferred effective date of April 1, 2003. In the event that a governing board fails to order an election or make a provisional appointment within the 60-day period, the county superintendent of schools shall call an election to fill the vacancy.

When a provisional appointment is made the appointee has all the powers and duties of a governing board member conferred upon him/her immediately following the appointment. [EC 5091(d)] Unless a petition for the conduct of a special election to fill the vacancy is submitted and found sufficient, the person appointed to fill this vacancy would hold office until the November 2004 election, the next regularly scheduled election for governing board members. [EC 5091(e)] A person elected at an election to fill the vacancy shall hold office for the remainder of the term in which the vacancy occurs. [EC 5091(c)(1)]

Riverside County Board of Education

Betty Gibbel
President

Marilyn Baumert
Vice President

Charles H. Brugh

Gerald P. Colapinto

Curtis Grassman

Milo P. Johnson

William R. Kroonen

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Pursuant to EC Section 5092, when a provisional appointment is made, the board shall, within 10 days of the provisional appointment, post notices of both the actual vacancy and the provisional appointment in three public places in the district and shall publish a notice in a newspaper of general circulation.

Pursuant to EC Section 5091(b), when an election is ordered it shall be held on the next regular election date, provided that the regular election is no less than 130 days after the vacancy.

If you have any questions regarding this matter, please call Sharen Topham at 909/826-6448.

Sincerely,

David Long, Ph.D.
Riverside County
Superintendent of Schools

DL/JF/s
C: Mischelle Townsend, Registrar of Voters

B
Pg. 3

)UCATION CODE
:CTION 5090-5095

0. Vacancies on school district governing boards or community
lege district boards are caused by any of the events specified in
tion 1770 of the Government Code, or by a failure to elect. A
ancy resulting from resignation occurs when the written
ignation is filed with the county superintendent of schools having
isdiction over the district, except where a deferred effective
e is specified in the resignation so filed, in which case the
ignation shall become effective on that date. A written
ignation, whether specifying a deferred effective date or
erwise, shall, upon being filed with the county superintendent of
ools be irrevocable.

1. (a) Whenever a vacancy occurs, or whenever a resignation has
n filed with the county superintendent of schools containing a
erred effective date, the school district or community college
trict governing board shall, within 60 days of the vacancy or the
ing of the deferred resignation, either order an election or make
rovisional appointment to fill the vacancy. A governing board
ber may not defer the effective date of his or her resignation for
e than 60 days after he or she files the resignation with the
nty superintendent of schools.
In the event that a governing board fails to make a provisional
ointment or order an election within the prescribed 60-day period
required by this section, the county superintendent of schools
ll call an election to fill the vacancy.
(b) When an election is ordered, it shall be held on the next
ular election date provided pursuant to Chapter 1 (commencing with
tion 1000) of Division 1 of the Elections Code not less than 130
s after the occurrence of the vacancy or after the written
ignation is filed with the county superintendent of schools.
(c) (1) If a provisional appointment is made within the 60-day
iod, the registered voters of the district may, within 30 days
m the date of the appointment, petition for the conduct of a
cial election to fill the vacancy. A petition shall be deemed to
r a sufficient number of signatures if signed by at least the
ber of registered voters of the district equal to 11/2 percent of
number of registered voters of the district at the time of the
t regular election for governing board members, or 25 registered
ers, whichever is greater. However, in districts with registered
ers of less than 2,000 persons, a petition shall be deemed to bear
ufficient number of signatures if signed by at least 5 percent of
number of registered voters of the district at the time of the
t regular election for governing board members.
(2) The petition shall be submitted to the county superintendent
schools having jurisdiction who shall have 30 days to verify the
natures. If the petition is determined to be legally sufficient
the county superintendent of schools, the provisional appointment
terminated, and the county superintendent of schools shall call a
cial election to be conducted no later than the 120th day after
determination. However, if a regular election date, as defined
Section 1000 of the Elections Code, occurs between the 120th day
the 150th day following the determination, the county
erintendent of schools may call the special election to be
ducted on the regular election date.

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(d) A provisional appointment made pursuant to subdivision (a) ıfers all powers and duties of a governing board member upon the ɔointee immediately following his or her appointment.
(e) A person appointed to fill a vacancy shall hold office only :il the next regularly scheduled election for district governing ırd members, whereupon an election shall be held to fill the ɔancy for the remainder of the unexpired term. A person elected at election to fill the vacancy shall hold office for the remainder the term in which the vacancy occurs or will occur.
(f) (1) Whenever a petition calling for a special election is :culated, the petition shall meet all of the following quirements:
(A) The petition shall contain the estimate of the elections ficial of the cost of conducting the special election.
(B) The name and residence address of at least one, but not more an five, of the proponents of the petition shall appear on the :ition, each of which proponents shall be a registered voter of the ıool district or community college district, as applicable.
(C) None of the text or other language of the petition shall ɔear in less than six-point type.
(D) The petition shall be prepared and circulated in conformity :h Sections 100 and 104 of the Elections Code.
(2) If any of the requirements of this subdivision are not met as any petition calling for a special election, the county ɔerintendent of schools shall not verify the signatures, nor shall y further action be taken with respect to the petition.
(3) No person shall permit the list of names on petitions escribed by this section to be used for any purpose other than alification of the petition for the purpose of holding an election rsuant to this section.
(4) The petition filed with the county superintendent of schools all be subject to the restrictions in Section 6253.5 of the vernment Code.
(g) Elections held pursuant to subdivisions (b) and (c) shall be ıducted in as nearly the same manner as practicable as other verning board member elections.

92. Whenever a provisional appointment is made to the governing ard of a school district pursuant to Section 5091, the board shall, :hin 10 days of the provisional appointment of a person to fill a ɔancy which occurs or will occur, post notices of both the actual ɔancy or the filing of a deferred resignation and also the ɔvisional appointment in three public places in the district and all publish a notice pursuant to Section 6061 of the Government de. If there is no newspaper of general circulation published in e district, notice need not be published.
The notice shall state the fact of the vacancy or resignation and e date of the occurrence of the vacancy or the date of the filing , and the effective date of, the resignation. The notice shall so contain the full name of the provisional appointee to the board d the date of his appointment, and a statement that unless a :ition calling for a special election, containing a sufficient mber of signatures, is filed in the office of county superintendent schools within 30 days of the date of the provisional ɔointment, it shall become an effective appointment.

93. (a) There shall be no special election or appointment to fill vacancy on a governing board if the vacancy occurs within four ıths of the end of the term of that position.

B 9.5

(b) Section 5091 shall not apply to a vacancy on a governing board the vacancy occurs, or a resignation specifying a deferred ective date is filed with the county superintendent of schools, ing the period between six months and 130 days prior to a ularly scheduled governing board election and the position is not eduled to be filled at such election. In such a case, the ition shall be filled at a special election for that position to consolidated with the regular election. A person elected to fill osition under this subdivision shall take office at the next ularly scheduled meeting of the governing board following the tification of the election and shall serve only until the end of term of the position which he or she was elected to fill.
(c) If a special election pursuant to Section 5091 could be solidated with the next regular election for governing board bers, and the vacant position is scheduled to be filled at such ular election, there shall be no special election.

4. If for any reason vacancies should occur in a majority of the ices on any school district or community college district erning board, the president of the county board of education ing jurisdiction may appoint members of the county board of cation to the district governing board until new members of the erning board are elected or appointed.

5. Whenever any of the offices on any school district governing rd or community college district governing board is vacant, the aining governing board member or members, if any, and any erning board member or members elected or appointed to fill the ancies, who have qualified, shall have all the powers and perform the duties of the governing board.

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Community-Based English Tutoring (CBET) Program Application Form, Fiscal Year 2003-2004 (previously known as letter of intent)

Submission Deadline: May 23, 2003

Please complete the following information to request Community-Based English Tutoring Program funds:

Local Educational Agency (LEA) Information

Name of LEA_____ County/District Code __ __/__ __ __ __ __
Charter School No. __ __ __ __ __ __ __ __ __ __

Mailing Address_____

City_____ State CA Zip Code __ __ __ __ __ - __ __ __ __

Program Contact Person Name_____

Title/Office_____

Telephone Number (__ __ __) __ __ __ - __ __ __ __ x_____ FAX Number (__ __ __) __ __ __ - __ __ __ __

E-mail Address_____

The LEA listed above hereby **requests** allocation of funds from the California Department of Education to participate in the CBET Program for Fiscal Year 2003-2004.

Assurances

The signature of the Superintendent or designee of this form acknowledges that the following general assurances will be observed.

1. The conditions established pursuant to *Education Code* sections 300-340, and *California Code of Regulations, Title 5, Education*, sections 11300-11305 will be met by the LEA in the administration of this program.
2. The LEA will use fiscal control and accounting procedures that will ensure proper disbursements and accounting of state funds paid to that agency under the program. The LEA will make records available for audit when requested.
3. Funds may be used for direct program services, community notification processes, transportation services, and background checks related to the tutoring program.
4. The LEA will be responsible for expending these funds to provide free or subsidized adult English-language instruction for parents or community members who have pledged to provide personal English-language tutoring to K-12 English learners.
5. Pledge records will consist of the following information: name of school district, name of school, and the name and signature of parent or community member committed to tutor English learners. These records will be maintained for audit.

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p. 1

(continued on reverse side)

Certification and Signature

I certify that: (1) the planned allocation and expenditures of funds for the Community-Based English Tutoring (CBET) Program are for educational services for eligible participants; (2) the expenditures of funds and the programmatic activities will be conducted in accordance with federal and state statutes and regulations, including the assurances contained in this application; and (3) full records of program activities and expenditures will be maintained and made available for review and/or audit by the California Department of Education, and/or the representatives or designees of the department.

I hereby certify that I have read the conditions contained in this document and agree to comply with all requirements as a condition of funding, and that to the best of my knowledge the information contained in this CBET application form is complete and correct.

Print Name of Superintendent or Designee

Signature of Superintendent or Designee

Date

Board Approval

Print Name of Presiding Officer of Governing Board

Board Approval Date

Signature of Presiding Officer of Governing Board

Date

This CBET Application Form, FY 2003-2004 is to be submitted to the California Department of Education and postmarked on or before May 23, 2003. Return this form to:

Jorge Gaj, Educational Programs Consultant
Community-Based English Tutoring (CBET) Program
Language Policy and Leadership Office, Suite 4309
California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720

RESOLUTION NO. 03/37

A RESOLUTION OF THE JURUPA UNIFIED SCHOOL DISTRICT ADOPTING LOCAL GUIDELINES FOR IMPLEMENTING THE CALIFORNIA ENVIRONMENTAL QUALITY ACT (PUB. RESOURCES CODE §§ 21000 ET SEQ.)

WHEREAS, the California Legislature has enacted the California Environmental Quality Act ("CEQA") (Pub. Resources Code §§ 21000 et seq.) and the State CEQA Guidelines (Cal. Code of Regs, tit. 14, §§ 15000 et seq.) and the California courts have interpreted specific provisions of CEQA;

WHEREAS, Section 21082 of CEQA requires all public agencies to adopt objectives, criteria and procedures for the evaluation of public and private projects undertaken or approved by such public agencies, and the preparation, if required, of environmental impact reports and negative declarations in connection with that evaluation; and

WHEREAS, the Jurupa Unified School District ("School District") wishes to adopt local guidelines for implementing CEQA that are consistent with the current provisions and interpretations of CEQA.

NOW, THEREFORE, the Board of Education of the Jurupa Unified School District hereby resolves as follows:

F
19.1

SECTION 1. The Board of Education adopts "Local Guidelines for Implementing the California Environmental Quality Act (2003)," a copy of which is on file at the offices of the School District and is available for inspection by the public.

ADOPTED this _____ day of _____, 2003.

_____
President of the Board of Education
Jurupa Unified School District

ATTEST:

_____
Secretary of the Board of Education
Jurupa Unified School District

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STAFF SUMMARY OF THE CEQA EVALUATION PROCESS

Excerpted from these Local Guidelines for Implementing the California Environmental Quality Act

Action	Guidelines Section Reference
(A) Staff determines whether the School District is Lead or Responsible Agency for the proposed activity.	2.01, 2.02, 2.03, 2.06, 2.10
(1) As a Lead Agency, the School District shall decide whether a Negative Declaration, Mitigated Negative Declaration or an EIR will be required and shall prepare and consider the document before making its decision on whether and how to approve the proposed activity.	2.04, 2.05
(2) As a Responsible Agency, the School District shall provide data as requested by the Lead Agency, consider the documents prepared by the Lead Agency and reach its own conclusion on whether and how to approve the proposed activity.	2.06, 2.07, 2.08, 2.09

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Action	Guidelines Section Reference
(B) Staff examines proposed activity ("project") to determine whether it is exempt.	3.03
(1) The project can be exempt for any of the following reasons:	
(a) The activity does not come within the legal definition of "project."	3.01
(b) It is a disapproved project.	3.06
(c) It can be seen with certainty that there is no possibility that the activity may have a significant effect on the environment.	3.07
(d) It is a ministerial, not discretionary, action taken by the School District.	3.02
(e) It is covered by one of the exemptions in the CEQA statute.	3.08, 3.09, 3.10, 3.11, 3.12, 3.13, 3.14
(f) It is covered by one of the exemptions in the State Guidelines.	3.15

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	Action	Guidelines Section Reference
(2)	If the activity is determined to be exempt, Staff completes and files internally a Preliminary Exemption Assessment (Form "A"). A Notice of Exemption (Form "B") should be filed with the Clerk following School District approval of a project. (Attach Form "A", too.) The Clerk must post the Notice within twenty-four (24) hours of its receipt, and the Notice must remain posted for thirty (30) days. A thirty-five (35) day statute of limitations for legal challenges begins to run only if and when the Notice of Exemption is filed with the Clerk. If no Notice is filed, the statute of limitations for legal challenges is one hundred eighty (180) days.	3.04, 3.05
(3)	If the activity is not exempt, Staff proceeds with its own environmental evaluation, beginning with the preparation of an Initial Study. (See Section (C) below.)	
(4)	If anyone requests a copy of the Notice of Exemption prior to the date on which the School District determines the activity is exempt, the copy must be mailed, first class postage prepaid, within five (5) days of the School District's determination. If such a request is made following the School District's determination, then the copy should be mailed in the same manner as soon as possible.	3.05

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Action	Guidelines Section Reference
(C) Staff Preparation of an Initial Study.	5.01
(1) All Responsible and any Trustee Agencies must be consulted in the preparation of the Initial Study.	5.02
(2) The School District shall hold a scoping meeting if required.	5.04
(3) Staff prepares an Initial Study, including the Environmental Checklist Form (Form "J") and all explanations as necessary.	5.01, 5.05, 5.06, 5.07, 5.08, 5.09, 5.12, 5.13
(4) Based on the results of the Initial Study, Staff prepares an Environmental Impact Assessment (Form "C") for internal use only.	5.14 (See also 5.03, 5.06, 5.07, 5.08, 5.09, 5.12, 5.13)
(a) If Staff concludes that the project will not have a significant effect on the environment, then it must recommend that a Negative Declaration be prepared.	
(b) If Staff concludes that the project could result in significant environmental effects but that the significant effects identified in the Initial Study have been avoided or mitigated to a point where clearly no significant effects would occur by revisions in the project plans or proposals made by or agreed to by the applicant, then it must recommend that a Mitigated Negative Declaration be prepared.	
(c) If Staff concludes that the project could or may have a significant effect on the environment, it must recommend that an Environmental Impact Report be prepared.	

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Action	Guidelines Section Reference
(D) Staff Preparation of a Negative Declaration or Mitigated Negative Declaration.	6.01, 6.02
(1) If Staff recommends preparation of a Negative Declaration or Mitigated Negative Declaration, Staff must prepare a Draft Negative Declaration (Form "E") (unsigned but otherwise fully completed including a statement of supporting reasons) and fill out a Notice of Intent to Adopt a Negative Declaration/Mitigated Negative Declaration (Form "D"). For a Mitigated Negative Declaration, Staff must also attach to Form "E" a description of mitigation measures for each significant impact.	6.01, 6.02, 6.04, 6.08
(2) Staff must then post a copy of the Notice of Intent, the Draft Negative Declaration/Mitigated Negative Declaration and Initial Study at the School District office. The notice must also be posted in the Clerk's office of each County in which the project is located within twenty-four (24) hours of receipt by the Clerk, and must remain posted for a minimum of twenty (20) days, unless otherwise required by law to be posted for thirty (30) days.	6.05, 6.07

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Action	Guidelines Section Reference
(3) At least twenty (20) days before the Board's meeting, Staff must give Notice of Intent to Adopt a Negative Declaration\Mitigated Negative Declaration (Form "D") by mail to the last known names and addresses of all individuals and organizations who have previously requested such notice and by at least one of the following: (a) publishing once in a newspaper of general circulation, or if more than one area will be affected, in the newspaper of largest circulation from among the newspapers of general circulation in those areas; (b) posting on and off site where the project is to be located; and (c) mailing to owners and occupants of contiguous property. A public review period at least as long as the period of review by the State Clearinghouse is required for Negative Declarations sent to the State Clearinghouse.	6.04, 6.05, 6.06, 6.07

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	Action	Guidelines Section Reference
(4)	At the time noticed for the meeting on the Draft Negative Declaration, the Board considers the matter. Comments, if any, from the public and Responsible Agencies and Trustee Agencies which pertain to resources under their authority and are received within the public comment period, must be considered. If the Board determines in light of the whole record that the project will not have a significant effect on the environment, it adopts the Negative Declaration/ Mitigated Negative Declaration. For a Mitigated Negative Declaration, the School District must also adopt a mitigation monitoring or reporting program. In either case, the School District must specify the location and custodian of the documents which constitute the record of proceedings. (If the decision making body finds, in light of the whole record, that the project may have a significant effect on the environment, it must order the preparation of an EIR.) MOTION: Move that this Board finds in light of the whole record that the project will not have a significant effect on the environment, the Negative Declaration/Mitigated Negative Declaration reflects the independent judgment of the Board, and that the Negative Declaration/ Mitigated Negative Declaration as proposed by Staff be adopted.	6.10, 6.11, 7.01
(5)	The Board can act upon the project after reviewing, considering, and adopting the Negative Declaration/Mitigated Negative Declaration. MOTION: Move approval of the project, and direct Staff to file and post a Notice of Determination in accordance with the School District's Guidelines.	6.12

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	Action	Guidelines Section Reference
(6)	Staff must file a Notice of Determination (Form "F") with the Clerk and also with the Office of Planning and Research if the project requires state agency approval within five (5) working days of approval. A fee of $1,250 shall be paid at this time to the Clerk for projects which will adversely affect wildlife resources. (Refer to the Index in this Staff Summary to determine whether a handling or administrative fee is also due.) The Notice must be posted in the Clerk's office within twenty-four (24) hours of receipt by the Clerk, and must remain posted for a minimum of thirty (30) days.	6.14, 6.18
(7)	Staff simultaneously and conspicuously posts Notice of Determination at the School District office.	6.14
(8)	A thirty (30) day statute of limitations for legal challenges usually begins to run only after the Notice of Determination has been filed with and posted by the Clerk (and with the Office of Planning and Research if approval by any State agency is involved).	6.14
(9)	If anyone requests a copy of the Notice of Determination prior to the date on which the School District adopts the Negative Declaration/Mitigated Negative Declaration, the copy must be mailed, first class postage prepaid, within five (5) days of the School District's determination. If such a request is made following the School District's determination, then the copy should be mailed in the same manner as soon as possible.	6.14

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Action	Guidelines Section Reference
(E) Staff Preparation of an EIR.	7.01
(1) If an Environmental Impact Report ("EIR") is required, the School District as Lead Agency shall send a Notice of Preparation (Form "G") to all Responsible and any Trustee Agencies, and the Office of Planning and Research. A Notice of Completion (Form "H") must be attached as a cover sheet when a Notice of Preparation is submitted to the Office of Planning and Research. Responsible and Trustee Agencies must respond within 30 days. The Notice must be posted in the office of the Clerk for each county in which the project is located within twenty-four (24) hours of receipt by the Clerk, and must remain posted for thirty (30) days.	7.03
(2) Staff shall commence preparation of a Draft EIR (staff may begin work on it immediately without awaiting responses to the Notice of Preparation). If a Draft EIR, EIR or Focused EIR is prepared under contract to the School District, the contract for work must be executed within forty-five (45) days from the date the School District sends the Notice of Preparation, unless an extension is mutually agreed upon by the School District and project applicant. Early consultation ("scoping") is advisable during the drafting of the EIR with all Responsible Agencies, Trustee Agencies and interested individuals and organizations of which staff is reasonably aware.	7.02, 7.04, 7.05, 7.06, 7.07

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	Action	Guidelines Section Reference
(3)	Upon completion of the Draft EIR, Staff shall file a Notice of Completion (Form "H") with the Office of Planning and Research and give the required public Notice inviting comment upon the Draft EIR (Form "K") by mail to the last known names and addresses of all individuals and organizations who have previously requested such notice and by at least one of the following: (a) publishing once in a newspaper of general circulation, or if more than one area will be affected, in the newspaper of largest circulation from among the newspapers of general circulation in those areas; (b) posting on and off site where the project is to be located; (c) mailing to owners and occupants of contiguous property. The Notice shall be posted in the Clerk's office of each county in which the project is located, within twenty-four (24) hours of receipt by the Clerk, and shall remain posted for a minimum of thirty (30) days. This begins the comment period, which will be at least thirty (30) to forty-five (45) days depending on the project.	7.19, 7.20, 7.22, 7.23
(4)	The Board may at its discretion conduct a public hearing on the Draft EIR no sooner than fourteen (14) days after filing of the Notice of Completion but before the expiration of the comment period.	7.24
(5)	Comments on the Draft EIR are evaluated by Staff, responses are compiled and a Final EIR is prepared. At least ten (10) days prior to certifying a Final EIR, the School District shall provide a written response to any agency which has made comments on the Draft EIR.	7.25, 7.26
(6)	If "significant" new information is added to the EIR or if the Draft EIR is so inadequate and conclusory that meaningful public review and comment were precluded, notice and consultation must be repeated.	7.27

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	Action	Guidelines Section Reference
(7)	Staff considers the Final EIR and makes a recommendation to the Board regarding whether the Final EIR is in order and whether it has been completed in compliance with CEQA, the State Guidelines and the School District's local Guidelines. The Final EIR recommendations are presented to the Board which shall certify that the Final EIR is in order and has been completed in compliance with CEQA, the State Guidelines, and the School District's Guidelines, or refer it back to Staff for further work. A mitigation monitoring or reporting program must also be adopted. MOTION: Move that this Board finds and certifies that the Final EIR has been completed in compliance with the California Environmental Quality Act, the State Guidelines, and the School District's Local Guidelines, that it has reviewed and considered the information contained therein in making its decision on the project, and the Final EIR reflects the independent judgment of the Board.	7.28, 7.30, 7.31, 7.33
(8)	The Board must review and consider the information in the EIR before considering and approving the project.	7.29
(9)	Before the Board approves a project, findings must be made as to whether each significant effect identified in the EIR will be mitigated and why alternatives which could reduce environmental impacts were rejected.	7.30, 7.31, 7.33

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	Action	Guidelines Section Reference
(10)	Before the Board approves a project which allows significant effects to occur without mitigating these effects to a level of insignificance, it must make written findings setting forth the overriding considerations which led the Board to forego full mitigation. The location and custodian of the documents which constitute the record of proceedings shall be specified. MOTION: Move approval of the project for the following reasons: [State in writing reasons to support approval] and further find that: [Incorporate one or more findings of overriding considerations.]	7.30, 7.32, 7.33
(11)	If the project is approved, the Board directs Staff to prepare a Notice of Determination (Form "F"). MOTION: Move approval and instruct Staff to prepare and file a Notice of Determination thereon pursuant to the School District's Guidelines.	7.34
(12)	Staff must file a Notice of Determination with the Clerk and also with the Office of Planning and Research if the project requires State approval within five (5) working days of approval. The Clerk must post the Notice within twenty-four (24) hours of receipt. A fee of $850 shall be paid at this time to the Clerk for projects which will adversely affect wildlife resources. (Refer to the Index in this Staff Summary to determine whether a handling or administrative fee is also due.) The Notice shall be posted in the office of the Clerk for thirty (30) days. If a Statement of Overriding Considerations is adopted, this must be noted in the Notice of Determination.	7.34, 7.35, 7.37

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	Action	Guidelines Section Reference
(13)	Staff simultaneously and conspicuously posts Notice of Determination at the School District office.	7.34
(14)	The thirty (30) day statute of limitations for legal challenges usually begins to run only after the Notice of Determination has been filed with the Clerk (and with the Office of Planning and Research if approval by any State agency is involved).	7.34
(15)	If anyone requests a copy of the Notice of Exemption prior to the date on which the School District certifies the Final EIR, the copy must be mailed, first class postage prepaid, within five (5) days of the School District's determination. If such a request is made following the School District's determination, then the copy should be mailed in the same manner as soon as possible.	7.34

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INDEX TO ENVIRONMENTAL FILING BY COUNTY

County	DFG Handling Fee or Administration Fee	Department to Contact	Phone number	Address
Amador	No fee.	County Clerk	209/223-6468	Amador County Clerk's Office 500 Argonaut Lane Jackson, CA 95642
El Dorado	$35.00, only when DFG receives a fee.	County Clerk	530/621-5355 (Ask for Joanne)	El Dorado County Recorder Clerk's Office 360 Fair Lane, Building B Placerville, CA 95667
Fresno	$25.00 only when DFG receives a fee.	County Clerk	559/488-3003	Fresno County Clerk's Office Special Services Division 2221 Kern St. Fresno, CA 93721-2600
Humboldt	$25.00 all situations.	County Clerk	707/445-7593	Humboldt County Clerk's Office 825 Fifth Street, Room 108 Eureka, CA 95501
Imperial	$25.00 all situations.	County Clerk	760/339-4427 (Ask for Angie or Celia)	Imperial County Clerk's Office 940 Main Street, Office #202 El Centro, CA 92243-2865
Inyo	No fee.	County Clerk	760/878-0224	Inyo County Clerk's Office P. O. Drawer F [or] 168 N. Edwards Independence, CA 93526
Kern	Currently no fee.	County Clerk	661/868-3743 (Ask for Phyllis)	Kern County Clerk's Office 1115 Truxtun, First Flr. Bakersfield, CA 93301
Kings	$25.00 all situations.	Planning	559/582-3211ext. 2470 (Ask for Nancy or Sandy)	Kings County Planning Department 1400 West Lacey Blvd. Hanford, CA 93230

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INDEX TO ENVIRONMENTAL FILING BY COUNTY

County	DFG Handling Fee or Administration Fee	Department to Contact	Phone number	Address
Lake	$25.00 only when DFG receives a fee.	Community Development	707/263-2221 (Ask for David, Rick or Danelle)	Community Development Dept. Lake County 255 North Forbes Street Lakeport, CA 95453
Los Angeles	$25.00 all situations.	Zoning Permits	562/462-2057 (Ask for Gina)	Los Angeles Clerk 12400 E. Imperial Highway, Room 2001 Norwalk, CA 90650
Marin	$30.00 all situations.	County Clerk	415/499-6415 (Ask for Joyce Whitney)	Marin County Clerk 3501 Civic Center Drive, #247 San Rafael, CA 94903
Mendocino	$25.00 all situations.	County Clerk	707/463-4371 (Ask for Cindy or Maryanna)	Mendocino County Clerk's Office 501 Low Gap Road, R,. 1020 Ukiah, CA 95482
Modoc	No fee.	County Clerk	530/233-6200 (Ask for Maxine)	Modoc County Clerk's Office P.O. Box 130 [or] 204 South Court Street Alturas, CA 96101
Mono	$25.00 all situations	County Clerk	760/932-5241 (Ask for John)	Mono County Clerk's Office P. O. Box 237 [or] Court House, Main Street Bridgeport, CA 93517
Monterey	$25.00 only when DFG gets a fee.	County Clerk	831/755-5450	Monterey County Clerk's Office County Court House 240 Church Street West Wing, Room 305 Salinas, CA 93902

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INDEX TO ENVIRONMENTAL FILING BY COUNTY

County	DFG Handling Fee or Administration Fee	Department to Contact	Phone number	Address
Napa	$35.00 all situations. $35.00 fee is waived if applicant is a government agency.	County Clerk	707/253-4247 707/253-4105 (Ask for Karen)	Napa County Clerk's Office P.O. Box 298 [or] (better to use post office box) 900 Coombs Street, Room 116 Napa, CA 94559-0298
Nevada	$25.00 all situations.	County Recorder	530/265-1221 (Ask for Krista)	Nevada County Recorder's Office 950 Maidu Avenue Nevada City, CA 95959
Orange	$43.00 all situations.	County Clerk	714/834-2461	EIR Clerk Orange County Clerk/Recorder 12 Civic Center Plaza, Rm 106 Santa Ana, CA 92701
Riverside	$78.00 all situations.	County Clerk	909/486-7013 (Ask for Barbara)	County Clerk's Office Riverside County P.O. Box 751 Riverside, CA 92502-0751
Sacramento	$25.00 all situations.	County Clerk	916/874-6334 800/313-7133-0 For Marica 916/874-7091	Sacramento County Clerk/Recorder's Office P. O. Box 839 [or] 600 8th Street Sacramento, CA 95812-0839
San Bernardino	$35.00 all situations.	Clerk of the Board	909/387-3843 (Ask for John)	Clerk of the Board County of San Bernardino 385 N. Arrowhead Avenue San Bernardino, CA 92415

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INDEX TO ENVIRONMENTAL FILING BY COUNTY

County	DFG Handling Fee or Administration Fee	Department to Contact	Phone number	Address
San Diego	$25.00 for Notice of Determination.	County Clerk	619/531-6059 (Ask for Wendy)	Attention: Wendy Chevalier San Diego Assessor/Recorder/Clerk P. O. Box 121750 San Diego, CA 92112-4147 [or] County Administration Center 1600 Pacific Hwy., Room 260 San Diego, CA 92119 [all papers must be rec'd by 3:00]
San Luis Obispo	$25.00 all situations.	County Clerk	805/781-5088	County Clerk's Office San Luis Obispo County 1144 Monterey Street San Luis Obispo, CA 93408
Santa Barbara	None. County does not collect fee. Pay directly to DFG.	Clerk of the Board	805/568-2240	Clerk of the Board Santa Barbara County 105 E. Anapamu St., Rm 407 Santa Barbara, CA 93101
Tehama	$25.00 all situations.	County Clerk	530/527-3350	Tehama County Clerk's Office P.O. Box 250 [or] 633 Washington Street, Room 11 Red Bluff, CA 96080
Ventura	$25.00 for EIRs, Notice of Determinations on non-municipal projects. No fee for Negative Declarations.	Clerk of the Board	805/654-2251	Clerk of the Board County of Ventura 800 South Victoria Avenue, LN 1920 Ventura, CA 93009-1920
Yuba	$25.00 only when DFG gets a fee.	County Clerk	530/741-6341 (Ask for Francis)	Yuba County Clerk's Office 935 14th Street Marysville, CA 95901

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INDEX TO ENVIRONMENTAL FILING WITH STATE

Agency	Fees	Phone	Address
State Clearing House / Governor's Office of Planning and Research	No administrative filing fee.	916/445-0613	*When sending notices via U.S Mail:* P.O. Box 3044 Sacramento, California 95812-3044 *When sending notices via Overnight or Direct Delivery:* 1400 Tenth Street, Room 222 Sacramento, California 95812

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LOCAL GUIDELINES
FOR IMPLEMENTING THE
CALIFORNIA ENVIRONMENTAL QUALITY ACT

(2003 REVISION)

1. GENERAL PROVISIONS, PURPOSE AND POLICY

1.01 GENERAL PROVISIONS.

These Local Guidelines ("Guidelines") are to assist the School District Board ("Board") in implementing the provisions of the California Environmental Quality Act ("CEQA"). These Guidelines are consistent with the Guidelines for the Implementation of CEQA ("State Guidelines") which must be followed by state and local agencies in California. These Guidelines have been adopted pursuant to California Public Resources Code Section 21082.

1.02 PURPOSE.

The purpose of these Local Guidelines is to help the Board accomplish the following basic objectives of CEQA:

(a) To enhance and provide long-term protection for the environment, while providing a decent home and satisfying living environment for every Californian.

(b) To provide information to governmental decision-makers and the public regarding the potential significant environmental effects of the proposed project.

(c) To provide an analysis of the environmental effects of future actions associated with the project to adequately apprise all interested parties of the true scope of the project for intelligent weighing of the environmental consequences of the project.

(d) To identify ways that environmental damage can be avoided or significantly reduced.

(e) To prevent significant avoidable environmental damage through utilization of feasible project alternatives or mitigation measures.

(f) To disclose and demonstrate to the public the reasons why a governmental agency approved the project in the manner chosen. Public participation is an essential part of the CEQA process. Each public agency should encourage wide public involvement, formal and informal, in order to receive and evaluate public reactions to environmental issues related to a public agency's activities. Such involvement should include, whenever possible, making environmental information available in electronic format on the Internet, on a web site maintained or utilized by the public agency.

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1.03 APPLICABILITY.

These Guidelines apply to any activity of the School District which constitutes a "project" as defined in Guidelines Section 10.41. An Environmental Impact Report ("EIR") is required for each such project which may have a significant effect on the environment. When the School District finds that a project will have no significant environmental effect, a Negative Declaration or Mitigated Negative Declaration rather than an EIR shall be prepared.

An EIR serves several functions for the benefit of the School District and the public. An EIR (1) identifies and analyzes the significant environmental effects of a proposed project, (2) identifies alternatives to the project, and (3) discloses possible ways to reduce or avoid potential environmental damage. These matters are to be evaluated by the School District before the project is approved or disapproved.

The EIR is an informational document. It should not be used to rationalize approval of a project. CEQA requires that decisions be informed and balanced. It must not be subverted into an instrument for the oppression and delay of social economic, or recreational development or advancement. Indications of adverse environmental impacts from the project which are identified in the EIR do not necessarily require disapproval of a project. Rather, when an EIR shows that a project would cause substantial adverse changes in the environment, the School District must respond to the information by one or more of the following methods:

(a) Changing the proposed project.
(b) Imposing conditions on the approval of the project.
(c) Adopting plans or ordinances to control a broader class of activities to avoid the problems.
(d) Choosing an alternative way of meeting the same need.
(e) Disapproving the project.
(f) Finding that the unavoidable, significant environmental damage is acceptable pursuant to a Statement of Overriding Considerations.

Although CEQA requires that major consideration be given to preventing environmental damage, the School District also has an obligation to balance other public objectives for each project including economic and social factors.

1.04 REDUCING DELAY AND PAPERWORK.

The State Guidelines encourage local governmental agencies to reduce delay and paperwork by, among other things:

(a) Integrating the CEQA process into early planning review; to this end, the project approval process and these procedures, to the maximum extent feasible, are to run concurrently, not consecutively;
(b) Identifying projects which fit within categorical or other exemptions and are therefore exempt from CEQA processing;

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(c) Using initial studies to identify significant environmental issues and to narrow the scope of EIRs;
(d) Using a Negative Declaration when a project not otherwise exempt will not have a significant effect on the environment;
(e) Consulting with state and local responsible agencies before and during the preparation of an EIR so that the document will meet the needs of all the agencies which will use it;
(f) Allowing applicants to revise projects to eliminate possible significant effects on the environment, thereby enabling the project to qualify for a Negative Declaration rather than an EIR;
(g) Integrating CEQA requirements with other environmental review and consultation requirements;
(h) Emphasizing consultation before an EIR is prepared, rather than submitting adverse comments on a completed document;
(i) Combining environmental documents with other documents, such as general plans;
(j) Eliminating repetitive discussions of the same issues by using EIRs on programs, policies or plans and tiering from statements of broad scope to those of narrower scope;
(k) Reducing the length of EIRs by means such as setting appropriate page limits;
(l) Preparing analytic, rather than encyclopedic EIRs;
(m) Mentioning insignificant issues only briefly;
(n) Writing EIRs in plain language;
(o) Following a clear format for EIRs;
(p) Emphasizing the portions of the EIR that are useful to decision-makers and the public and reducing emphasis on background material;
(q) Incorporating information by reference; and
(r) Making comments on EIRs as specific as possible.

1.05 COMPLIANCE WITH STATE LAW.

These Guidelines are intended to implement the provisions of CEQA and the State Guidelines, and the provisions of CEQA and the State Guidelines shall be fully complied with even though they may not be set forth or referred to herein.

1.06 TERMINOLOGY.

The terms "must" or "shall" identify mandatory requirements. The term "may" is permissive, with the particular decision being left to the discretion of the School District. The term "should" identifies the guidance of the Office of Planning and Research, which the School District can follow in the absence of countervailing considerations.

1.07 PARTIAL INVALIDITY.

In the event any part or provision of these Guidelines shall be determined to be invalid, the remaining portions which can be separated from the invalid unenforceable provisions shall continue in full force and effect.

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2. LEAD AND RESPONSIBLE AGENCIES

2.01 LEAD AGENCY PRINCIPLE.

The School District will be the Lead Agency if it will have principal responsibility for carrying out or approving a project. Where a project is to be carried out or approved by more than one public agency, only one agency shall be responsible for the preparation of environmental documents. This agency shall be called the Lead Agency.

2.02 SELECTION OF LEAD AGENCY.

Where two or more public agencies will be involved with a project, the Lead Agency shall be designated according to the following criteria:

(a) If the project will be carried out by a public agency, that agency shall be the Lead Agency even if the project will be located within the jurisdiction of another public agency.

(b) If the project will be carried out by a nongovernmental person or entity, the Lead Agency shall be the public agency with the greatest responsibility for supervising and approving the project as a whole. The Lead Agency will normally be the agency with general governmental powers, rather than an agency with a single or limited purpose. (For example, a district which will provide a public service or utility to the project serves a limited purpose.) If two or more agencies meet this criteria equally, the agency which acts first on the project will be the Lead Agency.

(c) If two or more public agencies have a substantial claim to be the Lead Agency under either (a) or (b), they may designate one agency as the Lead Agency by agreement. An agreement may also provide for cooperative efforts by contract, joint exercise of powers, or similar devices. If an agreement cannot be reached, the dispute may be submitted to the Office of Planning and Research by any public agency, or the applicant if a private project is involved.

2.03 SELF-CERTIFYING DISTRICT AS LEAD AGENCY.

A Self-Certifying School District as defined in Guidelines Section 10.47 shall be the Lead Agency for a project funded under the state school building program described in Education Code Section 17706, et seq.

2.04 DUTIES OF A LEAD AGENCY.

As a Lead Agency, the School District shall decide whether a Negative Declaration, Mitigated Negative Declaration or an EIR will be required for a project and shall prepare, or cause to be prepared, and consider the document before making its decision on whether and how to approve the project. The documents may be prepared by Staff or by private consultants pursuant to a contract with the School District. However, the School District shall independently review and analyze all draft and final reports or declarations prepared for a project, and shall find that the report or

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declaration reflects the independent judgment of the School District prior to approval of the document. If a Draft EIR, Final EIR or Focused EIR is prepared under a contract to the School District, the contract must be executed within forty-five (45) days from the date on which the School District sends a Notice of Preparation. (See Guidelines Section 7.02.)

During the process of preparing an EIR, the School District shall have the following duties:

(a) Immediately after deciding that an EIR is required for a project, the School District shall send to each Responsible Agency a Notice of Preparation (Form "G") stating that an EIR will be prepared. (See Guidelines Section 7.03.)

(b) The School District shall prepare or cause to be prepared the Draft EIR for the project. (See Guidelines Section 7.04.)

(c) Once the Draft EIR is completed, the School District shall file a Notice of Completion (Form "H") with the Office of Planning and Research. (See Guidelines Section 7.19.)

(d) The School District shall consult with state, federal and local agencies which exercise authority over resources which may be affected by the project for their comments on the completed Draft EIR. (See Guidelines Section 7.22.)

(e) The School District shall provide public notice of the availability of a Draft EIR (Form "K") at the same time that it sends a Notice of Completion to the Office of Planning and Research. (See Guidelines Section 7.19.)

(f) The School District shall evaluate comments on environmental issues received from persons who reviewed the Draft EIR and shall prepare or cause to be prepared a written response. A written response must be provided at least ten (10) days prior to certifying an EIR. (See Guidelines Section 7.25.)

(g) The School District shall prepare or cause to be prepared a Final EIR before approving the project. (See Guidelines Section 7.26.)

(h) The School District shall certify that the Final EIR has been completed in compliance with CEQA and has been reviewed by the Board. (See Guidelines Section 7.28.)

(i) The School District shall include in the Final EIR, the reply of any Responsible Agency to the Notice of Preparation or Draft EIR. (See Guidelines Sections 2.07, 7.25 and 7.26.)

As Lead Agency, the School District may charge a nonelected body with the responsibility of adopting, certifying or authorizing environmental documents; however, the School District must have a procedure allowing for the appeal of CEQA decision of any nonelected body to the School Board. Existing provisions of the municipal code may be used to satisfy this requirement.

2.05 CONSULTATION REQUIREMENTS FOR DEVELOPMENT PROJECTS.

An applicant for a development project must submit a signed statement to the School District stating whether the project and any alternatives are located on a site which is included in any list compiled by the Secretary for Environmental Protection of the California Environmental Protection Agency ("California EPA") listing hazardous waste sites and other specified sites located in the city or county. The applicant's statement must contain the following information:

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(a) The applicant's name, address, and phone number.
(b) Address of site, and local agency (city/county).
(c) Assessor's book, page, and parcel number.
(d) The list which includes the site, identification number, and date of list.

Before accepting as complete an application for any development project as defined in Guidelines Section 10.13, the School District shall consult lists compiled by the Secretary for Environmental Protection of the California EPA pursuant to Government Code Section 65962.5 listing hazardous waste sites and other specified sites located in the city or county. The School District shall notify an applicant for a development project if the project site is located on such a list and not already identified. In the Notice of Intent to Adopt a Negative Declaration or Mitigated Negative Declaration (see Guidelines Section 6.04) or the Notice of Preparation of Draft EIR (see Guidelines Section 7.03), the School District shall specify the California EPA list, if any, which includes the project site, and shall provide the information contained in the applicant's statement.

This provision applies only to projects for which applications have not been deemed complete on or before January 1, 1992.

2.06 RESPONSIBLE AGENCY PRINCIPLE.

Where a project is to be carried out or approved by more than one public agency, all public agencies other than the Lead Agency which have discretionary approval power over the project shall be called Responsible Agencies.

2.07 DUTIES OF A RESPONSIBLE AGENCY.

As a Responsible Agency, the School District shall consider the environmental documents prepared or caused to be prepared by the Lead Agency and reach its own conclusions on whether and how to approve the project involved. The School District shall also both respond to consultation by the Lead Agency and attend meetings as requested by the Lead Agency to assist the Lead Agency in preparing adequate environmental documents. The School District should also review and comment on Draft EIRs and Negative Declarations. Comments shall be limited to those project activities which are within the School District's area of expertise or are required to be carried out or approved by the School District or are subject to the School District's powers. As a Responsible Agency, the School District may identify significant environmental effects of a project for which mitigation is necessary. As a Responsible Agency, the School District may submit to the Lead Agency proposed mitigation measures which would address those significant environmental effects. If mitigation measures are required, the School District shall submit to the Lead Agency complete and detailed performance objectives for such mitigation measures which would address the significant environmental effects identified, or refer the Lead Agency to appropriate, readily available guidelines or reference documents. Any mitigation measures submitted to the Lead Agency by the School District, shall be limited to measures which mitigate impacts to resources which are within the School District's authority. For private projects, the School District, as a Responsible Agency, may require

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the project proponent to provide such information as may be required and to reimburse the School District for all costs incurred by it in reporting to the Lead Agency.

2.08 RESPONSE TO NOTICE OF PREPARATION BY RESPONSIBLE AGENCIES.

Within thirty (30) days of receipt of a Notice of Preparation of an EIR, the School District, as a Responsible Agency, shall specify to the Lead Agency the scope and content of the environmental information related to the School District's area of statutory responsibility in connection with the proposed project. At a minimum, the response shall identify the significant environmental issues and possible alternatives and mitigation which the School District, as a Responsible Agency, will need to have explored in the Draft EIR. Such information shall be specified in writing, shall be as specific as possible, and shall be communicated to the Lead Agency, by certified mail or any other method of transmittal which provides it with a record that the notice was received, not later than thirty (30) days after receipt of the notice of the Lead Agency's determination. The Lead Agency shall incorporate this information into the EIR.

2.09 USE OF FINAL EIR OR NEGATIVE DECLARATION BY RESPONSIBLE AGENCIES.

The School District, as a Responsible Agency, shall consider the Lead Agency's Final EIR or Negative Declaration before acting upon or approving a proposed project. The School District shall consider the adequacy of the prior environmental documents for its purposes and in certain instances may require that a Subsequent EIR or a Supplemental EIR be prepared. Mitigation measures and alternatives deemed feasible and relevant to the School District's role in carrying out the project shall be adopted. Findings which are relevant to the School District's responsibility shall be made. A Notice of Determination shall be filed by the Responsible Agency, but need not state that the Lead Agency's EIR or Negative Declaration complies with CEQA.

2.10 SHIFT IN LEAD AGENCY RESPONSIBILITIES.

The School District, as a Responsible Agency, shall assume the role of the Lead Agency if:

(a) The Lead Agency did not prepare any environmental documents for the project, and the statute of limitations has expired for a challenge to the action of the appropriate Lead Agency.

(b) The Lead Agency prepared environmental documents for the project, and all of the following conditions occur:
   (1) A Subsequent or Supplemental EIR is required;
   (2) The Lead Agency has granted a final approval for the project; and
   (3) The statute of limitations has expired for a challenge to the action of the appropriate Lead Agency.

(c) The Lead Agency prepared inadequate environmental documents without providing public notice of a Negative Declaration or sending Notice of Preparation of an EIR to Responsible Agencies and the statute of limitations has expired for a challenge to the action of the appropriate Lead Agency.

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3. ACTIVITIES EXEMPT FROM CEQA

3.01 ACTIONS SUBJECT TO CEQA.

CEQA applies to discretionary projects proposed to be carried out or approved by public agencies. If the proposed activity does not come within the definition of "project" contained in Guidelines Section 10.41, it is exempt from CEQA review.

"Project" does not include:

(a) Proposals for legislation to be enacted by the State Legislature.
(b) Continuing administrative or maintenance activities, such as purchases for supplies, personnel-related actions, general policy and procedure making (except as provided in Guidelines Section 10.41), feasibility or planning studies.
(c) The submittal of proposals to a vote of the people in response to a petition drive initiated by voters.
(d) The creation of government funding mechanisms or other government fiscal activities that do not involve any commitment to any specific project which may have a potentially significant physical impact on the environment. Government funding mechanisms may include, but are not limited to, assessment districts and community facilities districts.
(e) Where the activity will not result in a direct or reasonably foreseeable indirect physical change in the environment.

3.02 MINISTERIAL PROJECTS.

A ministerial project is exempt from CEQA review. This is a project undertaken or approved by the School District upon a given set of facts, in a prescribed manner, and in obedience to statute, ordinance, regulation or other legal mandate. A ministerial project is one in which the School District officer or employee has no discretionary power to exercise personal judgment or opinion as to the method in which the project will be carried out. CEQA review would be irrelevant for a ministerial project, because the School District must act in a preordained way regardless of environmental impacts. The decision whether a proposed project is ministerial in nature may involve or require, to some extent, interpretation of the language of the legal mandate, and should be made on a case-by-case basis. Ministerial projects include, but are not limited to:

(a) Determination of attendance boundaries within the School District;
(b) Relocation of temporary classrooms or buildings from school site to school site;
(c) Issuance of permits to use or occupy School District facilities;

Where a project involves an approval that contains elements of both a ministerial and discretionary nature, the project will be deemed to be discretionary and subject to the requirements of CEQA.

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3.03 EXEMPTIONS IN GENERAL.

CEQA and the State Guidelines exempt certain activities and provide that local agencies shall further identify and describe certain exemptions. The requirements of CEQA and the obligation to prepare an EIR, Negative Declaration or Mitigated Negative Declaration do not apply to the exempt activities which are set forth in CEQA, the State Guidelines and this Chapter.

3.04 PRELIMINARY EXEMPTION ASSESSMENT.

If, in the judgment of Staff, a proposed activity is exempt, Staff should so find on the form entitled "Preliminary Exemption Assessment" (Form "A"). The Preliminary Exemption Assessment shall be retained at the School District's offices as a public record.

3.05 NOTICE OF EXEMPTION.

After School District approval of an exempt project, a "Notice of Exemption" (Form "B") may be filed by Staff with the Clerk. The Preliminary Exemption Assessment shall be attached to the Notice of Exemption for filing. If filed, the Clerk must post the Notice within twenty-four (24) hours of receipt, and the Notice must remain posted for thirty (30) days. Although no California Department of Fish and Game ("DFG") filing fee is applicable to exempt projects, the Preliminary Exemption Assessment shall be attached to the Notice of Exemption for filing. The Clerk customarily charges a documentary handling fee to pay for record keeping on behalf of the DFG. Refer to the Index in the Staff Summary to determine if such a fee will be required for the project.

The filing of a Notice of Exemption is recommended because it starts a 35-day statute of limitations on legal challenges to the School District's determination that the project is exempt from CEQA. The School District is encouraged to make postings of all filed notices available in electronic format on the Internet. These electronic postings are in addition to the procedures required by the State Guidelines and the Public Resources Code. If a Notice of Exemption is not filed, a 180-day statute of limitations will apply. When a request is made for a copy of the Notice prior to the date on which the School District determines the project is exempt, the Notice must be mailed, first class postage prepaid, within five (5) days of the School District's determination. If such a request is made following the School District's determination, then the copy should be mailed in the same manner as soon as possible.

3.06 DISAPPROVED PROJECTS.

Projects which the School District rejects or disapproves are exempt. An applicant shall not be relieved of paying the costs for an EIR or Negative Declaration prepared for a project prior to the School District's disapproval of the project.

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3.07 NO POSSIBILITY OF SIGNIFICANT EFFECT.

Where it can be seen with absolute certainty that there is no possibility that the activity in question may have a significant effect on the environment, the activity is exempt.

3.08 EMERGENCY PROJECTS.

The following types of emergency projects are exempt: (The term "emergency" is defined in Guidelines Section 10.16.)

(a) Work in a disaster-stricken area in which a state of emergency has been proclaimed by the Governor pursuant to Section 8550 of the Government Code. This includes projects that will remove, destroy, or significantly alter a historical resource when that resource represents an imminent threat to the public of bodily harm or of damage to adjacent property or when the project has received a determination by the State Office of Historic Preservation pursuant to Section 5028(b) of the Public Resources Code.

(b) Emergency repairs to publicly or privately owned service facilities necessary to maintain service essential to the public health, safety or welfare.

(c) Projects necessary to prevent or mitigate an emergency. This does not include long-term projects undertaken for the purpose of preventing or mitigating a situation that has a low probability of occurrence in the short-term.

(d) Projects undertaken, carried out, or approved by a public agency to maintain, repair, or restore an existing highway damaged by fire, flood, storm, earthquake, land subsidence, gradual earth movement, or landslide, provided that the project is within the existing right of way of that highway and is initiated within one year of the damage occurring. This exemption does not apply to highways designated as official state scenic highways, nor any project undertaken, carried out, or approved by a public agency to expand or widen a highway damaged by fire, flood, storm, earthquake, land subsidence, gradual earth movement, or landslide.

(e) Seismic work on highways and bridges pursuant to Section 180.2 of the Streets and Highways Code Section 180, et seq.

3.09 FEASIBILITY AND PLANNING STUDIES.

A project which involves only feasibility or planning studies for possible future actions which the School District has not yet approved, adopted or funded is exempt.

3.10 RATES, TOLLS, FARES AND CHARGES.

The establishment, modification, structuring, restructuring or approval of rates, tolls, fares or other charges by the School District which the School District finds are for one or more of the purposes listed below are exempt.

(a) Meeting operating expenses, including employee wage rates and fringe benefits;

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(b) Purchasing or leasing supplies, equipment or materials;
(c) Meeting financial reserve needs and requirements;
(d) Obtaining funds for capital projects necessary to maintain service within existing service areas.

When the School District determines that one of the aforementioned activities pertaining to rates, tolls, fares or charges is exempt from the requirements of CEQA, it shall incorporate written findings setting forth the specific basis for the claim of exemption in the record of any proceeding in which such an exemption is claimed.

3.11 SCHOOL CLOSINGS AND STUDENT TRANSFERS.

The closing of any public school is exempt if Kindergarten or any of grades one through twelve is maintained. The transfer of students from the public school that is closed to another school is also exempt if the only physical changes involved are categorically exempt as described in paragraph 3 of section 3.15. (Note: At least one court has interpreted the words "physical changes" to include all physical changes caused by the transfer, including the cumulative impacts of the transfer, and related past and reasonably foreseeable future closings and transfers. Thus, the School District must consider issues of cumulative impact and significant effects in determining whether the transfer of students caused by the closure is exempt from CEQA.)

3.12 CERTAIN RESIDENTIAL HOUSING PROJECTS.

CEQA does not apply to the construction, conversion, or use of residential housing if the project meets all of the general requirements described in Section A below and satisfies the specific requirements for any one of the following three categories: (1) agricultural housing (Section B below), (2) affordable housing projects in urbanized areas (Section C below), or (3) affordable housing projects near major transit stops (Section D below).

A. General Requirements. The construction, conversion, or use of residential housing units affordable to low-income households (as defined in Section 10) located on an infill site in an urbanized area is exempt from CEQA if *all* of the following general requirements are satisfied:

(1) The project is consistent with:

(a) any applicable general plan, specific plan, and local coastal program, including any mitigation measures, as that plan or program existed on the date that the application was deemed complete, and
(b) any applicable zoning ordinance, as that zoning ordinance existed on the date that the application was deemed complete, unless the zoning of project property is inconsistent with the general plan;

(2) Community level environmental review has been adopted or certified;

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(3) The project and other projects approved prior to the approval of the project can be adequately served by existing utilities, and the project applicant has paid or committed to pay all applicable in-lieu or development fees;

(4) The project meets all of the following four criteria relating to biological resources:

(a) The project site does not contain wetlands,
(b) The project site does not have any value as a wildlife habitat,
(c) The project does not harm any species protected by the federal Endangered Species Act of 1973, the Native Plant Protection Act, or the California Endangered Species Act, and
(d) The project does not cause the destruction or removal of any species protected by a local ordinance in effect at the time the application for the project was deemed complete;

(5) The site of the project is not included on any list of facilities and sites compiled pursuant to Section 65962.5 of the Government Code;

(6) The project site is subject to a preliminary endangerment assessment prepared by a registered environmental assessor to determine the existence of any release of a hazardous substance on the site and to determine the potential for exposure of future occupants to significant health hazards from any nearby property or activity;

(a) If a release of a hazardous substance is found to exist on the site, the release shall be removed or any significant effects of the release shall be mitigated to a level of insignificance in compliance with state and federal requirements.

(b) If a potential for exposure to significant hazards from surrounding properties or activities is found to exist, the effects of the potential exposure shall be mitigated to a level of insignificance in compliance with state and federal requirements.

(7) The project does not have a significant effect on historical resources;

(8) The project site is not subject to any of the following potential hazards except when mitigated as set forth below:

(a) A wildland fire hazard, as determined by the Department of Forestry and Fire Protection, unless the applicable general plan or zoning ordinance contains provisions to mitigate the risk of a wildland fire hazard,

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(b) An unusually high risk of fire or explosion from materials stored or used on nearby properties,

(c) Risk of a public health exposure at a level that would exceed the standards established by any state or federal agency,

(d) Within a delineated earthquake fault zone, as determined pursuant to Section 2622 of the Public Resources Code, or a seismic hazard zone, as determined pursuant to Section 2696 of the Public Resources Code, unless the applicable general plan or zoning ordinance contains provisions to mitigate the risk of an earthquake fault or seismic hazard zone, or

(e) Landslide hazard, flood plain, floodway, or restriction zone, unless the applicable general plan or zoning ordinance contains provisions to mitigate the risk of a landslide or flood.

(9) The project site is not located on developed open space;

(10) The project site is not located within the boundaries of a state conservancy; and

(11) The project meets the requirements in either Section 21159.22, 21159.23 or 21159.24 of the Public Resources Code.

B. Specific Requirements for Agricultural Housing (Public Resources Code Section 21159.22.) CEQA does not apply to the construction, conversion, or use of residential housing for agricultural employees that meets all of the general requirements described above in Section A and meets the following additional criteria:

(1) The Project either:

(a) is affordable to lower income households, lacks public financial assistance, and the developer has provided sufficient legal commitments to ensure the continued availability and use of the housing units for lower income households for a period of at least fifteen (15) years; or

(b) provides housing for very low, low-, or moderate-income households, public financial assistance exists for the development project, and the developer of the project has provided sufficient legal commitments to the appropriate local agency to ensure the continued availability and use of the housing units for low- and moderate-income households for a period of at least fifteen (15) years;

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(2) The project site is adjacent on at least two sides to land that has been developed and the project consists of not more than forty-five (45) units or provides dormitories, barracks, or other group-living facilities for a total of forty-five (45) or fewer agricultural employees, and either:

(a) The project site is within incorporated City limits or within a census-defined place with a minimum population density of at least five thousand (5,000) persons per square mile; or

(b) The project site is within incorporated City limits or within a census-defined place and the minimum population density of the City or the census-defined place is at least one thousand (1,000) persons per square mile, unless the City determines that there is a reasonable possibility that the project would have a significant effect on the environment or that the cumulative effects of successive projects of the same type in the same area would, over time, be significant;

(3) If the project is located on a site zoned for general agricultural use, it must consist of twenty (20) or fewer units, or, if the housing consists of dormitories, barracks, or other group-living facilities, the project must not provide housing for more than twenty (20) agricultural employees; and

(4) The project is not more than two (2) acres in area if the project site is located in an area with a population density of at least one thousand (1,000) persons per square mile, and is not more than five (5) acres in area for all other project sites.

C. Specific Requirements for Affordable Housing Projects in Urbanized Areas (Public Resources Code Section 21159.23.) CEQA does not apply to any development project that consists of the construction, conversion, or use of residential housing consisting of one hundred (100) or fewer units that are affordable to low-income households if all of the general requirements described in Section A above are satisfied and the following additional criteria are also met:

(1) The developer of the project provides sufficient legal commitments to the local agency to ensure the continued availability and use of the housing units for lower income households for a period of at least thirty (30) years;

(2) The project site:

(a) has been previously developed for qualified urban uses;

(b) is immediately adjacent to parcels that are developed with qualified urban uses; or

(c) at least 75% of the perimeter of the site adjoins parcels that are developed with qualified urban uses and the remaining 25% of the

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perimeter of the site adjoins parcels that have previously been developed for qualified urban uses, the site has not been developed for urban uses and no parcel within the site has been created within ten (10) years prior to the proposed development of the site;

(3) The project site is not more than five (5) acres in area; and

(4) The project site is located:

(a) within an urbanized area or within a census-defined place with a population density of at least five thousand (5,000) persons per square mile,

(b) if the project consists of fifty (50) or fewer units, within an incorporated city with a population density of at least twenty-five hundred (2,500) persons per square mile and a total population of at least twenty-five thousand (25,000) persons, or

(c) within either an incorporated city or a census-defined place with a population density of one thousand (1,000) persons per square mile, unless there is a reasonable possibility that the project would have a significant effect on the environment due to unusual circumstances or due to the related or cumulative impacts of reasonably foreseeable projects in the vicinity of the project.

D. Specific Requirements for Affordable Housing Projects Near Major Transit Stops (Public Resources Code Section 21159.24.) CEQA does not apply to a residential project on an infill site within an urbanized area if all of the general requirements described above in Section A are satisfied and the following additional criteria are also met:

(1) Within five (5) years prior to the date that the application for the project is deemed complete, community-level environmental review was certified or adopted. This exemption does not apply, however, if new information about the project or substantial changes regarding the circumstances surrounding the project become available after the community-level environmental review was certified or adopted;

(2) The site of the project is not more than four (4) acres in total area;

(3) The project does not contain more than one hundred (100) residential units;

(4) The project meets either of the following criteria:

(a) At least 10% of the housing is sold to families of moderate income or rented to families of low income or at least 5% of the housing is

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rented to families of very low income, and the project developer has provided the City with sufficient legal commitments to ensure the continued availability and use of the housing units for very low, low-, and moderate-income households at monthly housing costs; or

(b) The project developer has paid or will pay in-lieu fees sufficient to pay for the development of the same number of units that would otherwise be sold or rented to families of moderate or very low income pursuant to subparagraph (a);

(5) The project is within one-half mile of a major transit stop;

(6) The project does not include any single-level building that exceeds 100,000 square feet; and

(7) The project promotes higher density infill housing.

(a) A project with a density of at least 20 units per acre shall be conclusively presumed to promote higher density infill housing.

(b) A project with a density of at least 10 units per acre and a density greater than the average density of the residential properties within 1,500 feet shall be presumed to promote higher density housing unless the preponderance of the evidence demonstrates otherwise.

(8) Exception.

(a) The Exemption for Affordable Housing Projects near Major Transit Stops does not apply if any one of the following criteria is met:

1. There is a reasonable possibility that the project will have a project-specific, significant effect on the environment due to unusual circumstances;

2. Since community-level environmental review was certified or adopted, substantial changes have occurred with respect to the circumstances under which the project is being undertaken, and those changes are related to the project; or

3. Since community-level environmental review was certified or adopted, new information regarding the circumstances under which the project is being undertaken has become available, and that new information is related to the project and was not known and could not have been known at the time of the community-level environmental review.

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(b) If a project satisfies any one of the three criteria described above in Section D.(8)(a), the environmental effects of the project must be analyzed in an environmental impact report or a negative declaration. The environmental analysis shall be limited to the effects identified pursuant to Section D.(8)(a).

3.13 BALLOT MEASURES.

The definition of project in the State Guidelines specifically excludes the submittal of proposals to a vote of the people of the state or of a particular community. This exception applies only to measures proposed in response to a petition drive initiated by voters. When a governing body makes a decision to put a measure on the ballot, that decision may be discretionary and therefore subject to CEQA.

3.14 OTHER SPECIFIC EXEMPTIONS.

CEQA and the State Guidelines exempt many other specific activities, including early activities related to thermal power plants, ongoing projects, transportation improvement programs, family day care homes, congestion management programs, railroad grade separation projects, restriping of streets or highways to relieve traffic congestion, and hazardous or volatile liquid pipelines. Specific statutory exemptions are listed in the Public Resources Code, including Sections 21080 through 21080.33, and in State Guidelines, including Sections 15260 through 15285.

3.15 CATEGORICAL EXEMPTIONS.

The State Guidelines establish certain classes of categorical exemptions. These apply to classes of projects which have been legislatively determined not to have a significant effect on the environment and which, therefore, are exempt. Compliance with the requirements of CEQA or the preparation of environmental documents for any project which comes within one of these classes of categorical exemptions is not required. The classes of projects are briefly summarized below. (Reference to the State Guidelines for the full description of each exemption is recommended.)

The exemptions of Classes 3, 4, 5, 6 and 11 below are qualified in that such projects must be considered in light of the location of the project. A project that is ordinarily insignificant in its impact on the environment may, in a particularly sensitive environment, be significant. Therefore, these classes are considered to apply in all instances except where the project may impact on an environmental resource of hazardous or critical concern which is designated, precisely mapped, and officially adopted pursuant to law by federal, state or local agencies.

It is important to note that all exemptions for all classes are qualified to the extent that they are inapplicable when the cumulative impact of successive projects of the same type in the same place over time is significant or when there is a reasonable possibility that the activity will have a significant effect on the environment due to unusual circumstances.

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With the foregoing limitations in mind, the following classes of activity are exempt:

Class 1: Existing Facilities. Activities involving the operation, repair, maintenance, permitting, leasing, licensing, or minor alteration of existing public or private structures, facilities, equipment or other property of every kind, which activity involves negligible or no expansion of use beyond that existing at the time of the School District's determination, including legislative schemes to regulate such facilities. The types of "existing facilities" itemized in Class 1 are not intended to be all-inclusive of the types of projects which might fall within Class 1. The key consideration is whether the project involves negligible or no expansion of an existing use. (State Guidelines Section 15301.)

Class 2: Replacement or Reconstruction. Replacement or reconstruction of existing facilities, structures, or other property where the new facility or structure will be located on the same site as the replaced or reconstructed facility or structure and will have substantially the same purpose and capacity as the replaced or reconstructed facility or structure. (State Guidelines Section 15302.)

Class 3: New Construction or Conversion of Small Structures. Construction of limited numbers of small, new facilities or structures and installation of small, new equipment or facilities in small structures, and the conversion of existing small structures from one use to another where only minor modifications are made in the exterior of the structure. This exemption includes structures built for both residential and commercial uses. (The maximum number of structures allowable under this exemption is set forth in State Guidelines Section 15303.)

Class 4: Minor Alterations to Land. Minor alterations in the condition of land, water, and/or vegetation which do not involve removal of healthy, mature or scenic trees. (State Guidelines Section 15304.)

Class 5: Minor Alterations in Land Use Limitations. Minor alterations in land use limitations in areas with an average slope of less than twenty percent (20%) which do not result in any changes in land use or density. (State Guidelines Section 15305.)

Class 6: Information Collection. Basic data collection, research, experimental management, and resource evaluation activities which do not result in a serious or major disturbance to an environmental resource. (State Guidelines Section 15306.)

Class 7: Actions by Regulatory Agencies for Protection of Natural Resources. Actions taken by regulatory agencies as authorized by state law or local ordinance to assure the maintenance, restoration, or enhancement of a natural resource where the regulatory process involves procedures for protection of the environment. (State Guidelines Section 15307.)

Class 8: Actions By Regulatory Agencies for Protection of the Environment. Actions taken by regulatory agencies, as authorized by state or local ordinance, to assure the maintenance, restoration, enhancement or protection of the environment where the regulatory process involves procedures for protection of the environment. (State Guidelines Section 15308.)

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Class 9: Inspection. Inspection activities, including, but not limited to, inquiries into the performance of an operation and examinations of the quality, health or safety of a project. (State Guidelines Section 15309.)

Class 10: Loans. Loans made by the Department of Veteran Affairs under the Veterans Farm and Home Purchase Act of 1943, mortgages for the purchase of existing structures where the loan will not be used for new construction and the purchase of such mortgages by financial institutions. (State Guidelines Section 15310.)

Class 11: Accessory Structures. Construction or placement of minor structures accessory to (appurtenant to) existing commercial, industrial, or institutional facilities, including, but not limited to, on-premise signs, small parking lots, and placement of seasonal or temporary use items such as lifeguard towers, mobile food units, portable restrooms or similar items in generally the same locations from time to time in publicly owned parks, stadiums or other facilities designed for public use. (State Guidelines Section 15311.)

Class 12: Surplus Government Property Sales. Sales of surplus government property, except for certain parcels of land located in an area of statewide, regional or areawide concern. (State Guidelines Section 15312.)

Class 13: Acquisition of Lands for Wildlife Conservation Purposes. Acquisition of lands for fish and wildlife conservation purposes, including habitat preservation, and for preserving access to public lands and waters where the purpose of the acquisition is to preserve the land in its natural condition. (State Guidelines Section 15313.)

Class 14: Minor Additions to Schools. Minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than twenty-five percent (25%) or ten (10) classrooms, whichever is less. The addition of portable classrooms is included in this exemption. (State Guidelines Section 15314.)

Class 15: Minor Land Divisions. Divisions of property in urbanized areas zoned for residential, commercial or industrial use into four or fewer parcels when the division is in conformance with the General Plan and zoning, no variances or exceptions are required, all services and access to the proposed parcels to local standards are available, the parcel was not involved in a division of a larger parcel within the previous two (2) years, and the parcel does not have an average slope greater than twenty percent (20%). (State Guidelines Section 15315.)

Class 16: Transfer of Ownership of Land in Order to Create Parks. Acquisition, sale, or other transfer of land in order to establish a park where the land is in a natural condition or contains historical or archaeological resources. CEQA will apply when a management plan is proposed that will change the area from its natural condition or cause substantial adverse change in the significance of the historic or archaeological resource. (State Guidelines Section 15316.)

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Class 17: Open Space Contracts or Easements. Establishment of agricultural preserves, making and renewing of open space contracts under the Williamson Act or acceptance of easements or fee interests in order to maintain the open space character of the area. (The cancellation of such preserves, contracts, interests or easements is not included in this exemption.) (State Guidelines Section 15317.)

Class 18: Designation of Wilderness Areas. Designation of wilderness areas under the California Wilderness System. (State Guidelines Section 15318.)

Class 19: Annexations of Existing Facilities and Lots for Exempt Facilities.

(a) Annexations to a city or special district of areas containing existing public or private structures developed to the density allowed by the current zoning or prezoning of either the gaining or losing governmental agency, whichever is more restrictive; provided, however, that the extension of utility services to the existing facilities would have a capacity to serve only the existing facilities.

(b) Annexations of individual small parcels of the minimum size for facilities exempted by Class 3. (State Guidelines Section 15319.)

Class 20: Changes in Organization of Local Agencies. Changes in the organization of local governmental agencies where the changes do not change the geographical area in which previously existing powers are exercised. (State Guidelines Section 15320.)

Class 21: Enforcement Actions by Regulatory Agencies. Actions by the School District to enforce or revoke a lease, permit, license, certificate or other entitlement for use issued, adopted or prescribed by the School District or a law, general rule, standard or objective, administered or adopted by the School District. (Construction activities undertaken by the School District taking the enforcement or revocation action are not included in this exemption.) (State Guidelines Section 15321.)

Class 22: Educational or Training Programs Involving No Physical Changes. The adoption, alteration or termination of educational or training programs which involve no physical alteration in the area affected or which involve physical changes only in the interior of existing school or training structures. (State Guidelines Section 15322.)

Class 23: Normal Operations of Facilities for Public Gatherings. Continued or repeated normal operations of existing facilities for public gatherings for which the facilities were designed, where there is past history, of at least three years, of the facility being used for the same or similar purposes. Facilities included within this exemption include, but are not limited to race tracks, stadiums, convention centers, auditoriums, amphitheaters, planetariums, swimming pools and amusement parks. (State Guidelines Section 15323.)

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Class 24: Regulation of Working Conditions. Actions taken by the School District to regulate employee wages, hours of work or working conditions where there will be no demonstrable physical changes outside the place of work. (State Guidelines Section 15324.)

Class 25: Transfers of Ownership of Interest in Land to Preserve Existing Natural Conditions and Historical Resources. Transfers of ownership of interest in land in order to preserve open space, habitat, or historical resources. Examples include, but are not limited to, acquisition, sale, or other transfer of areas to preserve existing natural conditions, including plant or animal habitats, to allow continued agricultural use of the areas, to allow restoration of natural conditions, or to prevent encroachment of development into floodplains. (State Guidelines Section 15325.)

Class 26: Acquisition of Housing for Housing Assistance Programs. Actions by a redevelopment agency, housing authority or other public agency to implement an adopted Housing Assistance Plan by acquiring an interest in housing units. (State Guidelines Section 15326.)

Class 27: Leasing New Facilities. Leasing of a newly constructed or previously unoccupied privately owned facility by a local or state agency where the School District determines, based on specific criteria, that the building is exempt. (State Guidelines Section 15327.)

Class 28: Small Hydroelectric Projects as Existing Facilities. Installation of certain small hydroelectric generating facilities in connection with existing dams, canals and pipelines. (State Guidelines Section 15328.)

Class 29: Cogeneration Projects at Existing Facilities. Installation of cogeneration equipment with a capacity of fifty (50) megawatts or less at existing facilities meeting certain conditions. (State Guidelines Section 15329.)

Class 30: Minor Actions to Prevent, Minimize, Stabilize, Mitigate or Eliminate the Release or Threat of Release of Hazardous Waste or Hazardous Substances. Any minor cleanup actions costing $1 million or less to prevent, minimize, stabilize, mitigate, or eliminate the release or threat of release of a hazardous waste or substance. (State Guidelines Section 15330.)

Class 31: Historical Resource Restoration / Rehabilitation. Maintenance, repairs, stabilization, rehabilitation, restoration, preservation, conservation, or reconstruction of historical resources in a manner consistent with the Secretary of the Interior's Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring, and Reconstructing Historic Buildings (1995), Weeks and Grimmer. (State Guidelines Section 15331.)

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Class 32: Infill Development Projects. Projects characterized as infill development which meet the following conditions:

(a) The project is consistent with applicable general plan designation and all applicable general plan policies as well as with applicable zoning designation and regulations.
(b) The proposed development occurs within city limits on a project site of no more than five acres substantially surrounded by urban uses.
(c) The project has no value as habitat for endangered, rare or threatened species.
(d) Approval of the project would not result in any significant effects relating to traffic, noise, air quality, or water quality.
(e) The site can be adequately served by all required utilities and public services. (State Guidelines Section 15332.)

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4. TIME LIMITATIONS

4.01 REVIEW OF PRIVATE PROJECT APPLICATIONS.

Staff shall determine whether the application for a private project is complete within thirty (30) days of receipt of the application. No application may be deemed incomplete for lack of a waiver of the time limitations in Guidelines Sections 4.03 and 4.04. Accepting an application as complete does not limit the authority of the School District, acting as the Lead Agency, to require the applicant to submit additional information needed for environmental evaluation of the project. Requiring such additional information after the application is complete does not change the status of the application.

4.02 DETERMINATION OF ENVIRONMENTAL IMPACT.

Except as provided in Guidelines Sections 4.05 and 4.06, Staff's initial determination as to whether a Negative Declaration, Mitigated Negative Declaration or an EIR should be prepared shall be made within thirty (30) days from the date on which an application for a project is accepted as complete by the School District. This period may be extended fifteen (15) days with consent of the applicant and the School District.

4.03 COMPLETION AND ADOPTION OF NEGATIVE DECLARATION.

For private projects involving the issuance of a lease, permit, license, certificate, or other entitlement for use by one or more public agencies, the Negative Declaration/Mitigated Negative Declaration shall be completed and approved within one hundred eighty (180) days from the date when the School District accepted the application as complete. Completion of a Negative Declaration/Mitigated Negative Declaration within the 180-day period shall include completion of the Initial Study, public review and the preparation of documents for approval by the Board.

In the event that compelling circumstances justify additional time and the project applicant consents thereto, Staff may provide for a reasonable extension of the time limit for completing and adopting the Negative Declaration/Mitigated Negative Declaration.

4.04 COMPLETION AND CERTIFICATION OF FINAL EIR.

For private projects, the Final EIR shall be completed and certified by the Board within one year after the date when the School District accepted the application as complete. In the event that compelling circumstances justify additional time, the Board may provide a one-time extension up to ninety (90) days for completing and adopting the EIR, upon consent of the School District and the project applicant.

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4.05 PROJECTS SUBJECT TO THE PERMIT STREAMLINING ACT.

The Permit Streamlining Act requires agencies to make decisions on development project approvals within specified time limits. If a project is subject to the Act, the School District cannot require the project applicant to submit the informational equivalent of an EIR or prove compliance with CEQA as a prerequisite to determining whether the project application is complete. In addition, if requested by the project applicant, the School District must begin processing the project application prior to final CEQA action, provided the information necessary to begin the process is available.

Under the Permit Streamlining Act, the School District as Lead Agency must approve or disapprove the development project application within one hundred eighty (180) days from the date on which it certifies the EIR, or ninety (90) days if an extension for completing and certifying the EIR is granted (see Guidelines Section 4.04). If the School District adopts a Negative Declaration/Mitigated Negative Declaration, or determines the development project is exempt from CEQA, it shall approve or disapprove the project application within sixty (60) days from the date on which it adopts the Negative Declaration/Mitigated Negative Declaration or determines that the project is exempt from CEQA.

Except for waivers of the time periods for preparing a joint Environmental Impact Report/Environmental Impact Statement (as outlined in Government Code Sections 65951 and 65957), the School District cannot require a waiver of the time limits specified in the Permit Streamlining Act as a condition of accepting or processing a development project application. In addition, the School District cannot disapprove a development project application in order to comply with the time limits specified in the Permit Streamlining Act.

4.06 PROJECTS, OTHER THAN THOSE SUBJECT TO THE PERMIT STREAMLINING ACT, WITH SHORT TIME PERIODS FOR APPROVAL.

A few statutes require agencies to make decisions on project applications within time limits that are so short that review of the project under CEQA would be difficult. To enable the School District as Lead Agency to comply with both the enabling statute and CEQA, the School District shall deem a project application as not received for filing under the enabling statute until such time as the environmental documentation required by CEQA is complete. This section applies where all of the following conditions are met:

(a) The enabling statute for a program, other than development projects under Chapter 4.5 (commencing with Section 65920) of Division 1 of Title 7 of the Government Code, requires the School District to take action on an application within a specified period of time of six (6) months or less;
(b) The enabling statute provides that the project is approved by operation of law if the School District fails to take any action within the specified time period; and
(c) The project application involves the School District's issuance of a lease, permit, license, certificate or other entitlement for use.

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In any case, the environmental document shall be completed or certified and the decision on the application shall be made within the period established by the Permit Streamlining Act (Government Code Sections 65920, et seq.).

4.07 SUSPENSION OF TIME PERIODS.

An unreasonable delay by an applicant in meeting School District requests necessary for the preparation of a Negative Declaration or an EIR shall suspend the running of the time periods described in Guidelines Sections 4.03 and 4.04 for the period of the unreasonable delay. Alternately, the School District may disapprove a project application where there is unreasonable delay in meeting requests. The School District may also allow a renewed application to start at the same point in the process where the application was when it was disapproved.

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5. INITIAL STUDY

5.01 PREPARATION OF INITIAL STUDY.

If the School District determines that it is the Lead Agency for a project which is not exempt, the School District shall prepare an Initial Study to ascertain whether the project may have a substantial adverse effect on the environment, regardless of whether the overall effect of the project is adverse or beneficial. All phases of project planning, implementation and operation must be considered in the Initial Study. An Initial Study may rely on expert opinion supported by facts, technical studies or other substantial evidence. However, an Initial Study is neither intended nor required to include the level of detail included in an EIR.

(a) For School District projects, the Initial Study shall be prepared by Staff or by private experts pursuant to contract with the School District.

(b) For private projects, the person or entity proposing to carry out the project shall submit all data and information as may be required by the School District to determine whether the proposed project may have a significant effect on the environment. All costs incurred by the School District in reviewing the data and information submitted, or in conducting its own investigation based upon such data and information, or in preparing an Initial Study for the project shall be borne by the person or entity proposing to carry out the project.

5.02 INFORMAL CONSULTATION WITH OTHER AGENCIES.

When more than one public agency will be involved in undertaking or approving a project, the School District as Lead Agency shall consult with all Responsible and any Trustee Agencies. Such consultation shall be undertaken as part of the Initial Study process prior to determining whether an EIR, Mitigated Negative Declaration or Negative Declaration is required for the project.

This early consultation, which may be done quickly and informally, is designed to insure that the EIR, Negative Declaration or Mitigated Negative Declaration will reflect the concerns of all Responsible Agencies that will issue approvals for the project and all Trustee Agencies responsible for natural resources affected by the project. It may include consultation with other individuals or organizations with an interest in the project. The Office of Planning and Research, upon request of the School District or a private project applicant, shall assist in identifying the various Responsible Agencies for a proposed project and ensure that the Responsible Agencies are notified regarding any early consultation. In the case of a project undertaken by a public agency, the Office of Planning and Research, upon request of the School District, shall ensure that any Responsible Agency or public agency that has jurisdiction by law with respect to the project is notified regarding any early consultation.

If, during the early consultation process it is determined that the project will clearly have a significant effect on the environment, the School District may immediately dispense with the Initial Study and determine that an EIR is required.

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5.03 CONSULTATION WITH PRIVATE PROJECT APPLICANT.

During or immediately after preparation of an Initial Study for a private project, the School District may consult with the applicant to determine if the applicant is willing to modify the project to reduce or avoid the significant effects identified in the Initial Study. If the project can be revised to avoid or mitigate effects to a level of insignificance and there is no substantial evidence before the School District that the project, as revised, may have a significant effect on the environment, the School District may prepare and adopt a Negative Declaration. If any significant effect may still occur despite alterations of the project, an EIR must be prepared.

5.04 SCOPING MEETINGS.

For a project of "statewide, regional or areawide significance," the School District shall hold at least one scoping meeting. The School District shall provide notice of the scoping meeting to:

(a) Any county or city that is within or borders on the School District where the project is located;
(b) Any responsible agency;
(c) Any public agency that has jurisdiction by law over the project; and
(d) Any organization of individuals who has filed a written request for the notice.

For the definition of projects of "statewide, regional or areawide significance," refer to State Guidelines Section 15206.

For a project that may affect highways or other facilities under the jurisdiction of the State Department of Transportation, the School District shall hold a scoping meeting if requested to do so by the Department of Transportation.

5.05 PURPOSES OF INITIAL STUDY.

The Initial Study shall be used to determine whether a Negative Declaration, Mitigated Negative Declaration or an EIR shall be prepared for a project. It provides written documentation of whether the School District found evidence of significant adverse impacts which might occur. The purposes of an Initial Study are to:

(a) Identify environmental impacts;
(b) Enable an applicant or Lead Agency to modify a project, mitigating adverse impacts before an EIR is written;
(c) Focus an EIR, if one is required, on potentially significant environmental effects;
(d) Facilitate environmental assessment early in the design of a project;
(e) Provide documentation of the factual basis for the finding in a Negative Declaration that a project will not have a significant effect on the environment;
(f) Eliminate unnecessary EIRs; and
(g) Determine whether a previously prepared EIR could be used for the project.

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5.06 CONTENTS OF INITIAL STUDY.

An Initial Study shall contain in brief form:

(a) A description of the project, including the location of the project. The project description must be consistent throughout the environmental review process;
(b) An identification of the environmental setting;
(c) An identification of environmental effects by use of a checklist, matrix, or other method provided that entries are briefly explained to show the evidence supporting the entries. The brief explanation may be through either a narrative or a reference to other information such as attached maps, photographs, or an earlier EIR or Negative Declaration. A reference to another document should include, if possible, a citation to the page or pages where the information is found;
(d) A discussion of ways to mitigate any significant effects identified;
(e) An examination of whether the project is compatible with existing zoning and local land use plans;
(f) The name of the person or persons who prepared or participated in the Initial Study;
(g) A summary of any comments regarding the project received from Responsible Agencies, Trustee Agencies or other persons; and
(h) Identification of prior EIRs or environmental documents which could be used with the project.

5.07 USE OF A CHECKLIST INITIAL STUDY.

When properly completed, the Environmental Checklist (Form "J") will meet the requirements of Guidelines Section 5.06 for private projects provided that the entries on the checklist are explained. For a School District-initiated project, the requirements of Guidelines Section 5.06 will be met by use of the Environmental Checklist (Form "J") and a separate attachment containing a description of the project, including its location and an identification of the environmental setting and summaries of any comments received regarding the project.

California courts have rejected the use of a bare, unsupplemented Initial Study checklist. An Initial Study must contain more than mere conclusions. It must disclose supporting data or evidence upon which the School District relied in conducting the Study. The School District shall augment checklists with supporting factual data and reference information sources when completing the forms. Explanation of all "potential impact" answers should be provided on attached sheets. For controversial projects, it is advisable to state briefly why "no" answers were checked. If practicable, attach an addendum listing commonly used reference material such as plans, traffic studies, air quality data and prior EIRs.

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5.08 EVALUATING SIGNIFICANT ENVIRONMENTAL EFFECTS.

In evaluating the environmental significance of effects disclosed by the Initial Study, the School District shall consider:

(a) Whether the Initial Study and/or any comments received informally during consultations indicate that a fair argument can be made that the project may have a significant adverse environmental impact which cannot be mitigated to a level of insignificance. Even if a fair argument can be made to the contrary, an EIR should be prepared.

(b) Whether both primary (direct) and secondary (indirect) consequences of the project were evaluated. Primary consequences are immediately related to the project, while secondary consequences are related more to the primary consequences than to the project itself. For example, secondary impacts upon the resources base, including land, air, water and energy use of an area, may result from population growth, a primary impact.

(c) Whether adverse social and economic changes will result from a physical change caused by the project. Adverse economic and social changes resulting from a project are not, in themselves, significant environmental effects. However, if such adverse changes cause physical changes in the environment, those consequences may be used as the basis for finding that the physical change is significant.

(d) Whether there is serious public controversy or disagreement among experts over the environmental effects of the project. However, controversy or disagreement alone shall not require preparation of an EIR in the absence of substantial evidence of significant effects.

(e) Whether the cumulative impact of the project is significant and whether the effects of the project are "cumulatively considerable" (as defined in Guidelines Section 10.10) when viewed in connection with the effects of past projects, current projects, and probable future projects.

(f) Whether the project may cause a substantial adverse change in the significance of a historical resource.

5.09 MANDATORY FINDINGS OF SIGNIFICANT EFFECT.

Whenever any of the conditions set forth below are found to exist, a finding that a project may have a significant effect on the environment shall be required:

(a) The project has the potential to degrade the quality of the environment, substantially reduce the habitat of a fish or wildlife species, cause a fish or wildlife population to drop below self-sustaining levels, threaten to eliminate a plant or animal community, reduce the number or restrict the range of a rare or endangered plant or animal or eliminate important examples of major periods of California history or prehistory.

(b) The project has the potential to achieve short-term environmental goals to the disadvantage of long-term environmental goals.

(c) The project has possible environmental effects which are individually limited but cumulatively considerable. "Cumulatively considerable" means that the incremental effects of an individual project are considerable when viewed in connection with the effects of past, current, and probable future projects as defined in Guidelines Sections 10.10. That is, the School District

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is required to determine whether the incremental impacts of a project are cumulatively considerable by evaluating them against the back-drop of the environmental effects of the other projects.

(d) The environmental effects of a project will cause substantial adverse effects on humans either directly or indirectly.

5.10 MANDATORY PREPARATION OF AN EIR FOR WASTE BURNING PROJECTS.

The School District, as Lead Agency, shall prepare or cause to be prepared, and certify the completion of, an EIR or, if appropriate, a modification, addendum, or supplement to an existing EIR for any project involving the burning of municipal wastes, hazardous waste or refuse-derived fuel, including, but not limited to, tires, if the project consists of any of the following:

(a) The construction of a new facility.
(b) The expansion of an existing hazardous waste burning facility which would increase its permitted capacity by more than ten percent (10%).
(c) The issuance of a hazardous waste facilities permit to a land disposal facility, as defined in Guidelines Section 10.25.
(d) The issuance of a hazardous waste facilities permit to an offsite large treatment facility, as defined in Guidelines Sections 10.26 and 10.38.

The School District shall calculate the percentage of expansion for an existing facility by comparing the proposed facility capacity with either of the following which would be applicable:

(a) The facility capacity authorized in the facility's hazardous waste facilities permit pursuant to Section 25200 of the Health and Safety Code, or its grant of interim status pursuant to Section 25200.5 of the Health and Safety Code, or the facility capacity authorized in any state or local agency permit allowing the construction or operation of the facility for the burning of hazardous waste granted before January 1, 1990.
(b) The facility capacity authorized in the facility's original hazardous facilities permit, grant of interim status, or any state or local agency permit allowing the construction or operation of a facility for the burning of hazardous waste, granted on or after January 1, 1990.

The EIR requirement does not apply to any project which exclusively burns any of the following:

(a) digester gas produced from manure or any other solid or semi-solid animal waste;
(b) methane gas produced from a disposal site which is used only for the disposal of solid waste;
(c) forest, agricultural, wood or other biomass wastes;
(d) hazardous waste in an incineration unit that is transportable and which is either at a site for not longer than three years or is part of a remedial or removal action;
(e) refinery waste burned in a flare on the site of generation;
(f) methane gas produced at a municipal sewage treatment plant and burned in a flare;

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(g) hazardous waste, or hazardous waste as a supplemental fuel, as part of a research, development, or demonstration project which, consistent with the Resource Conservation and Recovery Act of 1976, has been determined to be innovative and experimental by the State Department of Health Services and which is limited in type and quantity of waste to that necessary to determine the efficacy and performance capabilities of the technology or process; provided, however, that any facility which operated as a research, development or demonstration project and for which an application is thereafter submitted for a hazardous waste facility permit for operation other than as a research, development or demonstration project shall be considered a new facility for the burning of hazardous waste, and therefore subject to EIR requirements;

(h) soils contaminated only with petroleum fuels or the vapors from these soils;

(i) exclusively treats less than 3,000 pounds of hazardous waste per day in a thermal processing unit operated in the absence of open flame, and submits a worst-case health risk assessment of the technology to the State Department of Health Services for review and distribution to the interested public. This assessment shall be prepared in accordance with guidelines set forth in the Air Toxics Assessment Manual of the California Air Pollution Control Officers Association;

(j) less than 1,200 pounds of infectious waste per day, as defined in Section 25117.5 of the Health and Safety Code, on hospital sites;

(k) chemicals and fuels as part of firefighter training;

(l) exclusively conducts open burns of explosives subject to the requirements of the local or regional air pollution control district and in compliance with OSHA and Cal-OSHA regulations; or

(m) exclusively conducts onsite burning of less than 3,000 pounds per day of fumes directly from a manufacturing or commercial process.

Such projects are not exempt from the other requirements of CEQA, the State Guidelines, or these Local Guidelines. This section does not apply to any project over which the State Energy Resources Conservation and Development Commission has assumed jurisdiction per Health and Safety Code Section 25500, et seq. This section also does not apply to projects listed in paragraph three (3) of Guidelines Section 5.10 (c) and (d) if the facilities manage hazardous waste identified or listed on or after January 1, 1992.

5.11 LAND USE POLICIES

When a project will amend a general plan or another land use policy, the Initial Study must address how the change in policy and its expected direct and indirect effects will affect the environment. When the amendments constitute substantial changes in policies that result in a significant impact on the environment, an EIR may be required.

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5.12 EVALUATING IMPACTS ON HISTORICAL RESOURCES.

Projects that may cause a substantial adverse change in the significance of a historical resource, as defined in Guidelines Section 10.21, are projects that may have a significant effect on the environment, thus requiring consideration under CEQA. Particular attention and care should be given when considering such projects, especially projects involving the demolition of a historical resource, since such demolitions have been determined to cause a significant effect on the environment.

Substantial adverse change in the significance of a historical resource means physical demolition, destruction, relocation or alteration of the resource or its immediate surroundings, such that the significance of a historical resource would be materially impaired.

The significance of a historical resource is materially impaired when a project:

(a) Demolishes or materially alters in an adverse manner those physical characteristics of a historical resource that convey its historical significance and that justify its inclusion in, or eligibility for, inclusion in the California Register of Historical Resources; or

(b) Demolishes or materially alters in an adverse manner those physical characteristics that account for its inclusion in a local register of historical resources or its identification in a historical resources survey, unless the Lead Agency establishes by a preponderance of evidence that the resource is not historically or culturally significant; or

(c) Demolishes or materially alters in an adverse manner those physical characteristics of a historical resource that convey its historical significance and that justify its eligibility for inclusion in the California Register of Historical Resources as determined by the Lead Agency for purposes of CEQA.

Generally, a project that follows either one of the following sets of standards and guidelines will be considered mitigated to a level of less than significance: (a) the Secretary of the Interior's Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring and Reconstructing Historic Buildings; or (b) the Secretary of the Interior's Standards for Rehabilitation and Guidelines for Rehabilitating Historic Buildings (1995), Weeks and Grimmer.

In the event of an accidental discovery of a possible historical resource during construction of the project, the School District may provide for the evaluation of the find by a qualified archaeologist or other professional. If the find is determined to be a historical resource, the School District should take appropriate steps to implement appropriate avoidance or mitigation measures. Work on non-affected portions of the project, as determined by the School District, may continue during the process.

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5.13 EVALUATING IMPACTS ON ARCHAEOLOGICAL SITES.

When a project will impact an archaeological site, the School District shall first determine whether the site is a historical resource, as defined in Guidelines Section 10.21. If the archaeological site is a historical resource, it shall be treated and evaluated as such, and not as an archaeological resource. If the archaeological site does not meet the definition of a historical resource, but does meet the definition of a unique archaeological resource set forth in Section 21083.2 of the Public Resources Code, the site shall be treated in accordance with said provisions of the Public Resources Code. The time and cost limitations described in Section 21083.2(c-f) do not apply to surveys and site evaluation activities intended to determine whether the project location contains unique archaeological resources.

If the archaeological resource is neither a unique archaeological resource nor a historical resource, the effects of the project on those resources shall not be considered a significant effect on the environment. It shall be sufficient that both the resource and the effect on it are noted in the Initial Study or EIR, if one is prepared to address impacts on other resources, but they need not be considered further in the CEQA process.

In the event of an accidental discovery of a possible unique archaeological resource during construction of the project, the School District may provide for the evaluation of the find by a qualified archaeologist. If the find is determined to be a unique archaeological resource, the School District should take appropriate steps to implement appropriate avoidance or mitigation measures. Work on non-affected portions of the project, as determined by the School District, may continue during the process.

When an initial study identifies the existence of, or the probable likelihood of, Native American human remains within the Project, the School District shall comply with the provisions of State CEQA Guidelines Section 15064.5(d). In the event of an accidental discovery or recognition of any human remains in any location other than a dedicated cemetery, the School District shall comply with the provisions of State CEQA Guidelines Section 15064.5(e).

5.14 ENVIRONMENTAL IMPACT ASSESSMENT.

The job of the Initial Study is to identify which environmental impacts may be significant. Based upon the Initial Study, Staff shall determine whether a proposed project may or will have a significant effect on the environment. Such determination shall be made in writing on the Environmental Impact Assessment Form (Form "C"). If Staff finds that a project will not have a significant effect on the environment, it shall recommend that a Negative Declaration be prepared and adopted by the decision making body. If Staff finds that a project may have a significant effect on the environment, but the effects can be mitigated to a level of insignificance, it shall recommend that a Mitigated Negative Declaration be prepared and adopted by the decision making body. If Staff finds that a project may have a significant effect on the environment, it shall recommend that an EIR be prepared and certified by the decision making body.

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5.15 FINAL DETERMINATION.

The School District as Lead Agency shall have the responsibility for determining whether an EIR, Negative Declaration or Mitigated Negative Declaration shall be required for any project. The School District's determination shall be final and conclusive on all persons, including Responsible Agencies and Trustee Agencies, except as provided in Section 15050(c) of the State Guidelines.

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6. NEGATIVE DECLARATION

6.01 DECISION TO PREPARE A NEGATIVE DECLARATION.

A Negative Declaration (Form "E") shall be prepared for a project subject to CEQA when the Initial Study shows that there is no substantial evidence in light of the whole record that the project may have a significant or potentially significant adverse effect on the environment. (See Guidelines Sections 10.41 and 10.46.)

6.02 DECISION TO PREPARE A MITIGATED NEGATIVE DECLARATION.

A Mitigated Negative Declaration (Form "E") shall be prepared for a project subject to CEQA when the Initial Study identifies potentially significant effects on the environment, but:

(a) The project applicant has agreed to revise the project or the School District can revise the project to avoid these significant effects or to mitigate the effects to a point where it is clear that no significant effects would occur and

(b) There is no substantial evidence in light of the whole record before the School District that the revised project may have a significant effect.

If an applicant proposes mitigation measures, the project plans must be revised to incorporate these mitigation measures before the proposed Negative Declaration is released for public review. It is insufficient to require an applicant to adopt mitigation measures after final adoption of the Negative Declaration or to state that mitigation measures will be recommended on the basis of a future study. The School District must know the measures at the time the Negative Declaration is adopted in order for them to be evaluated and accepted as adequate mitigation. Evidence of agreement by the applicant to such mitigation should be in the record prior to public review. Except where noted, the procedural requirements for the preparation and approval of a Negative Declaration and Mitigated Negative Declaration are the same.

6.03 CONTRACTING FOR PREPARATION OF NEGATIVE DECLARATION.

The School District, when acting as Lead Agency, is responsible for preparing all documents required pursuant to CEQA. The documents may be prepared by Staff or by private consultants pursuant to a contract with the School District, but they must be the School District's product and reflect the independent judgment of the School District.

6.04 NOTICE OF INTENT TO ADOPT A NEGATIVE DECLARATION OR MITIGATED NEGATIVE DECLARATION.

When based upon the Initial Study, it is recommended to the decision making body that a Negative Declaration or Mitigated Negative Declaration be adopted, a Notice of Intent to Adopt a Negative Declaration or Mitigated Negative Declaration (Form "D") shall be provided to the public, to all Responsible Agencies and to every other public agency with jurisdiction by law over resources

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affected by the project at least twenty (20) days before the final adoption of the Negative Declaration or Mitigated Negative Declaration by the decision making body. The Notice of Intent to Adopt a Negative Declaration or Mitigated Negative Declaration shall be mailed to the last known name and address of all organizations and individuals who have previously filed a written request with the School District. A copy of the proposed Negative Declaration or Mitigated Negative Declaration and the Initial Study shall be attached to the Notice of Intent to Adopt that is sent to every Responsible Agency and Trustee Agency concerned with the project and every other public agency with jurisdiction by law over resources affected by the project. The School District may charge a fee for this service, except to other public agencies. The School District may require requests for notices to be renewed annually. If the documents are submitted to the State Clearinghouse for circulation, the public review period shall be at least as long as the period of review by the State Clearinghouse. (See Guidelines Section 6.06.)

The Notice of Intent to Adopt a Negative Declaration or Mitigated Negative Declaration shall contain the following information:

(a) The period during which comments shall be received.
(b) The date, time and place of any public meetings or hearings on the proposed project.
(c) A brief description of the proposed project and its location.
(d) The address where copies of the Draft Negative Declaration or Mitigated Negative Declaration and all documents referenced in the Draft Negative Declaration or Mitigated Negative Declaration are available for review.
(e) The Environmental Protection Agency ("EPA") list on which the proposed project site is located, if applicable, and the corresponding information from the applicant's statement. (See Guidelines Section 2.04.)
(f) The significant effects on the environment, if any, anticipated as a result of the proposed project.

The proposed Negative Declaration or Mitigated Negative Declaration and Initial Study must reflect the independent judgment of the School District.

6.05 Posting and Publication of Negative Declaration or Mitigated Negative Declaration.

The School District shall have a copy of the Notice of Intent to Adopt, the Draft Negative Declaration or Mitigated Negative Declaration and the Initial Study posted at the School District's office and made available for public inspection. The Notice must be provided either twenty (20) or thirty (30) days prior to final adoption of the Negative Declaration or Mitigated Negative Declaration.

The Notice must also be posted in the office of the Clerk in each county in which the Project is located and must remain posted for a minimum of twenty (20) days, unless otherwise required by law to be posted for thirty (30) days. The Clerk shall post the Notice within twenty-four (24) hours of receipt.

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As stated in Guidelines Section 6.04, notice shall be given by mail to the last known name and address of all organizations and individuals who have previously requested such notice. In addition, it must be given by at least one of the following procedures:

(a) Publication at least once in a newspaper of general circulation in the area affected by the proposed project. If more than one area will be affected, the notice shall be published in the newspaper of largest circulation from among the newspapers of general circulation in those areas.
(b) Posting of notice on and off site in the area where the project is to be located.
(c) Direct mailing to owners and occupants of property contiguous to the project, as shown on the latest equalized assessment roll.

The School District shall consider all comments received during the public review period for the Negative Declaration or Mitigated Negative Declaration. Although the School District is not required to respond in writing to comments it receives either during or after the public review period, the School District may want to provide a written response to all comments if it will not delay action on the Negative Declaration or Mitigated Negative Declaration, since any comment received prior to final action on the Negative Declaration or Mitigated Negative Declaration can form the basis of a legal challenge. A written response which refutes the comment or adequately explains the School District's action in light of the comment, will assist the School District in defending against a legal challenge. The School District shall notify any public agency which comments on a Negative Declaration or Mitigated Negative Declaration of the public hearing or hearings, if any, on the project for which the Negative Declaration or Mitigated Negative Declaration was prepared.

6.06 SUBMISSION OF NEGATIVE DECLARATION OR MITIGATED NEGATIVE DECLARATION TO STATE CLEARINGHOUSE.

A Negative Declaration or Mitigated Negative Declaration must be submitted to the State Clearinghouse for circulation in the following situations:

(a) The Negative Declaration or Mitigated Negative Declaration is prepared by a Lead Agency that is a state agency.
(b) The Negative Declaration or Mitigated Negative Declaration is prepared by a public agency where a state agency is a Responsible Agency, Trustee Agency, or otherwise has jurisdiction by law with respect to the project.
(c) The Negative Declaration or Mitigated Negative Declaration is for a project identified in State Guidelines Section 15206 as being of statewide, regional, or areawide significance.

State Guidelines Section 15206 identifies the following types of projects as being of statewide, regional, or areawide significance and requiring submission to the State Clearinghouse for circulation:

- Projects which have the potential for causing significant environmental effects beyond the city or county where the project would be located, such as:
  - Residential development of more than 500 units.

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- Commercial projects employing more than 1,000 persons or covering more than 500,000 square feet of floor space.
- Office building projects employing more than 1,000 persons or covering more than 250,000 square feet of floor space.
- Hotel or motel development of more than 500 rooms.
- Industrial projects housing more than 1,000 persons, occupying more than 40 acres of land, or covering more than 650,000 square feet of floor area.

- Projects for the cancellation of a Williamson Act contract covering more than 100 acres.
- Projects in one of the following Environmentally Sensitive Areas:
  - Lake Tahoe Basin.
  - Santa Monica Mountains Zone.
  - Sacramento-San Joaquin River Delta.
  - Suisun Marsh.
  - Coastal Zone, as defined by the California Coastal Act.
  - Areas within one-quarter mile of a river designated as wild and scenic.
  - Areas within the jurisdiction of the San Francisco Bay Conservation and Development Commission.
- Projects which would affect sensitive wildlife habitats or the habitats of any rare, threatened, or endangered species.
- Projects which would interfere with water quality standards.
- Projects which would provide housing, jobs, or occupancy for 500 or more people within 10 miles of a nuclear power plant.

A Negative Declaration or Mitigated Negative Declaration may also be submitted to the State Clearinghouse for circulation if a state agency has special expertise with regard to the environmental impacts involved. When the Negative Declaration or Mitigated Negative Declaration is submitted to the State Clearinghouse for review, the public review period shall be at least thirty (30) days. When a Negative Declaration or Mitigated Negative Declaration is submitted to the State Clearinghouse, a Notice of Completion (Form "H") should be included as a cover sheet. A sufficient number of copies of the documents must be sent to the State Clearinghouse for circulation. Staff should contact the State Clearinghouse to find out the correct number of printed copies required for circulation. In addition to the printed copies, a copy of the documents in electronic format shall be submitted on a diskette or by electronic mail transmission if available.

A shorter review period by the State Clearinghouse for a Negative Declaration or Mitigated Negative Declaration can be requested by the decision making body. The shortened review period shall not be less than twenty (20) days. Such a request must be made in writing by the Lead Agency to the Office of Planning and Research. The decision making body may designate by resolution or ordinance an individual authorized to request a shorter review period. Any approval of a shortened review period must be given prior to, and reflected in, the public notice. However, a shortened review period shall not be approved by the Office of Planning and Research for any proposed project of statewide, regional or areawide environmental significance, as defined by State Guidelines Section 15206.

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6.07 SPECIAL NOTICE REQUIREMENTS FOR WASTE AND FUEL BURNING PROJECTS.

For any waste burning project, as defined in Guidelines Section 5.10, Notice of Intent (see Guidelines Section 6.04) shall be given to all organizations and individuals who have previously requested it and shall also be given by all three of the procedures listed in Guidelines Section 6.05. In addition, Notice shall be given by direct mailing to the owners and occupants of property within one-fourth mile of any parcel or parcels on which such a project is located.

These notice requirements apply only to those projects described in Guidelines Section 5.10. These notice requirements do not preclude the School District from providing additional notice by other means if desired.

6.08 CONTENT OF NEGATIVE DECLARATION.

A Negative Declaration must be prepared directly by or under contract to the School District and should generally resemble Form "E". It shall contain the following information:

(a) A brief description of the project proposed, including any commonly used name for the project, if any.
(b) The location of the project and the name of the project proponent.
(c) A finding that the project as proposed will not have a significant effect on the environment.
(d) An attached copy of the Initial Study documenting reasons to support the finding.
(e) For a Mitigated Negative Declaration, feasible mitigation measures included in the project to substantially lessen or avoid potentially significant effects, which must be fully enforceable through permit conditions, agreements, or other measures. Such permit conditions, agreements, and measures must be consistent with applicable constitutional requirements such as the "nexus" and "rough proportionality" standards established by case law.

6.09 HAZARDOUS SUBSTANCE EVALUATION FOR SCHOOL SITES; DEPARTMENT OF TOXIC SUBSTANCES CONTROL (DTSC) INVOLVEMENT WITH STATE FUNDED PROJECTS.

Prior to the approval of a negative declaration involving the purchase of a school site or the construction of a new elementary or secondary school, the School District must include information in the negative declaration as necessary to determine if the property is any of the following:

(a) The site of a current or former hazardous waste disposal site or solid waste disposal site and, if so, whether the waste has been removed.
(b) A hazardous waste substance release site identified by the State Department of Health Services as listed in Section 25356 of the California Health and Safety Code for removal or remedial action pursuant to Section 25300, et seq., of the California Health and Safety Code.
(c) A site which contains one or more pipelines, situated underground or aboveground, which carries hazardous substances, acutely hazardous materials, or hazardous waste, unless the pipeline is a natural gas pipeline which is used only to supply natural gas to that school or neighborhood.

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On projects involving the acquisition of real property for a new school site or construction on an existing site owned or leased by the School District which projects will involve new construction funding pursuant to the Leroy F. Greene School Facilities Act of 1998 the School District need not comply with the requirements of (a) through (c) above, but shall comply with the DTSC assessment requirements specified in Education Code Sections 17213.1 and 17213.2.

6.10 ADOPTION OF NEGATIVE DECLARATION OR MITIGATED NEGATIVE DECLARATION.

Following the publication, posting or mailing of the Notice of Intent to Adopt a Negative Declaration or Mitigated Negative Declaration, but in no event sooner than twenty (20) days following the date of such publication, posting or mailing, the Negative Declaration or Mitigated Negative Declaration may be presented to the decision making body at a regular or special meeting. Prior to adoption, the School District shall independently review and analyze the Negative Declaration or Mitigated Negative Declaration and find that the Negative Declaration or Mitigated Negative Declaration reflects the independent judgment of the School District. If the decision making body finds that the project will not have a significant effect on the environment, it shall adopt the Negative Declaration or Mitigated Negative Declaration. When adopting the Negative Declaration or Mitigated Negative Declaration, the School District shall specify the location and custodian of the documents or other material which constitute the record of proceedings upon which it based its decision.

If the decision making body finds that the proposed project may have a significant effect on the environment that cannot be mitigated or avoided, it shall order the preparation of a Draft EIR and the filing of a Notice of Preparation of a Draft EIR. Recirculation should be considered if substantial new mitigation is added after public review (see Guidelines Section 6.13).

6.11 MITIGATION REPORTING OR MONITORING PROGRAM FOR MITIGATED NEGATIVE DECLARATION.

When adopting a Mitigated Negative Declaration pursuant to Guidelines Section 6.10, the School District shall adopt a reporting or monitoring program to assure that mitigation measures which are required to mitigate or avoid significant effects on the environment will be fully enforceable through permit conditions, agreements, or other measures and implemented by the project proponent or other responsible party in a timely manner, in accordance with conditions of project approval. The School District shall also specify the location and the custodian of the documents which constitute the record of proceedings upon which it based its decision. There is no requirement that the reporting or monitoring program be circulated for public review; however, the School District may choose to circulate it for public comments along with the Negative Declaration. The mitigation measures required to mitigate or avoid significant effects on the environment must be adopted as conditions of project approval.

This reporting or monitoring program shall be designed to assure compliance during the implementation or construction of a project and shall otherwise comply with the requirements described in Guidelines Section 7.33. If a Responsible Agency or Trustee Agency has required that certain conditions be incorporated into the project, the School District may request that agency to prepare and submit a proposed reporting or monitoring program. The School District shall also require that prior to the close of the public review period for a Mitigated Negative Declaration (see

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Guidelines Section 6.04), the Responsible or Trustee Agency submit detailed performance objectives for mitigation measures, or refer the School District to appropriate, readily available guidelines or reference documents. Any mitigation measures submitted to the School District by a Responsible or Trustee Agency shall be limited to measures which mitigate impacts to resources which are within the Responsible or Trustee Agency's authority.

Local agencies have the authority to levy fees sufficient to pay for this program. Therefore, the School District can charge the project proponent a fee to cover actual costs of program processing and implementation.

Transportation information resulting from the reporting or monitoring program required to be adopted by the School District shall be submitted to the regional transportation planning agency where the project is located and to the Department of Transportation for a project of statewide, regional or areawide significance according to State Guidelines Section 15006. The transportation planning agency and the Department of Transportation are required by law to adopt guidelines for the submittal of these reporting or monitoring programs, so the School District may wish to tailor its submittal to such guidelines.

6.12 APPROVAL OR DISAPPROVAL OF PROJECT.

At the time of adoption of a Negative Declaration or Mitigated Negative Declaration, the Board may consider the project for purposes of approval or disapproval. Prior to approving the project, the Board shall consider the Negative Declaration or Mitigated Negative Declaration, together with any written comments received and considered during the public review period, and shall approve or disapprove the Negative Declaration or Mitigated Negative Declaration. In making a finding as to whether there is any substantial evidence that the project will have a significant effect on the environment, the factors listed in Guidelines Section 5.08 should be considered.

6.13 RECIRCULATION OF A NEGATIVE DECLARATION OR MITIGATED NEGATIVE DECLARATION.

A Negative Declaration or Mitigated Negative Declaration must be recirculated when the document must be substantially revised after the public review period but prior to its adoption. A "substantial revision" is defined as a new and avoidable significant effect for which mitigation measures or project revisions must be added in order to reduce the effect to a level of insignificance. A "substantial revision" can also include when the School District determines that the proposed mitigation measures or project revisions will not reduce the potential effects to less than significance and new measures or revisions must be required.

Recirculation is not required under the following circumstances:

(a) Mitigation measures are replaced with equal or more effective measures, and the School District makes a finding to that effect.

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(b) New project revisions are added in response to written or oral comments on the project's effects identified in the proposed Negative Declaration or Mitigated Negative Declaration which are not new avoidable significant effects.

(c) Measures or conditions of project approval are added after circulation of the Negative Declaration or Mitigated Negative Declaration which are not required by CEQA, which do not create new significant environmental effects and are not necessary to mitigate an avoidable significant effect.

(d) New information is added to the Negative Declaration or Mitigated Declaration which merely clarifies, amplifies, or makes insignificant modifications to the Negative Declaration or Mitigated Negative Declaration.

If, after preparation of a Negative Declaration or Mitigated Negative Declaration, the School District determines that the project requires an EIR, it shall circulate the Draft EIR for consultation and review and advise reviewers in writing that a proposed Negative Declaration or Mitigated Declaration had previously been circulated for the project.

6.14 NOTICE OF DETERMINATION ON A PROJECT FOR WHICH A PROPOSED NEGATIVE OR MITIGATED NEGATIVE DECLARATION HAS BEEN APPROVED.

Following consideration and approval of a project for which the School District is Lead Agency, the Board shall order Staff to prepare and file a Notice of Determination (Form "F") which shall contain the following:

(a) An identification of the project including its common name where possible and its location;
(b) A brief description of the project;
(c) The date on which the School District approved the project;
(d) The determination of the School District that the project will not have a significant effect on the environment;
(e) A statement that a Negative Declaration or Mitigated Negative Declaration has been prepared pursuant to the provisions of CEQA; and
(f) The address where a copy of the Negative Declaration or Mitigated Negative Declaration may be examined.

The Notice of Determination shall be filed with the Clerk of each county in which the project will be located within five (5) working days of project approval. The School District is encouraged to make copies of filed notices available in electronic format on the Internet. Such electronic notices are in addition to the posting requirements of the CEQA Guidelines and the Public Resources Code. The Clerk must post the Notice of Determination within twenty-four (24) hours of receipt. The Notice must be posted in the office of the Clerk for a minimum of thirty (30) days. Thereafter, the Clerk shall return the notice to the School District with a notation of the period it was posted. The School District shall retain the notice for not less than nine (9) months. If the project requires discretionary approval from any State agency, the Notice of Determination shall also be filed with the Office of Planning and Research within five (5) working days of project approval along with proof of payment of the California Department of Fish and Game fee or Certificate of Fee Exemption (see

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Guidelines Section 6.18). Simultaneously with the filing of the Notice of Determination with the Clerk, Staff shall cause a copy of the Notice of Determination to be posted at the School District office. When a request is made for a copy of the Notice prior to the date on which the School District adopts the Negative Declaration, the copy must be mailed, first class postage prepaid, within five (5) days of the School District's determination. If such a request is made following the School District's determination, then the copy should be mailed in the same manner as soon as possible. The recipients of such documents may be charged a fee reasonably related to the cost of providing the service.

The filing and posting of a Notice of Determination with the Clerk, and, if necessary, with the Office of Planning and Research, usually starts a thirty (30) day statute of limitations on court challenges to the approval under CEQA. When separate notices are filed for successive phases of the same overall project, the thirty (30) day statute of limitation to challenge the subsequent phase begins to run when the second notice is filed. Failure to file the Notice results in a one hundred eighty (180) day statute of limitations.

6.15 ADDENDUM TO NEGATIVE DECLARATION.

The School District may prepare an addendum to an adopted Negative Declaration if only minor technical changes or additions are necessary. The School District may also prepare an addendum to an adopted negative declaration when none of the conditions calling for a subsequent negative declaration have occurred. (See Guidelines Section 6.16 below.) An addendum need not be circulated for public review but can be attached to the adopted Negative Declaration. The School District shall consider the addendum with the adopted Negative Declaration prior to project approval.

6.16 SUBSEQUENT NEGATIVE DECLARATION.

When a Negative Declaration has been adopted for a project, or when an EIR has been certified, a subsequent Negative Declaration or EIR must be prepared in the following instances:

(a) Substantial changes are proposed in the project which will require major revisions of the previous EIR or Negative Declaration due to the involvement of new significant environmental effects or a substantial increase in the severity of previously identified significant effects;

(b) Substantial changes occur with respect to the circumstances under which the project is undertaken which will require major revisions of the previous EIR or Negative Declaration due to the involvement of new significant environmental effects or a substantial increase in the severity of previously identified significant effects; or

(c) New information of substantial importance which was not known and could not have been known with the exercise of reasonable diligence at the time the previous EIR was certified or the Negative Declaration was adopted which shows any of the following:

  (1) The project will have one or more significant effects not discussed in the previous EIR or Negative Declaration;

  (2) Significant effects previously examined will be substantially more severe than shown in the previous EIR;

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(3) Mitigation measure(s) or alternative(s) previously found not to be feasible would in fact be feasible and would substantially reduce one or more significant effects of the project, but the project proponents declined to adopt the mitigation measure(s) or alternative(s); or

(4) Mitigation measure(s) or alternative(s) which are considerably different from those analyzed in the previous EIR would substantially reduce one or more significant effects on the environment, but the project proponents decline to adopt the mitigation measure(s) or alternative(s).

The School District as Lead Agency would then determine whether a Subsequent EIR, Negative Declaration or addendum would be applicable. Subsequent Negative Declarations must be given the same notice and public review period as other Negative Declarations. The Subsequent Negative Declaration shall state where the previous document is available and can be reviewed.

6.17 PRIVATE PROJECT COSTS.

For private projects, the person or entity proposing to carry out the project shall bear all costs incurred by the School District in preparing the Initial Study and in preparing and filing the Negative Declaration and Notice of Determination.

6.18 FILING FEES FOR PROJECTS WHICH AFFECT WILDLIFE RESOURCES.

At the time a Notice of Determination for a Negative Declaration is filed with the Clerk, a fee of $1,250 shall be paid to the Clerk for projects which will adversely affect fish and wildlife resources. These fees are collected by the Clerk on behalf of the California Department of Fish and Game ("DFG").

Only one filing fee is required for each project unless the project is tiered or phased and separate environmental documents are prepared. For projects where a Lead Agency and Responsible Agencies file separate Notices of Determination, only the Lead Agency is required to pay the fee.

Note: The Clerk customarily charges a documentary handling fee for each project in addition to the filing fee specified above. Refer to the Index in the Staff Summary to help determine the correct amount.

For private projects, the School District shall pass these costs on to the project applicant.

No fees are required for projects with a "de minimis" effect on fish and wildlife resources, or for certain projects undertaken by the DFG and implemented through a contract with a non-profit entity or local government agency. A project with a "de minimis" effect has no potential for adverse effect on fish and wildlife. This is an important exception. DFG considers the following projects as likely to have "de minimis" effects on fish and wildlife, depending on the specific facts of each project:

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(1) Projects which enhance fish and wildlife and their habitats and result in no accompanying adverse impacts to fish or wildlife;
(2) Lot line adjustments;
(3) Building remodeling;
(4) Annexations;
(5) Redevelopment on existing urban subdivisions with no wildlife habitat;
(6) Infill of undeveloped urban lots;
(7) Adoption of a General Plan, where CEQA requires a subsequent discretionary project approval before any physical change to natural habitat is permitted.

If the School District believes that a project will have a "de minimis" effect on wildlife resources, it should file the Certificate of Fee Exemption attached as Form "L". This form requires the School District to set forth facts in support of the fee exemption. These facts should include: (1) the name and address of the project proponent; (2) a brief description of the project and its location; (3) a statement that an initial study has been prepared by the School District to evaluate the project's effects on wildlife resources, if any; (4) a declaration that there is no evidence before the School District that the project will have any potential for adverse effect on wildlife resources; and (5) a declaration that the School District has, on the basis of substantial evidence, "rebutted" the presumption of adverse effect contained in the regulations. A presumption of adverse effect occurs if the project has the potential for adverse effects on the fish and wildlife resources as listed on Form "L". To rebut the presumption of adverse effect, the School District should explain in the declaration why the project would not have an adverse impact on fish and wildlife and reference any supporting evidence. These findings should be made at the time of approval of the Negative Declaration and attached to Form "L" when submitted to the County. Two copies of this form must be filed with the Notice of Determination in order to obtain the fee exemption.

If the School District believes that a project has been undertaken by the DFG, that the project's costs are payable from one or more of the sources indicated in the Fish and Game Code, and that the project is being implemented through a contract with a non-profit entity or a local government agency, the DFG filing does not apply. Since the DFG has not yet adopted regulations to govern this exemption, including a new "Certificate of Fee Exemption," the School District may wish to use Form L and make appropriate modifications to reflect this exemption.

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7. ENVIRONMENTAL IMPACT REPORT

7.01 DECISION TO PREPARE AN EIR.

An EIR shall be prepared whenever there is substantial evidence in light of the whole record which supports a fair argument that a project may have a significant effect on the environment. (See Guidelines Sections 10.41 and 10.48.) The record may include the Initial Study or other documents or studies prepared to assess the project's environmental impacts.

7.02 CONTRACTING FOR PREPARATION OF EIRS.

If a Draft EIR, EIR or Focused EIR is prepared under a contract to the School District, the contract must be executed within forty-five (45) days from the date on which the School District sends a Notice of Preparation. The School District may take longer to execute the contract if the project applicant and the School District mutually agree to an extension of the 45-day time limit.

The Draft EIR, EIR or Focused EIR prepared under contract must be the School District's product. Staff, together with such consultant help as may be required, shall independently review and analyze the Draft EIR, EIR or Focused EIR to verify its accuracy, objectivity and completeness prior to presenting it to the decision making body. The Draft EIR, EIR or Focused EIR made available for public review must reflect the independent judgment of the School District. Staff may require such information and data from the person or entity proposing to carry out the project as it deems necessary for completion of the Draft EIR, EIR or Focused EIR.

7.03 NOTICE OF PREPARATION OF DRAFT EIR.

After Staff determines that an EIR will be required for a proposed project, the School District as Lead Agency shall prepare and send a Notice of Preparation (Form "G") to each Responsible Agency and Trustee Agency involved with the project, as well as the Office of Planning and Research. When submitting the Notice of Preparation to the Office of Planning and Research, a Notice of Completion (Form "H") should be used as a cover sheet. Responsible and Trustee Agencies have thirty (30) days to respond to the Notice of Preparation. The School District shall send copies of the Notice of Preparation by certified mail or any other method of transmittal which provides it with a record that the Notice was received. The Notice must also be posted in the office of the Clerk in each county in which the project is located for thirty (30) days. The Clerk shall post the Notice within twenty-four (24) hours of receipt.

At a minimum, the Notice of Preparation shall include:

(a) A description of the project;
(b) The location of the project indicated either on an attached map (preferably a copy of the USGS 15' or 7½' topographical map identified by quadrangle name) or by a street address in an urban area;
(c) The probable environmental effects of the project;

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(d) The name and address of the consulting firm retained to prepare the Draft EIR, if applicable; and

(e) The Environmental Protection Agency ("EPA") list on which the proposed site is located, if applicable, and the corresponding information from the applicant's statement. (See Guidelines Section 2.04.)

7.04 PREPARATION OF DRAFT EIR.

The School District as Lead Agency is responsible for preparing a Draft EIR, and may begin preparation immediately without awaiting responses to the Notice of Preparation. However, information communicated to the School District not later than thirty (30) days after receipt of the School District's Notice of Preparation shall be included in the Draft EIR.

7.05 TIMING OF PREPARATION OF EIR.

The School District as Lead Agency is not required to prepare a Draft EIR during the course of selection of a new site for a school. It is sufficient if the School District completes a Draft EIR prior to the acquisition of a new school site.

7.06 CONSULTATION WITH OTHER AGENCIES AND PERSONS.

To expedite consultation in response to the Notice of Preparation, the School District as Lead Agency, a Responsible Agency, or a project applicant may request a meeting among the agencies involved to assist the School District in determining the scope and content of the environmental information that Responsible Agencies may require. The School District must convene the meeting as soon as possible but no later than thirty (30) days after the request. Prior to completion of the Draft EIR, the School District shall consult with each Responsible Agency and any public agency which has jurisdiction by law over the project. The School District shall also consult with any city or county which borders the project or within which the project is located, unless otherwise designated annually by agreement between the School District and any other city or county. The School District may also consult with any individual who has special expertise with respect to any environmental impacts involved with a project. The School District may also consult directly with any person or organization it believes will be concerned with the environmental effects of the project including any interested individuals and organizations of which the School District is reasonably aware. The purpose of this consultation is to "scope" the EIR's range of analysis.

For a project of statewide, regional, or areawide significance as defined in State Guidelines Section 15206, the School District shall hold at least one scoping meeting. Likewise, for a project that may affect highways or other facilities under the jurisdiction of the State Department of Transportation, the School District shall hold a scoping meeting if requested to do so by the Department of Transportation. See Guidelines Section 5.04 for more information on these requirements.

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A Responsible Agency or other public agency shall only make comments regarding those activities within its area of expertise or which are required to be carried out or approved by it. These comments must be supported by specific documentation. Any mitigation measures submitted to the School District by a Responsible or Trustee Agency shall be limited to measures which mitigate impacts to resources which are within the Responsible or Trustee Agency's authority.

For projects where federal involvement might require preparation of an Environmental Impact Statement ("EIS") under the National Environmental Policy Act ("NEPA"), the School District as Lead Agency shall consult with the appropriate federal agencies as provided in Section 15110 and Sections 15220-15228 of the State Guidelines. In addition, the School District shall notify the appropriate federal agencies regarding any scoping meetings for proposed projects that require preparation of an EIS.

7.07 EARLY CONSULTATION ON PROJECTS INVOLVING PERMIT ISSUANCE.

Where the project involves issuance of a lease, permit, license, certificate or other entitlement for use by one or more public agencies, the School District, upon request of the applicant, shall meet with the applicant prior to the filing of the application regarding the range of actions, potential alternatives, mitigation measures and significant effects to be analyzed in depth in the EIR. The School District may also consult with concerned persons identified by the applicant and persons who have made written requests to be consulted. Such requests must be made not later than thirty (30) days after the School District's decision to prepare an EIR.

7.08 AIRPORT LAND USE PLAN.

When the School District prepares an EIR for a project within the boundaries of a comprehensive airport land use plan or, if such a plan has not been adopted for a project within two (2) nautical miles of a public airport or public use airport, the School District shall utilize the Airport Land Use Planning Handbook published by Caltrans' Division of Aeronautics to assist in the preparation of the EIR relative to potential airport or related safety hazards and noise problems.

7.09 GENERAL ASPECTS OF AN EIR.

Both a Draft and Final EIR must contain the information outlined in Guidelines Section 7.13. Each element must be covered, and when elements are not separated into distinct sections, the document must state where in the document each element is covered.

The body of the EIR shall include summarized technical data, maps, diagrams and similar relevant information. Highly technical and specialized analyses and data should be included in appendices. Appendices may be prepared in separate volumes, but must be equally available to the public for examination. All documents used in preparation of the EIR must be referenced. An EIR shall not include "trade secrets," locations of archaeological sites and sacred lands, or any other information subject to the disclosure restrictions of the Public Records Act (Government Code Section 6250, et seq.).

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The EIR should discuss environmental effects in proportion to their severity and probability of occurrence. Effects dismissed in the Initial Study as clearly insignificant and unlikely to occur need not be discussed.

The Initial Study should be used to focus the EIR so that the EIR identifies and discusses only the specific environmental problems or aspects of the project which have been identified as potentially significant or important. A copy of the Initial Study shall be attached to the EIR to provide a basis for limiting the impacts discussed.

The EIR shall contain a statement briefly indicating the reason for determining that various effects of a project that could possibly be considered significant were not found to be significant and consequently were not discussed in detail in the EIR. The School District should also note any conclusion by it that a particular impact is too speculative for evaluation.

The EIR should omit unnecessary descriptions of projects and emphasize feasible mitigation measures and alternatives to projects.

7.10 USE OF REGISTERED CONSULTANTS IN PREPARING EIRS.

An EIR is not a technical document that can be prepared only by a registered consultant or professional. However, state statutes may provide that only registered professionals can prepare certain technical studies which will be used in or which will control the detailed design, construction, or operation of the proposed project and which will be prepared in support of an EIR.

7.11 INCORPORATION BY REFERENCE.

An EIR may incorporate by reference all or portions of another document which is a matter of public record or is generally available to the public. Any incorporated document shall be considered to be set forth in full as part of the text of the EIR. Where part of another document is incorporated by reference, that document shall be made available to the public for inspection at the School District's offices. The EIR shall state where incorporated documents will be available for inspection.

Where an EIR uses incorporation by reference, the incorporated part of the referenced document shall be briefly summarized where possible, or briefly described if the data or information cannot be summarized. When information from an EIR that has previously been reviewed through the state review system ("State Clearinghouse") is incorporated by the School District, the state identification number of the incorporated document should be included in the summary or text of the EIR.

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7.12 STANDARDS FOR ADEQUACY OF AN EIR.

An EIR should be prepared with a sufficient degree of analysis to provide decision makers with information which enables them to make a decision which takes into account the environmental consequences of the project. The evaluation of environmental effects need not be exhaustive, but must be within the scope of what is reasonably feasible. The EIR should be written and presented in such a way that it can be understood by governmental decision makers and members of the public. A good faith effort at completeness is necessary. The adequacy of an EIR is assessed in terms of what is reasonable in light of factors such as the magnitude of the project at issue, the severity of its likely environmental impacts, and the geographic scope of the project. CEQA does not require a Lead Agency to conduct every test or perform all research, study, and experimentation recommended or demanded by commentors.

There is no need to unreasonably delay adoption of an EIR in order to include results of studies in progress, even if those studies will shed some additional light on subjects related to the project.

7.13 FORM AND CONTENT OF EIR.

The text of the EIR should normally be less than 150 pages. For proposals of unusual scope or complexity, the EIR should normally be less than 300 pages. The required contents of an EIR are set forth in Sections 15122 through 15132 of the State Guidelines. Briefly summarizing each of those requirements, an EIR shall contain:

(a) A table of contents or an index.
(b) A brief summary of the proposed project and its environmental impacts.
(c) A description of the proposed project, including its underlying purpose and a list of permit and other approvals required to implement the project. (See Guidelines Section 7.18 regarding analysis of future project expansion.)
(d) A description of the project's physical environmental conditions from both a local and regional perspective at the time the Notice of Preparation is published, or if no Notice of Preparation is published, at the time environmental analysis begins. (State Guidelines Section 15125.) This environmental setting will normally constitute the baseline physical conditions by which the School District determines whether an impact is significant. However, the School District may choose any baseline that is appropriate as long as the School District's choice of baseline is supported by substantial evidence.
(e) A discussion of any inconsistencies between the proposed project and applicable general and regional plans.
(f) A description of the direct and indirect significant environmental impacts of the proposed project explaining which, if any, can be avoided or mitigated to a level of insignificance, indicating reasons that various possible significant effects were determined not to be significant and denoting any significant effects which are unavoidable or could not be mitigated to a level of insignificance. Direct and indirect significant effects shall be clearly identified and described, giving due consideration to both short-term and long-term effects.

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(g) An analysis of a range of alternatives to the proposed project which could feasibly attain the project's objectives as discussed in Guidelines Section 7.16.

(h) A description of any significant irreversible environmental changes which would be involved in the proposed action should it be implemented if, and only if, the EIR is being prepared in connection with:

(1) The adoption, amendment, or enactment of a plan, policy, or ordinance of a public agency;

(2) The adoption by a Local Agency Formation Commission of a resolution making determinations; or

(3) A project which will be subject to the requirement for preparing an Environmental Impact Statement pursuant to the National Environmental Policy Act.

(i) An analysis of the growth-inducing impacts of the proposed action. The discussion should include ways in which the project could foster economic or population growth, or the construction of additional housing, either directly or indirectly, in the surrounding environment.

(j) A discussion of any significant, reasonably anticipated future developments and the cumulative effects of all proposed and anticipated action as discussed in Guidelines Section 7.18.

(k) In certain situations, a regional analysis should be completed for certain impacts, such as air quality.

(l) A discussion of any economic or social effects, to the extent that they cause or may be used to determine significant environmental impacts.

(m) A statement briefly indicating the reasons that various possible significant effects of a project were determined not to be significant and, therefore, were not discussed in the EIR.

(n) The identity of all federal, state or local agencies or other organizations and private individuals consulted in preparing the EIR, and the identity of the persons, firm or agency preparing the EIR, by contract or other authorization. To the fullest extent possible, the School District should integrate CEQA review with these related environmental review and consultation requirements.

(o) A discussion of those potential effects of the proposed project on the environment which the School District has determined are or may be significant. The discussion on other effects may be limited to a brief explanation as to why those effects are not potentially significant.

(p) A description of feasible measures, as set forth in Guidelines Section 7.15, which could minimize significant adverse impacts.

7.14 ANALYSIS OF CUMULATIVE IMPACTS.

An EIR must discuss cumulative impacts when the project's incremental effect is "cumulatively considerable" as defined in Guidelines Section 10.10. Where the School District is examining a project with an incremental effect that is not "cumulatively considerable," it need not consider that effect significant, but must briefly describe the basis for this conclusion. A project's contribution is less than cumulatively considerable if the project is required to implement or fund its fair share of a mitigation measure designed to alleviate the cumulative impact. The School District must identify facts and analysis supporting its conclusion that the cumulative impact is less than significant.

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(a) A cumulative impact consists of an impact which is created as a result of the combination of the project evaluated in the EIR together with other projects causing related impacts. An EIR should not discuss impacts which do not result in part from the project evaluated in the EIR.

(b) The discussion of cumulative impacts in an EIR must focus on the cumulative impact to which the identified other projects contribute, rather than the attributes of other projects which do not contribute to the cumulative impact. The discussion of significant cumulative impacts must meet either of the following elements:

(1) A list of past, present, and probable future projects causing related or cumulative impacts including, if necessary, those projects outside the control of the School District; or

(2) A summary of projections contained in an adopted general plan or related planning document, or in a prior environmental document which has been adopted or certified, which described or evaluated regional or area wide conditions contributing to the cumulative impact.

(c) When utilizing a list, as suggested above, factors to consider when determining whether to include a related project should include the nature of each environmental resource being examined and the location and type of project. Location may be important, for example, when water quality impacts are involved since projects outside the watershed would probably not contribute to a cumulative effect. Project type may be important, for example, when the impact is specialized, such as a particular air pollutant or mode of traffic.

(d) The School District should define the geographic scope of the area affected by the cumulative effect and provide a reasonable explanation for the geographic limitation used.

(e) A cumulative impacts discussion contained in previously certified EIRs may be incorporated by reference pursuant to the provisions for tiering and program EIRs.

7.15 ANALYSIS OF MITIGATION MEASURES.

The discussion of mitigation measures in an EIR must distinguish between measures proposed by project proponents and other measures proposed by Lead, Responsible or Trust Agencies. This discussion shall identify mitigation measures for each significant environmental effect identified in the EIR.

Where several measures are available to mitigate an impact, each should be disclosed and the basis for selecting a particular measure should be identified. Formulation of mitigation measures should not be deferred until some future time. However, measures may specify performance standards which would mitigate the significant effects of the project and which may be accomplished in more than one specified way.

If a mitigation measure would cause one or more significant effects in addition to those that would be caused by the project as proposed, the effects of the mitigation measure shall be disclosed but in less detail than the significant effects of the project itself.

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If a project includes a housing development, the School District may not reduce the project's proposed number of housing unites as a mitigation measure or project alternative if the School District determines that there is another feasible specific mitigation measure or project alternative that would provide a comparable level of mitigation without reducing the number of housing units.

Mitigation measures must be fully enforceable through permit conditions, agreements, or other legally binding instruments. In the case of the adoption of a plan, policy, regulating, or other public project, mitigation measures can be incorporated into the plan, policy, regulation, or project design. Mitigation measures must also be consistent with all applicable constitutional requirements such as the "nexus" and "rough proportionality" standards.

Where maintenance, repair, stabilization, rehabilitation, restoration, preservation, conservation or reconstruction of the historical resource will be conducted in a manner consistent with the Secretary of the Interior's Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring and Reconstructing Historic Buildings (1995), Weeks and Grimmer, the project's impact on the historical resource shall generally be considered mitigated below a level of significance and thus is not significant.

The School District should, whenever feasible, seek to avoid damaging effects on any historical resource of an archaeological nature. The following factors must be considered and discussed in an EIR for a project involving such an archaeological site:

(a) Preservation in place is the preferred manner of mitigating impacts to archaeological sites.
(b) Preservation in place may be accomplished by, but is not limited to, the following:
    (1) Planning construction to avoid archaeological sites;
    (2) Incorporation of sites within parks, green space, or other open spaces;
    (3) Covering the archaeological sites with a layer of chemically stable soil before building tennis courts, parking lots, or similar facilities on the site;
    (4) Deeding the site into a permanent conservation easement.

When data recovery through excavation is the only feasible mitigation, a data recovery plan, which makes provision for adequately recovering the scientifically consequential information from and about the historical resource, shall be prepared and adopted prior to excavation. Such studies must be deposited with the California Historical Resources Regional Information Center.

Data recovery shall not be required for a historical resource if the School District determines that existing testing or studies have adequately recovered the scientifically consequential information from and about the archaeological or historical resource, provided that the determination is documented in the EIR and that the studies are deposited with the California Historical Resources Regional Information Center.

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7.16 ANALYSIS OF ALTERNATIVES IN AN EIR.

The alternatives analysis must describe and evaluate the comparative merits of a range of reasonable alternatives to the project or to the location of the project which would feasibly attain most of the basic objectives of the project, but which would avoid or substantially lessen any of the significant effects of the project. An EIR need not consider every conceivable alternative to a project, and it need not consider alternatives which are infeasible. Rather, it must consider a reasonable range of potentially feasible alternatives that will foster informed decision making and public participation.

Purpose of the Alternatives Analysis: An EIR must identify ways to mitigate or avoid the significant effects that a project may have on the environment. For this reason, a discussion of alternatives must focus on alternatives to the project or its location which are capable of avoiding or substantially lessening any significant effect of the project, even if these alternatives would impede to some degree the attainment of the project objectives or would be more costly.

Selection of a Range of Reasonable Alternatives: The range of potential alternatives to the proposed project shall include those that could feasibly accomplish most of the basic purposes of the project and could avoid or substantially lessen one or more of the significant effects, even if those alternatives would be more costly or would impede to some degree the attainment of the project's objectives. The EIR should briefly describe the rationale for selecting the alternatives to be discussed. The EIR should also identify any alternatives that were considered by the School District and rejected as infeasible during the scoping process, and briefly explain the reasons for rejection. Additional information explaining the choice of alternatives should be included in the administrative record. Among the factors that may be used to eliminate alternatives from detailed consideration in an EIR are: (a) failure to meet most of the basic project objectives; (b) infeasibility; or (c) inability to avoid significant environmental impacts.

Evaluation of Alternatives: The EIR shall include sufficient information about each alternative to allow meaningful evaluation, analysis and comparison with the proposed project. A matrix displaying the major characteristics and significant environmental effects of each alternative may be used to summarize the comparison. If an alternative would cause one or more significant effects in addition to those that would be caused by the project as proposed, the significant effects of the alternative shall be discussed but in less detail than the significant effects of the project as proposed.

The Rule of Reason: The range of alternatives required in an EIR is governed by a "rule of reason" which courts have held means that an alternatives discussion must be reasonable in scope and content. Therefore, the EIR must set forth only those alternatives necessary to permit public participation, informed decision making, and a reasoned choice. The alternatives shall be limited to ones that would avoid or substantially lessen any of the significant effects of the project. Of those alternatives, the EIR need examine in detail only the ones the School District determines could feasibly attain most of the basic objectives of the project. An EIR need not consider an alternative whose effect cannot be reasonably ascertained and whose implementation is remote and speculative.

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Feasibility of Alternatives: The factors that may be taken into account when addressing the feasibility of alternatives include: site suitability; economic viability; availability of infrastructure; general plan consistency; other plans or regulatory limitations; jurisdictional boundaries (projects with a regionally significant impact should consider the regional context); and whether the proponent already owns the alternative site or can reasonably acquire, control or otherwise have access to the site. No one factor establishes a fixed limit on the scope of reasonable alternatives.

Alternative Locations: The first step in the alternative location analysis is to determine whether any of the significant effects of the project could be avoided or substantially lessened by putting the project in another location. This is the key question in this analysis. Only locations that would avoid or substantially lessen any of the significant effects of the project need be considered for inclusion in the EIR.

The second step in this analysis is to determine whether any of the alternative locations are feasible. If the School District concludes that no feasible alternative locations exist, it must disclose its reasons, and it should include them in the EIR. Where a previous document has sufficiently analyzed a range of reasonable alternative locations and environmental impacts for a project with the same basic purpose, the School District should review the previous document. To the extent the circumstances have remained substantially the same with respect to an alternative, the EIR may rely on the previous document to help it assess the feasibility of the potential project alternative.

The "No Project" Alternative: The specific alternative of "no project" must be evaluated along with its impacts. The purpose of describing and analyzing the no project alternative is to allow decision makers to compare the impacts of approving the proposed project with the impacts of not approving the proposed project. The no project alternative analysis, therefore, is normally not the baseline for determining whether the proposed project's environmental impacts may be significant. The no project alternative will be the baseline only if it is identical to the existing environmental setting and the School District has chosen the existing environmental setting as the baseline.

A discussion of the "no project" alternative should proceed along one of two lines:

(a) When the project is the revision of an existing land use or regulatory plan, policy or ongoing operation, the "no project" alternative will be the continuation of the existing plan, policy or operation into the future. Typically, this is a situation where other projects initiated under the existing plan will continue while the new plan is developed. Thus, the projected impacts of the proposed plan or alternative plans would be compared to the impacts that would occur under the existing plan.

(b) If the project is other than a land use or regulatory plan, for example a development project on identifiable property, the "no project" alternative is the circumstance under which the project does not proceed. This discussion would compare the environmental effects of the property remaining in its existing state against environmental effects which would occur if the project is approved. If disapproval of the project would result in predictable actions by others, such as the proposal of some other project, this "no project" consequence should be discussed.

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After defining the no project alternative, the School District should proceed to analyze the impacts of the no project alternative by projecting what would reasonably be expected to occur in the foreseeable future if the project were not approved, based on current plans and consistent with available infrastructure and community services. If the "no project" alternative is the environmentally superior alternative, the EIR must also identify another environmentally superior alternative among the remaining alternatives.

Remote or Speculative Alternatives: An EIR need not consider an alternative whose effect cannot be reasonably ascertained and whose implementation is remote and speculative.

7.17 HAZARDOUS SUBSTANCE EVALUATION FOR SCHOOL SITES; DEPARTMENT OF TOXIC SUBSTANCES CONTROL (DTSC) INVOLVEMENT WITH STATE FUNDED PROJECTS.

Prior to the approval of an EIR involving the purchase of a school site or the construction of a new elementary or secondary school, the School District must include information in the EIR as necessary to determine if the property is any of the following:

(a) The site of a current or former hazardous waste disposal site or solid waste disposal site and, if so, whether the waste has been removed.
(b) A hazardous waste substance release site identified by the State Department of Health Services as listed in Section 25356 of the California Health and Safety Code for removal or remedial action pursuant to Section 25300, et seq., of the California Health and Safety Code.
(c) A site which contains one or more pipelines, situated underground or aboveground, which carries hazardous substances, acutely hazardous materials, or hazardous waste, unless the pipeline is a natural gas pipeline which is used only to supply natural gas to that school or neighborhood.

On projects involving the acquisition of real property for a new school site or construction on an existing site owned or leased by the School District which projects will involve new construction funding pursuant to the Leroy F. Greene School Facilities Act of 1998 the School District need not comply with the requirements of (a) through (c) above, but shall comply with the DTSC assessment requirements specified in Education Code Sections 17213.1 and 17213.2.

7.18 ANALYSIS OF FUTURE EXPANSION.

An EIR must include an analysis of the environmental effects of future expansion (or other similar future modifications) if there is credible and substantial evidence that:

(a) The future expansion or action is a reasonably foreseeable consequence of the initial project; and
(b) The future expansion or action is likely to change the scope or nature of the initial project or its environmental effects.

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Absent these two circumstances, future expansion of a project need not be discussed. CEQA does not require speculative discussion of future development which is unspecific or uncertain. However, if future action is not considered now, it must be considered and environmentally evaluated before it is actually implemented.

7.19 NOTICE OF COMPLETION OF DRAFT EIR.

Upon completion of a Draft EIR, Staff shall file a Notice of Completion (Form "H") with the Office of Planning and Research in a printed hard copy or in electronic form on a diskette or by electronic mail transmission. The School District is encouraged to make copies of filed notices available in electronic format on the Internet. Such electronic postings are in addition to the procedures required by the CEQA Guidelines and the Public Resources Code. The Notice shall contain a brief description of the proposed project, the location of the proposed project, current land use, development type and project issues discussed in the EIR.

The School District shall provide public notice of the completion of a Draft EIR at the same time it sends a Notice of Completion to the Office of Planning and Research. The Notice of Availability of Draft EIR (Form "K") shall specify the period during which comments will be received on the Draft EIR, the date, time and place of any public hearings on the proposed project, a brief description of the project and its location, the significant effects on the environment, if any, anticipated as a result of the project, and the address where copies of the Draft EIR and all documents referenced in the Draft EIR are available for review. Public agencies are encouraged to make copies of filed Notices of Completion available in electronic format on the Internet.

Notice shall be given to the last known name and address of all organizations and individuals who have previously requested it. In addition, notice shall be given by at least one of the following procedures:

(a) Publication at least once in a newspaper of general circulation in the area affected by the proposed project. If more than one area will be affected, the notice shall be published in the newspaper of largest circulation from among the newspapers of general circulation in those areas.
(b) Posting of notice on and off site in the area where the project is to be located.
(c) Direct mailing to owners and occupants of property contiguous to the project, as identified on the latest equalized assessment roll.

The Notice shall be posted in the office of the Clerk in each county in which the project is located for a period of thirty (30) days. The Clerk must post the Notice within twenty-four (24) hours of receipt. Notice shall be mailed to any person who has filed a written request with the School District. The School District may require these requests to be renewed annually and may charge a fee for the reasonable cost of providing this service. A project will not be invalidated due to a failure to send a requested notice provided there has been substantial compliance with these notice provisions.

Copies of the Draft EIR shall also be made available at the School District office for review by members of the general public. Any person obtaining a copy of the Draft EIR shall reimburse the

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School District for the actual cost of its reproduction. Copies of the Draft EIR should also be furnished to appropriate public library systems.

7.20 SUBMISSION OF DRAFT EIR TO STATE CLEARINGHOUSE.

A Draft EIR must be submitted to the State Clearinghouse for review by state agencies in the following situations:

(a) The Draft EIR is prepared by a Lead Agency which is a state agency.
(b) The Draft EIR is prepared by a public agency where a state agency is a Responsible Agency, Trustee Agency, or otherwise has jurisdiction by law with respect to the project.
(c) The Draft EIR is for a project identified in State Guidelines Section 15206 as being of statewide, regional, or areawide significance.

State Guidelines Section 15206 identifies the following types of projects as being of statewide, regional, or areawide significance and requiring submission to the State Clearinghouse for circulation:

- General plans, elements, or amendments for which an EIR was prepared.
- Projects which have the potential for causing significant environmental effects beyond the city or county where the project would be located, such as:
  - Residential development of more than 500 units.
  - Commercial projects employing more than 1,000 persons or covering more than 500,000 square feet of floor space.
  - Office building projects employing more than 1,000 persons or covering more than 250,000 square feet of floor space.
  - Hotel or motel development of more than 500 rooms.
  - Industrial projects housing more than 1,000 persons, occupying more than 40 acres of land, or covering more than 650,000 square feet of floor area.
- Projects for the cancellation of a Williamson Act contract covering more than 100 acres.
- Projects in one of the following Environmentally Sensitive Areas:
  - Lake Tahoe Basin.
  - Santa Monica Mountains Zone.
  - Sacramento-San Joaquin River Delta.
  - Suisun Marsh.
  - Coastal Zone, as defined by the California Coastal Act.
  - Areas within one-quarter mile of a river designated as wild and scenic.
  - Areas within the jurisdiction of the San Francisco Bay Conservation and Development Commission.
- Projects which would affect sensitive wildlife habitats or the habitats of any rare, threatened, or endangered species.
- Projects which would interfere with water quality standards.
- Projects which would provide housing, jobs, or occupancy for 500 or more people within 10 miles of a nuclear power plant.

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A Draft EIR may be submitted to the State Clearinghouse where a state agency has special expertise with regard to the environmental impacts involved.

Where the Draft EIR will be reviewed through the State review process handled by the State Clearinghouse, use a Notice of Completion (Form "H") as a cover sheet. A sufficient number of copies of the documents must be sent to the State Clearinghouse for circulation. Staff should contact the State Clearinghouse to find out the correct number of printed copies required for circulation. In addition to the printed copies, a copy of the documents in electronic format shall be submitted on a diskette or by electronic mail transmission if available.

7.21 SPECIAL NOTICE REQUIREMENTS FOR WASTE AND FUEL BURNING PROJECTS.

For any waste burning project, as defined in Guidelines Section 5.10, Notice of Completion shall be given to all organizations and individuals who have previously requested notice. In addition, Notice shall be given by direct mailing to the owners and occupants of property within one-fourth mile of any parcel or parcels on which such a project is located.

7.22 REVIEW OF DRAFT EIR BY OTHER AGENCIES AND PERSONS.

Upon the filing and posting of a Notice of Completion, Staff shall consult with and obtain comments from each Responsible Agency, Trustee Agency, and any other public agency having jurisdiction by law over resources which may be affected by the project. Those public agencies having jurisdiction by law over the project shall include, but are not necessarily limited to:

(1) Any city or county bordering the project area;
(2) Transportation planning agencies and public agencies with transportation facilities located within the project area;
(3) The State Department of Water Resources, when a project is located within one mile of a facility of the State Water Resources Development System.

Staff may also consult with and obtain comments from any person known to have special expertise with respect to any environmental impact involved whose comments relative to the Draft EIR would be desirable. Staff may also consult with any member of the public who has filed a written request for notice with the School District and any person whom the project applicant believes will be concerned with the environmental effects of the project.

7.23 TIME FOR REVIEW OF DRAFT EIR; FAILURE TO COMMENT.

A period of between thirty (30) and sixty (60) days from the filing of the Notice of Completion of the Draft EIR shall be allowed for review of and comment on the Draft EIR, except in unusual situations. If a state agency is a Responsible Agency, or if the Draft EIR is submitted to the State Clearinghouse, the review period shall be at least forty-five (45) days. When a Draft EIR is submitted to the State Clearinghouse for review, the public review period shall be at least as long as the period of review established by the State Clearinghouse.

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A shorter review period of the Draft EIR by the State Clearinghouse can be requested by the School District ; however, a shortened review period shall not be less than thirty (30) days for a Draft EIR. Any request for a shortened review period must be made in writing by the School District to the Office of Planning and Research. The School District may designate a person to make these requests.

A shortened review period is not available for any proposed project of statewide, regional or areawide environmental significance as determined pursuant to State Guidelines Section 15206. Any approval of a shortened review period shall be given prior to, and reflected in, the public notices.

In the event a public agency, group, or person whose comments on a Draft EIR are solicited fails to comment within the required time period, it shall be presumed, absent a written request for a specific extension of time for review and comment, together with the reasons for the request, that such agency, group, or person has no comment to make.

Continued planning activities concerning the proposed project, short of formal approval, may continue during the period set aside for review and comment on the Draft EIR.

7.24 PUBLIC HEARING ON DRAFT EIR.

A public hearing on the Draft EIR document is not required but may be held by the decision making body either in separate proceedings or in conjunction with other proceedings of the School District. The procedures for the manner of conducting the public hearings shall be described at the time the hearing convenes.

The Draft EIR should be used as the outline for discussion at the public hearing. If a public hearing is held, it shall be conducted at least fourteen (14) days after the filing of the Notice of Completion, but in no event after the time set for expiration of the comment period.

Public notice of the time and place of the hearing shall be posted in a conspicuous location at the School District Office and published in a newspaper of general circulation at least fourteen (14) days in advance of the hearing. The Notice also shall indicate the locations at which the Draft EIR is available for review. To the extent that the School District maintains an Internet web site, notice of all public hearings should be made available in electronic format on that site.

7.25 RESPONSE TO COMMENTS ON DRAFT EIR.

The School District as Lead Agency shall evaluate any comments on environmental issues received during the public review period for the Draft EIR and shall prepare a written response to those comments. As stated below, the School District should also consider evaluating and responding to any comments received after the public review period. The response of the School District may take the form of a revision of the Draft EIR, an attachment to the Draft EIR, or some other oral or written response which is adequate under the circumstances of the project. The response must describe the disposition of any significant environmental issues raised in the comment, such as

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revisions to the proposed project which mitigate anticipated impacts or objections. If the School District's position is at variance with specific recommendations or suggestions raised in the comment, the School District's response must detail the reasons why such recommendations or suggestions were not accepted. Moreover, the School District shall respond to any specific suggestions for project alternatives or mitigation measures for significant impacts, unless such alternatives or mitigation measures are facially infeasible. The response shall contain recommendations, when appropriate, to alter the project as described in the Draft EIR as a result of an analysis of the comments received.

At least ten (10) days prior to certifying a Final EIR, the School District shall provide a written response to any public agency which has made comments on the Draft EIR. The School District is not required to respond to comments received after the public review period. However, the School District should consider responding to all comments if it will not delay action on the Final EIR, since any comment received before final action on the EIR can form the basis of a legal challenge. A written response which refutes the comment or adequately explains the School District's action in light of the comment, will assist the School District in defending against a legal challenge.

7.26 PREPARATION AND CONTENTS OF FINAL EIR.

Following the receipt of any comments on the Draft EIR as required herein, such comments shall be evaluated by Staff and a Final EIR shall be prepared.

The Final EIR shall meet all requirements of Guidelines Sections 7.12 and 7.13 and shall consist of the Draft EIR or a revision of the Draft, a section containing either verbatim or in summary the comments and recommendations received through the review and consultation process, a list of persons, organizations and public agencies commenting on the Draft, and a section containing the responses of the School District to the significant environmental points raised in the review and consultation process.

7.27 RECIRCULATION WHEN NEW INFORMATION IS ADDED TO EIR.

When significant new information is added to the EIR after notice and consultation, but before certification, the School District shall give Notice of Preparation of the Draft EIR again pursuant to Guidelines Section 7.03 and shall recirculate the Draft EIR for another public review period. The term "information" can include changes in the project or environmental setting as well as additional data or other information. The School District shall also consult again with those persons contacted pursuant to Guidelines Section 7.19 before certifying the EIR.

New information is significant only when the EIR is changed in a way that would deprive the public of a meaningful opportunity to comment upon a substantial adverse environmental effect of a project or a feasible way to mitigate or avoid such an effect, including a feasible project alternative, that the project proponents decline to implement. Recirculation is required, for example, when: (1) new information added to an EIR discloses (a) a new significant environmental impact resulting from the project or from a new mitigation measure proposed to be implemented, (b) a significant

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increase in the severity of an environmental impact (unless mitigation measures are also adopted that reduce the impact to a level of insignificance), or (c) a feasible project alternative or mitigation measure that clearly would lessen the significant environmental impacts of the project, but which the project proponents decline to adopt; or (2) the Draft EIR is so fundamentally and basically inadequate and conclusory in nature that meaningful public review and comment were precluded.

Recirculation is not required where the new information added to the EIR merely clarifies or amplifies or makes insignificant modifications in an adequate EIR. If the revision is limited to a few chapters or portions of the EIR, the School District as Lead Agency need only recirculate the chapters or portions that have been modified. A decision to not recirculate an EIR must be supported by substantial evidence in the record. Recirculating an EIR can result in the School District receiving more than one set of comments from reviewers.

When the EIR is substantially revised and the entire EIR is recirculated, the School District may require that reviewers submit new comments and need not respond to those comments received during the earlier circulation period. The School District shall advise reviewers, either within the text of the revised EIR or by an attachment to the revised EIR, that although part of the administrative record, the previous comments do not require a written response in the final EIR, and that new comments must be submitted for the revised EIR. The School District need only respond to those comments submitted in response to the recirculated revised EIR. The School District must send to every agency, person, or organization that commented on the prior draft EIR a notice of the recirculation specifying that new comments must be submitted.

When the EIR is revised only in part and the School District is recirculating only the revised chapters or portions of the EIR, the School District may request that reviewers limit their comments to the revised chapters or portions. The School District need only respond to: (1) comments received during the initial circulation period that relate to chapters or portions of the document that were not revised and recirculated; and (2) comments received during the recirculation period that relate to the chapters or portions of the earlier EIR that were revised and recirculated. The School District's request that reviewers limit the scope of their comments shall be included either within the text of the revised EIR or by an attachment to the revised EIR.

When recirculating a revised EIR, either in whole or in part, the School District must, in the revised EIR or by an attachment to the revised EIR, summarize the revisions made to the previously circulated draft EIR.

7.28 CERTIFICATION OF FINAL EIR.

Following the preparation of the Final EIR, Staff shall review the Final EIR and make a recommendation to the Board regarding whether the Final EIR is in order and whether it has been completed in compliance with CEQA, the State Guidelines and the School District's Guidelines. The Final EIR and Staff recommendation shall then be presented to the Board. The Board shall independently review and analyze the Final EIR, and determine that the Final EIR reflects its independent judgment. The Board shall certify and find that: (1) the Final EIR has been completed

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in compliance with CEQA, the State Guidelines and the School District's Guidelines; (2) the Board has reviewed and analyzed the Final EIR before approving the project; and (3) the Final EIR reflects the independent judgment of the School District..

7.29 CONSIDERATION OF EIR BEFORE APPROVAL OR DISAPPROVAL OF PROJECT.

The EIR shall be reviewed and considered by the decision making body before it approves or disapproves the proposed project for which the EIR was prepared. The decision making body may then proceed to consider the proposed project for purposes of approval or disapproval. Separately or in conjunction with its action approving or disapproving the project, the decision making body shall certify that it has reviewed and considered the information contained in the EIR.

7.30 FINDINGS.

The decision making body shall not approve or carry out a project if a completed EIR identifies at least one significant effect of the project unless it makes one or more of the following written findings for each such significant effect, accompanied by a statement of the facts supporting each finding. Findings must be supported by substantial evidence in the record.

(a) That changes or alterations have been required in, or incorporated into, the project which mitigate or avoid the significant effects on the environment, and which are fully enforceable through permit conditions, agreements, or other measures. These mitigation measures must be expressly adopted or rejected in the EIR. There should be a description of the specific reasons for rejecting identified mitigation measures. Passing references to mitigation measures in other sections of the EIR, or in a Statement of Overriding Considerations, are not sufficient.

(b) That such changes or alterations are within the responsibility and jurisdiction of another public agency and not the School District. Such changes have been, or can and should be, adopted by that other agency.

(c) That specific economic, legal, social, technological or other considerations, including considerations for the provision of employment opportunities for highly trained workers, make infeasible the mitigation measures or alternatives identified in the Final EIR. The decision making body must make specific written findings stating why it has rejected an alternative to the project as infeasible.

If any of the proposed alternatives could avoid or lessen an adverse impact for which no mitigation measures are proposed, the School District shall analyze the feasibility of such alternative(s). If the project is to be approved without including such alternative(s), the School District shall find that specific economic, legal, social, technological or other considerations, including considerations for the provision of employment opportunities for highly trained workers, make infeasible the alternatives identified in the Final EIR and shall list such considerations before such approval.

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The decision making body shall not approve or carry out a project as proposed unless (1) the project as approved will not have a significant effect on the environment or (2) its significant environmental effects have been eliminated or substantially lessened (as determined through one or more of the findings indicated above), and any remaining, unavoidable significant effects have been found acceptable because of facts and circumstances described in a Statement of Overriding Considerations. (See Guidelines Section 7.32.) Statements in the Draft EIR or comments on the Draft EIR are not determinative of whether the project will have significant effects.

When making the findings required by subdivision (a) of this section, the School District as Lead Agency shall specify the location and custodian of the documents or other material which constitute the record of proceedings upon which it based its decision.

7.31 SPECIAL FINDINGS REQUIRED FOR PURCHASE OF OR CONSTRUCTION ON SCHOOL SITES.

No Environmental Impact Report or Negative Declaration shall be approved for any project involving the purchase of a school site or the construction of a new elementary or secondary school by a school district unless both of the following occur:

(a) The School District, as Lead Agency, in preparing the EIR or Negative Declaration has consulted with the city in which the proposed school site is located, or with the county in which the proposed school site is located if the proposed site is in an unincorporated area, and with any air pollution control district or air quality management district having jurisdiction in the area, to identify facilities within one-fourth of a mile of the proposed school site which might reasonably be anticipated to emit hazardous or acutely hazardous air emissions; and

(b) The School District Board has made one of the following two findings in writing:
  (1) Consultation identified no such facilities; or
  (2) Those facilities exist, but the health risks from the facilities do not and will not constitute an actual or potential health danger to persons who would attend or be employed at the school.

(c) Definitions:
  (1) "Hazardous air emissions" means any substance released into the air which is on the list prepared pursuant to Section 25532(a) and Section 44321 of the Health and Safety Code.
  (2) "Acutely hazardous air emissions" means any substance released into the air defined by Section 25532(a) of the Health and Safety Code.

(d) When the project involves the purchase of a school site or the construction of a secondary or elementary school, the Negative Declaration or EIR shall not be approved or certified by the School District Board unless:
  (1) The Negative Declaration or EIR contains sufficient information to determine whether the property is:
    (i) The site of a current or former hazardous waste or solid waste disposal facility and, if so, whether wastes have been removed.

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(ii) A hazardous substance release site identified by the Department of Toxic Substances Control in a current list adopted pursuant to Health and Safety Code Section 25356 for removal or remedial action pursuant to Health and Safety Code Section 25300, et seq.

(iii) The site of one or more buried or above ground pipelines which carry hazardous substances, acutely hazardous materials, or hazardous wastes, as defined in Division 20 of the Health and Safety Code. This does not include a natural gas pipeline used only to supply the school or neighborhood.

(2) The School District has notified in writing and consulted with the county or city administering agency (as designated pursuant to Health and Safety Code Section 25502) and with any air pollution control district or air quality management district having jurisdiction, to identify facilities within one-fourth mile of the proposed school site which might reasonably be anticipated to emit hazardous emissions or handle hazardous or acutely hazardous material, substances, or waste. The notice shall include a list of the school sites for which information is sought. Each agency or district receiving notice shall provide the requested information and provide a written response to the School District within thirty (30) days of receiving the notification. If any such agency or district fails to respond within that time, the Negative Declaration or EIR shall be conclusively presumed to comply with the requirements set forth in this Guidelines Section 7.31(d) as to the area of responsibility of that agency.

(3) The School District Board makes, on the basis of substantial evidence, one of the following written findings;

(i) Consultation identified none of the facilities specified in Guidelines Section 7.31(d)(2);

(ii) The facilities specified in Guidelines Section 7.31(d)(2) exist, but one of the following conditions applies:

- The health risks from the facilities do not and will not constitute an actual or potential endangerment of public health to persons who would attend or be employed at the proposed school;
- Corrective measures will, before the school is occupied, mitigate all hazardous air emissions to levels that do not constitute any actual or potential public health danger to persons who would attend or be employed at the proposed school. When the School District Board makes such a finding, it shall also make a subsequent finding prior to occupancy of the school, that the emissions have been so mitigated.

7.32 STATEMENT OF OVERRIDING CONSIDERATIONS.

Whenever a project approved by the decision making body will cause unmitigated significant environmental effects, the decision making body must adopt a Statement of Overriding Considerations. A Statement of Overriding Considerations allows the decision making body to approve a project despite one or more unmitigated significant environmental impacts identified in the Final EIR. A Statement of Overriding Considerations can be made only if feasible project alternatives

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or mitigation measures do not exist to reduce the environmental impact(s) to a level of insignificance and the benefits of the project outweigh the adverse environmental effect(s). The feasibility of project alternatives or mitigation measures is determined by whether the project alternative or mitigation measure can be accomplished within a reasonable period of time, taking into account economic, environmental, social, legal and technological factors. Project benefits which are appropriate to consider include the economic, environmental, technological and social value of the project.

Substantial evidence in the entire record must justify the decision making body's findings and its use of the Statement of Overriding Considerations. If the decision making body makes a Statement of Overriding Considerations, the statement must be included in the record of the project approval and mentioned in the Notice of Determination.

7.33 MITIGATION REPORTING OR MONITORING PROGRAM FOR EIR.

When making the findings required by subdivision (a) of Guidelines Section 7.30, the School District must do all of the following:

(a) adopt a reporting or monitoring program to assure that mitigation measures which are required to mitigate or avoid significant effects on the environment will be implemented by the project proponent or other responsible party in a timely manner, in accordance with conditions of project approval;

(b) make sure all conditions and mitigation measures are feasible and fully enforceable through permit conditions, agreements, or other measures. Such permit conditions, agreements, and measures must be consistent with applicable constitutional requirements such as the "nexus" and "rough proportionality" standards established by the case; and

(c) specify the location and the custodian of the documents which constitute the record of proceedings upon which the School District based its decision in the resolution certifying the EIR.

There is no requirement that the reporting or monitoring program be circulated for public review; however, the School District may choose to circulate it for public comments along with the Draft EIR. The mitigation measures required to mitigate or avoid significant effects on the environment must be adopted as conditions of project approval.

The adequacy of a mitigation monitoring program is determined by the "rule of reason." This means that a mitigation monitoring program does not need to provide every imaginable measure. It needs only to provide measures that are reasonably feasible.

This reporting or monitoring program shall be designed to assure compliance during the implementation or construction of a project. If a Responsible Agency or Trustee Agency has required that certain conditions be incorporated into the project, the School District may request that agency to prepare and submit a proposed reporting or monitoring program. The School District shall also require that prior to the close of the public review period for a Draft EIR (See Guidelines Section 7.23), the Responsible or Trustee Agency submit detailed performance objectives for mitigation

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measures, or refer the School District to appropriate, readily available guidelines or reference documents. Any mitigation measures submitted to the School District by a Responsible or Trustee Agency shall be limited to measures which mitigate impacts to resources which are within the Responsible or Trustee Agency's authority.

Transportation information resulting from the reporting or monitoring program required to be adopted by the School District shall be submitted to the regional transportation planning agency where the project is located and to the Department of Transportation for a project of statewide, regional or areawide significance according to State Guidelines Section 15006. The transportation planning agency and the Department of Transportation are required by law to adopt guidelines for the submittal of these reporting or monitoring programs, so the School District may wish to tailor its submittal to such guidelines.

Local agencies have the authority to levy fees sufficient to pay for this program. Therefore, the School District will charge the project proponent a fee to cover actual costs of program processing and implementation.

The School District may delegate reporting or monitoring responsibilities to an agency or to a private entity which accepts the delegation; however, until mitigation measures have been completed, the School District remains responsible for ensuring that implementation of the mitigation measures occurs in accordance with the program.

The School District may choose whether its program will monitor mitigation, report on mitigation, or both. "Reporting" is defined as a written compliance review that is presented to the Council or an authorized staff person. A report may be required at various stages during project implementation or upon completion of the mitigation measure. Reporting is suited to projects which have readily measurable or quantitative mitigation measures or which already involve regular review. "Monitoring" is generally an ongoing or periodic process of project oversight. Monitoring is suited to projects with complex mitigation measures which may exceed the expertise of the School District to oversee, are expected to be implemented over a period of time, or require careful implementation to assure compliance.

At its discretion, the School District may adopt standardized policies and requirements to guide individually adopted programs. Standardized policies or requirements for monitoring and reporting may describe, but are not limited to:

(a) The relative responsibilities of various departments within the School District for various aspects of the program.
(b) The responsibilities of the project proponent.
(c) Guidelines adopted by the School District to govern preparation of programs.
(d) General standards for determining project compliance with the mitigation measures and related conditions of approval.
(e) Enforcement procedures for noncompliance, including provisions for administrative appeal.

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(f) Process for informing the Council and staff of the relative success of mitigation measures and using those results to improve future mitigation measures.

When a project is of statewide, regional, or areawide importance, any transportation information generated by a program must be submitted to the transportation planning agency in the region where the project is located, as well as the Department of Transportation.

7.34 NOTICE OF DETERMINATION.

Following consideration and approval of a project for which the School District is the Lead Agency, the decision making body shall order Staff to prepare, certify and file, a Notice of Determination (Form "F") which shall contain the following:

(a) An identification of the project by its common name where possible and its location.
(b) A brief description of the project.
(c) The date when the School District approved the project.
(d) Whether the project in its approved form will have a significant effect on the environment.
(e) A statement that an EIR was prepared and certified pursuant to the provisions of CEQA.
(f) Whether mitigation measures were made a condition of the approval of the project.
(g) Whether findings and/or a Statement of Overriding Considerations was adopted for the project.
(h) The address where a copy of the EIR (with comments and responses) and the record of project approval may be examined by the general public.

The Notice of Determination shall then be filed, within five (5) working days of the action, with the Clerk of each county in which the project will be located. The Clerk must post the Notice of Determination within twenty-four (24) hours of receipt. The Notice must be posted in the office of the Clerk for a minimum of thirty (30) days. Simultaneously with the filing of the Notice of Determination with the Clerk, Staff shall cause a copy of such Notice to be posted at the School District office. If the project requires discretionary approval from a state agency, the Notice of Determination shall also be filed with the Office of Planning and Research, within five (5) working days of project approval, along with proof of payment of the California Department of Fish and Game fee or Certificate of Fee Exemption (see Guidelines Section 7.37).

The filing and posting by the Clerk of the Notice of Determination usually starts a thirty (30) day statute of limitations on court challenges to the approval under CEQA. If a Notice of Determination is not filed, a 180-day statute of limitations will apply. When a request has been made for a copy of the Notice prior to the date on which the School District certifies the Final EIR, such Notice must be mailed, first class postage prepaid, within five (5) days of the School District's determination. If such a request is made following the School District's determination, then the copy should be mailed in the same manner as soon as possible.

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7.35 DISPOSITION OF A FINAL EIR.

The School District shall file a copy of the Final EIR with the appropriate planning agency of any city or county where significant effects on the environment may occur. The School District shall also retain one or more copies of the Final EIR as a public record for a reasonable period of time. Finally, for private projects, the School District may require that the project applicant provide a copy of the certified Final EIR to each Responsible Agency.

7.36 PRIVATE PROJECT COSTS.

For private projects, the person or entity proposing to carry out the project shall be charged a reasonable fee to recover the estimated costs incurred by the School District in preparing, circulating, and filing the Draft and Final EIRs, as well as all publication costs incident thereto.

7.37 FILING FEES FOR PROJECTS WHICH AFFECT WILDLIFE RESOURCES.

At the time a Notice of Determination for an EIR is filed with the Clerk, a fee of $850 shall be paid to the Clerk for projects which will adversely affect fish and wildlife resources. These fees are collected by the Clerk on behalf of the California Department of Fish and Game ("DFG").

Only one filing fee is required for each project unless the project is tiered or phased and separate environmental documents are prepared. For projects where a Lead Agency and Responsible Agencies file separate Notices of Determination, only the Lead Agency is required to pay the fee.

Note: The Clerk customarily charges a documentary handling fee for each project in addition to the filing fee specified above. Refer to the Index in the Staff Summary to help determine the correct amount.

For private projects, the School District shall pass these costs on to the project applicant.

No fees are required for projects with a "de minimis" effect on fish and wildlife resources, or for certain projects undertaken by the DFG and implemented through a contract with a non-profit entity or local government agency. A project with a "de minimis" effect has no potential for adverse effect on fish and wildlife. This is an important exception. DFG considers the following projects as likely to have "de minimis" effects on fish and wildlife, depending on the specific facts of each project:

(1) Projects which enhance fish and wildlife and their habitats and result in no accompanying adverse impacts to fish or wildlife;
(2) Lot line adjustments;
(3) Building remodeling;
(4) Annexations;
(5) Redevelopment on existing urban subdivisions with no wildlife habitat;
(6) Infill of undeveloped lots;

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(7) Adoption of a General Plan, where CEQA requires a subsequent discretionary project approval before any physical change to natural habitat is permitted.

If the School District believes that a project will have a "de minimis" effect on wildlife resources, it should file the Certificate of Fee Exemption attached as Form "L". This form requires the School District to set forth facts in support of the fee exemption. These facts should include: (1) the name and address of the project proponent; (2) a brief description of the project and its location; (3) a statement that an initial study has been prepared by the School District to evaluate the project's effects on wildlife resources, if any; (4) a declaration that there is no evidence before the School District that the project will have any potential for adverse effect on wildlife resources; and (5) a declaration that the School District has, on the basis of substantial evidence, rebutted the presumption of adverse effect contained in the regulations. A presumption of adverse effect occurs if the project has the potential for adverse effects on the fish and wildlife resources listed on Form "L". To rebut the presumption of adverse effect, the School District should explain in the declaration why the project would not have an adverse impact on fish and wildlife and reference any supporting evidence. These findings should be made at the time of approval of the EIR and attached to Form "L" when submitted to the County. Two copies of Form "L" must be filed with a Notice of Determination in order to obtain the fee exemption.

If the School District believes that a project has been undertaken by the DFG, that the project's costs are payable from one or more of the sources indicated in the Fish and Game Code, and that the project is being implemented through a contract with a non-profit entity or a local government agency, the DFG filing does not apply. Since the DFG has not yet adopted regulations to govern this exemption, including a new "Certificate of Fee Exemption," the School District may wish to use Form L and make appropriate modifications to reflect this exemption.

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8. TYPES OF EIRS

8.01 PROJECT EIR.

The most common type of EIR examines the environmental impacts of a specific development project and focuses primarily on the changes in the environment that would result from the development project. This chapter describes a number of examples of various EIRs tailored to different situations. All EIRs must meet the content requirements summarized in Guidelines Section 7.13.

8.02 SUBSEQUENT EIR.

A Subsequent EIR is required when a previous EIR has been prepared and certified or a Negative Declaration has been adopted for a project and at least one of the three following situations occur:

(a) Substantial changes are proposed in the project which will require major revisions of a previous EIR due to the identification of new significant environmental effects or a substantial increase in the severity of previously identified significant effects;

(b) Substantial changes occur with respect to the circumstances under which the project is to be undertaken which will require major revisions of a previous EIR due to the identification of new significant environmental effects or a substantial increase in the severity of previously identified significant effects; or

(c) New information, which was not known and could not have been known with the exercise of reasonable diligence at the time the previous EIR was certified as complete or the Negative Declaration was adopted, becomes available and shows any of the following: (1) the project will have one or more significant effects not discussed in a previous EIR or Negative Declaration; (2) significant effects previously examined will be substantially more severe than shown in a previous EIR; (3) mitigation measures or alternatives previously found not to be feasible are in fact feasible and would substantially reduce one or more significant effects, but the project proponent declines to adopt the mitigation measures or alternatives; or (4) mitigation measures or alternatives which were not considered in a previous EIR would substantially lessen one or more significant effects on the environment, but the project proponent declines to adopt the mitigation measures or alternatives.

A Subsequent EIR must receive the same circulation and review as the previous EIR received.

When the School District is considering approval of a development project which is consistent with a general plan for which an EIR was completed, another EIR is required only if the project causes environmental effects peculiar to the parcel which were not addressed in the prior EIR, or which substantial new information shows will be more significant than described in the prior EIR.

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8.03 SUPPLEMENT TO AN EIR.

The School District as a Lead or Responsible Agency may choose to prepare a Supplement to an EIR, rather than a Subsequent EIR, if any of the conditions described in Guidelines Section 8.02 would require the preparation of a Subsequent EIR and only minor additions or changes would be necessary to make the previous EIR adequately apply to the project in the changed situation. To assist the School District in making this determination, the decision making body should request an Initial Study and/or a recommendation by Staff. The Supplement to the EIR need contain only the information necessary to make the previous EIR adequate for the project as revised.

A Supplement to an EIR shall be given the same kind of notice and public review as is given to a Draft EIR, but may be circulated by itself without recirculating the previous EIR.

When the decision making body decides whether to approve the project, it shall consider the previous EIR as revised by the supplement. Findings pursuant to Guidelines Section 7.30 shall be made for each significant effect shown in the previous EIR as supplemented.

8.04 ADDENDUM TO AN EIR.

The School District as a Lead or Responsible Agency may choose to prepare an Addendum to an EIR, rather than a Supplement to an EIR, only if none of the conditions described in Guidelines Section 8.02 calling for preparation of a Subsequent EIR have occurred and minor technical changes or additions are necessary. Since significant effects on the environment were addressed by findings in the original EIR, no new findings are required in the addendum.

An Addendum to an EIR need not be recirculated for public review but can be included in or attached to the Final EIR. The decision making body shall consider the addendum with the Final EIR prior to making a decision on a project. A brief explanation of the decision not to prepare a Subsequent EIR should be included in the addendum, the EIR findings or elsewhere in the record. This explanation must be supported by substantial evidence.

8.05 TIERED EIR.

"Tiering" refers to using the analysis of general matters contained in a previously certified broader EIR in later EIRs or Negative Declarations prepared for narrower projects. The later EIR or Negative Declaration may incorporate by reference the general discussions from the broader EIR and may concentrate solely on the issues specific to the later project.

An Initial Study shall be prepared for the later project and used to determine whether a Tiered EIR may be used and whether new significant effects should be examined. A Tiered EIR shall be used for later projects where a prior EIR has been prepared and certified for a program, plan, policy, or ordinance and the School District determines that:

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(a) The later project is consistent with a program, plan, policy or ordinance for which an EIR has been prepared and certified;
(b) The later project is consistent with applicable local land use plans and zoning of the city and county in which the later project would be located; and
(c) The later project would not require a Subsequent or Supplemental EIR. (See Guidelines Sections 8.02 and 8.03.)

Tiering does not excuse the School District from adequately analyzing reasonable foreseeable significant environmental effects of a project, and does not justify deferring such analysis to a later tier EIR or Negative Declaration. However, the level of detail contained in a first-tier EIR need not be greater than that of the program, plan, policy, or ordinance being analyzed. In addition, where the School District is using the tiering process in connection with an EIR for a large-scale planning approval, such as a general plan or component thereof (e.g., an area plan or community plan), the development of detailed, site-specific information may not be feasible. Such site-specific information can be deferred, in many instances, until such time as the School District prepares a future environmental document in connection with a project of a more limited geographical scale, as long as deferral does not prevent adequate identification of significant effects of the planning approval at hand.

Where a first-tier EIR has been prepared and certified for a program, plan, policy, or ordinance consistent with the requirements of this section, the School District should limit the EIR or Negative Declaration on the later project to effects which:

(a) Were not examined as significant effects on the environment in the prior EIR; or
(b) Are susceptible to substantial reduction or avoidance by the choice of specific revisions in the project by the imposition of conditions or other means.

Where the School District determines that a cumulative effect had been adequately addressed in the prior EIR, that effect is not treated as significant for purposes of the later EIR or Negative Declaration and need not be discussed in detail. When assessing whether there is a new significant cumulative effect, the School District shall consider whether the incremental effects of the project would be considerable when viewed in the context of past present, and probable future projects.

Significant environmental effects have been "adequately addressed" if the School District determines that they have been mitigated below a level of significance or avoided as a result of the prior EIR and findings were adopted in connection with that prior environmental report.

The School District may use only a valid CEQA document as a first-tier document. Accordingly, the School District should carefully review the first-tier environmental document to determine whether or not the statute of limitations for challenging the document has run. If the statute of limitations has not expired, the School District should use the first-tier document with caution and pay careful attention to the legal status of the document. If the first-tier document is subsequently invalidated by the courts, any later environmental document may also be defective.

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8.06 STAGED EIR.

Where a large capital project will require a number of discretionary approvals from governmental agencies and one of the approvals will occur more than two years before construction will begin, a Staged EIR may be prepared covering the entire project in a general form or manner. A Staged EIR should evaluate a proposal in light of current and contemplated plans and produce an informed estimate of the environmental consequences of an entire project. The particular aspect of the project before the School District for approval shall be discussed with a greater degree of specificity.

Where a Staged EIR has been prepared, a Supplement to that EIR shall be prepared when a later approval is required for the project, and the information available at the time of the later approval would permit consideration of additional environmental impacts, mitigation measures, or reasonable alternatives to the project.

8.07 PROGRAM EIR.

A Program EIR is an EIR which may be prepared on an integrated series of actions that are related either:

(a) Geographically;
(b) As logical parts in a chain of contemplated actions;
(c) In connection with the issuance of rules, regulations, plans or other general criteria to govern the conduct of a continuing program; or
(d) As individual projects carried out under the same authorizing statutory or regulatory authority and having generally similar environmental effects which can be mitigated in similar ways.

Subsequent activities in the program must be examined in the light of the program EIR to determine whether additional environmental documents must be prepared. Additional environmental review documents must be prepared if the proposed later project may arguably cause significant adverse effects on the environment.

8.08 USE OF A PROGRAM EIR WITH SUBSEQUENT EIRS AND NEGATIVE DECLARATIONS.

A program EIR can be used to simplify the task of preparing environmental documents on later parts of the program. The Program EIR can:

(a) Provide the basis in an Initial Study for determining whether the later activity may have any significant effects.
(b) Be incorporated by reference to deal with regional influences, secondary effects, cumulative impacts, broad alternatives and other factors that apply to the program as a whole.
(c) Focus an EIR on a subsequent project to permit discussion solely of new effects which had not been considered before.

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8.09 USE OF AN EIR FROM AN EARLIER PROJECT.

A single EIR may be utilized to describe more than one project when the projects involve substantially identical environmental impacts. Any environmental impacts peculiar to one of the projects must be separately set forth and explained.

8.10 MASTER EIR.

A Master EIR is an EIR which may be prepared for:

(a) A general plan (including elements and amendments);
(b) A specific plan;
(c) A project consisting of smaller individual projects to be phased;
(d) A regulation to be implemented by subsequent projects;
(e) A project to be carried out pursuant to a development agreement;
(f) A project pursuant to or furthering a redevelopment plan;
(g) A state highway or mass transit project subject to multiple reviews or approvals; or
(h) A regional transportation plan or congestion management plan.

A Master EIR must do both of the following:

(a) Describe and present sufficient information about anticipated subsequent projects within its scope, including their size, location, intensity, and scheduling; and
(b) Preliminarily describe potential impacts of anticipated subsequent projects for which insufficient information is available to support a full impact assessment.

The School District and Responsible Agencies identified in the Master EIR may use the Master EIR to limit environmental review of subsequent projects. However, the subsequent project Lead Agency must prepare an Initial Study to determine whether the subsequent project and its significant environmental effects were included in the Master EIR. If the subsequent project Lead Agency finds that the subsequent project will have no additional significant environmental effect and that no new mitigation measures or alternatives may be required, it may prepare written findings to that effect without preparing a new environmental document or finding. If the subsequent project Lead Agency cannot make these findings, it must prepare either a Mitigated Negative Declaration or an EIR for the subsequent project.

The Master EIR cannot be used to limit review of a subsequent project if it was certified more than five (5) years before the filing of an application for the subsequent project, or if the approval of a project that was not described in the Master EIR may affect the adequacy of the environmental review in the Master EIR for any subsequent project. However, the five (5) year limitation does not apply if the School District finds that no substantial changes or information related to the Master EIR exist, or if it certifies a Subsequent or Supplemental EIR that makes appropriate modification to the Master EIR.

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The School District as Lead Agency must provide Notice of Completion and availability of a Master EIR within a period of time prior to final adoption by the public agency, as described in Guidelines Section 7.19.

The School District may develop a fee program to fund the costs of a Master EIR.

8.11 FOCUSED EIR.

A Focused EIR is an EIR for a subsequent project identified in a Master EIR. It may be used only if the School District finds that the Master EIR's analysis of cumulative, growth-inducing, and irreversible significant environmental effects is adequate for the subsequent project. The Focused EIR must incorporate by reference the Master EIR.

The Focused EIR must analyze additional significant environmental effects not addressed in the Master EIR and any new mitigation measures or alternatives not included in the Master EIR. "Additional significant effects on the environment" means those project-specific effects on the environment which were not addressed as significant effects on the environment in the Master EIR.

The Focused EIR must also examine the following:

(a) Significant effects discussed in the Master EIR for which substantial new information exists that shows those effects may be more significant than described in the Master EIR;
(b) Those mitigation measures found to be infeasible in the Master EIR for which substantial new information exists that shows those effects may be more significant than described in the Master EIR; and
(c) Those mitigation measures found to be infeasible in the Master EIR for which substantial new information exists that shows those measures may now be feasible.

The Focused EIR need not examine the following effects:

(a) Those that were mitigated through Master EIR mitigation measures; and
(b) Those that were examined in the Master EIR in sufficient detail to allow project-specific mitigation or for which mitigation was found to be the responsibility of another agency.

A Focused EIR may be prepared for a multifamily residential project not exceeding 100 units or a mixed use residential project not exceeding 100,000 square feet even though the project was not identified in a Master EIR, if the following conditions are met:

(a) The project is consistent with a general plan, specific plan, or zoning ordinance for which an EIR was prepared within five (5) years of the Focused EIR's certification;
(b) The project does not require the preparation of a Subsequent or Supplemental EIR pursuant to Guidelines Sections 8.02 or 8.03; and
(c) The parcel is bordered by urban development, previously developed by urban uses, or within one-half mile of a rail transit station.

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A Focused EIR for these projects should be limited to site-specific significant effects and significant effects that substantial new information shows will be more significant than described in the Master EIR.

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9. CEQA LITIGATION

CEQA litigation. When a CEQA lawsuit is filed, there are numerous and complex time requirements that must be met. Pressing deadlines begin to run in the days immediately after a CEQA lawsuit has been filed. For example, within ten (10) business days of the public agency being served with a petition or complaint alleging a violation of CEQA, the Lead Agency must provide the petitioner with a list of responsible and public agencies with jurisdiction over any natural resource affected by the project at issue.

There are a variety of other deadlines that apply in CEQA litigation. If a CEQA lawsuit is filed, CEQA counsel should be contacted immediately in order to ensure that all the applicable deadlines are met.

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10. DEFINITIONS

Whenever the following terms are used in these Guidelines, they shall have the following meaning unless otherwise expressly defined:

10.01 "**Applicant**" means a person who proposes to carry out a project which requires a lease, permit, license, certificate, or other entitlement for use, or requires financial aid from one or more public agencies when applying for governmental approval or assistance.

10.02 "**Approval**" means a decision by the Board or other authorized body or officer of the School District which commits the School District to a definite course of action with regard to a particular project. With regard to any project to be undertaken directly by the School District, approval shall be deemed to occur on the date when the Board adopts a motion or resolution determining to proceed with the project, which in no event shall be later than the date of adoption of plans and specifications. As to private projects, approval shall be deemed to have occurred upon the earliest commitment to provide service or the issuance by the School District of a discretionary contract, subsidy, or other form of financial assistance, lease, permit, license, certificate, or other entitlement for use of the project. The mere acquisition of land by the School District shall not, in and of itself, be deemed to constitute approval of a project.

For purposes of these Guidelines, all environmental documents must be completed as of the time of project approval.

10.03 "**Baseline**" refers to the pre-project environmental conditions. By comparing the project's potential impacts to the baseline, the lead agency determines whether the project's impacts are substantial enough to be significant under the relevant thresholds of significance. Generally, the baseline is the environmental conditions existing on the date the environmental analysis begins, such as the date of the Notice of Preparation is published for an EIR, or the date of the Notice of Intent to Adopt a Negative Declaration. However, in certain circumstances an earlier or later date may provide a more accurate environmental analysis. The School District may establish any baseline that is appropriate, including an earlier or later date, as long as the choice of baseline can be supported by substantial evidence.

10.04 "**Board**" means the governing board of the School District.

10.05 "**CEQA**" (the California Environmental Quality Act) means California Public Resources Code Sections 21000, et seq.

10.06 "**Categorical Exemption**" means an exception from the requirement of preparing a Negative Declaration or an EIR, based on a finding by the Secretary for Resources that the class of projects does not have a significant effect on the environment.

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10.07 "**Clerk**" means either the "Clerk of the Board" or the "County Clerk" depending upon the county. Please refer to the "Index to Environmental Filing by County" in the Staff Summary to determine which applies.

10.08 "**Community-Level Environmental Review**" means either (1) or (2) below:

(1) A certified Environmental Impact Report for any of the following actions:
- (a) A general plan,
- (b) A revision or update to the general plan that includes at least the land use and circulation elements,
- (c) An applicable community plan,
- (d) An applicable specific plan, or
- (e) A housing element of the general plan, if the Environmental Impact Report analyzed the environmental effects of the density of the proposed project; or

(2) A negative declaration or mitigated negative declaration adopted as a subsequent environmental review document, following and based upon an Environmental Impact Report on a general plan, community plan or specific plan.

10.09 "**Cumulative Impacts**" means two or more individual effects which, when considered together, are considerable or which compound or increase other environmental impacts. The individual effects may be changes resulting from a single project or a number of separate projects, whether past, present or future.

The cumulative impact from several projects is the change in the environment which results from the incremental impact of the project when added to other closely related past, present and reasonably foreseeable future projects. Cumulative impacts can result from individually minor but collectively significant projects taking place over a period of time.

10.10 "**Cumulatively Considerable**" means that the incremental effects of an individual project are considerable when viewed in connection with the effects of past projects, the effects of other current projects, and the effects of probable future projects.

10.11 "**Decision Making Body**" means the body within the School District (i.e. School District Board) with final approval authority over the particular project. (See Guidelines Section 10.02.)

10.12 "**Developed Open Space**" means land that meets each of the following three criteria:
- (a) Is publicly owned, or financed in whole or in part by public funds,
- (b) Is generally open to, and available for use by, the public,
- (c) Is predominantly lacking in structural development other than structures associated with open spaces, including, but not limited to, playgrounds, swimming pools, ballfields, enclosed child play areas, and picnic facilities.

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Developed Open Space includes land that has been designated for acquisition by a public agency for open space purposes, but does not include lands acquired by public funds dedicated to the acquisition of land for housing purposes.

10.13 "**Development Project**" means any project undertaken for the purpose of development, including any project involving the issuance of a permit for construction or reconstruction but not a permit to operate. It does not include any ministerial projects proposed to be carried out or approved by public agencies. (Government Code Section 65928.)

10.14 "**Discretionary Project**" means a project for which approval requires the exercise of independent judgment, deliberation, or decision-making on the part of the School District.

10.15 "**Draft EIR**" means an EIR containing the information summarized in Guidelines Section 7.13.

10.16 "**Emergency**" means a sudden, unexpected occurrence, involving a clear and imminent danger, demanding immediate action to prevent or mitigate loss of, or damage to, life, health, property, or essential public services. Emergency includes such occurrences as fire, flood, earthquake, landslide or other natural disaster, as well as such occurrences as riot, war, accident or sabotage.

10.17 "**Environment**" means the physical conditions which exist in the area which will be affected by a proposed project, including land, air, water, minerals, flora, fauna, ambient noise, and objects of historic or aesthetic significance.

10.18 "**EIR**" (Environmental Impact Report) means a detailed written statement setting forth the environmental effects and considerations pertaining to a project and may mean either a Draft or a Final version of a typical EIR, a Project EIR, a Subsequent EIR, a Supplemental EIR, a Tiered EIR, a Staged EIR, a Program EIR, a Master EIR, or a Focused EIR.

10.19 "**Feasible**" means capable of being accomplished in a successful manner within a reasonable period of time, taking into account economic, environmental, social and technological factors.

10.20 "**Final EIR**" means an EIR containing the information contained in the Draft EIR, comments either verbatim or in summary received in the review process, a list of persons commenting, and the response of the School District to the comments received.

10.21 "**Historical Resources**" shall be determined according to the following:

(a) Resources listed in, or eligible for listing in, the California Register of Historical Resources shall be considered historical resources.

(b) Resources included in a local register of historical resources, as defined in Public Resources Code Section 5020.1(k), or identified as significant in a historical resource survey, as specified in Public Resources Code Section 5024.1(g), are presumed to be

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historically or culturally significant, unless a preponderance of evidence demonstrates that they are not historically or culturally significant.

(c) Any of the following may be considered historically significant: any object, building, structure, site, area, place, record or manuscript which a Lead Agency determines, based upon substantial evidence in light of the whole record, to be historically significant or significant in the architectural, engineering, scientific, economic, agricultural, educational, social, political, military or cultural annals of California.

(d) Any resource shall be considered by the Lead Agency to be historically significant if the resource meets the criteria for listing on the California Register of Historical Resources. (See Public Resources Code Section 5024.1 and 14 California Code of Regulations Section 4852.)

(e) The Lead Agency is not precluded from determining that a resource is a historical resource, as defined in Public Resources Code Sections 5020.1(j) or 5024.1, even if it is: (a) not listed in, or determined to be eligible for listing in, the California Register of Historical Resources; (b) not included in a local register of historical resources; or (c) not identified in a historical resources survey.

10.22 "**Infill Site**" means a site in an urbanized area that meets either of the following criteria:

(1) The immediately adjacent parcels are:

(a)(i) developed with qualified urban uses, or (ii) at least 75% of the perimeter of the site adjoins parcels that are developed with urban uses and the remaining 25% of the site adjoins parcels that have previously been developed for qualified urban uses,
(b) the site has not been developed for urban uses, and
(c) no parcel within the site has been created within the past ten (10) years; or

(2) The site has been previously developed for qualified urban uses. (Public Resources Code Section 21061.0.5.)

10.23 "**Initial Study**" means a preliminary analysis conducted by the School District to determine whether an EIR or a Negative Declaration must be prepared or to identify the significant environmental effects to be analyzed in an EIR.

10.24 "**Jurisdiction by Law**" means the authority of any public agency to grant a permit or other entitlement for use, to provide funding for the project in question or to exercise authority over resources which may be affected by the project.

The School District will have jurisdiction by law over a project when the School District, having primary and exclusive jurisdiction over the area involved, is the site of the project, the area in which the major environmental effects will occur, or the area in which reside those citizens most directly concerned by any such environmental effects.

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10.25 "**Land Disposal Facility**" means a hazardous waste facility where hazardous waste is disposed in, on, or under land. (Health and Safety Code Section 25199.1(d).)

10.26 "**Large Treatment Facility**" means a treatment facility which treats or recycles one thousand (1,000) or more tons of hazardous waste during any one month of the current reporting period commencing on or after July 1, 1991. (Health and Safety Code Section 25205.1(d).)

10.27 "**Lead Agency**" means the public agency which has the principal responsibility for preparing environmental documents and for carrying out or approving a project, which may have significant effects on the environment, where more than one public agency is involved with the same underlying activity.

10.28 "**Low-Income Households**" means households of persons and families of very low and low income. Low-income persons or families are those eligible for financial assistance from governmental agencies for occupants of state-funded housing. Very low income persons are those whose incomes do not exceed the qualifying limits for very low income families as established and amended pursuant to Section 8 of the United States Housing Act of 1937. Such limits are published and updated in the California Code of Regulations. (Public Resources Code Section 21159.20(c).)

10.29 "**Low- and Moderate-Income Households**" means persons or families whose income does not exceed 120% of area median income, adjusted for family size in accordance with adjustment factors adopted and amended by the United States Department of Housing and Urban Development pursuant to Section 8 of the United States Housing Act of 1937. (Public Resources Code Section 21159.20(d).)

10.30 "**Major Transit Stop**" means a site containing an existing rail station, a ferry terminal served by either a bus or rail transit service, or the intersection of two or more major bus routes that operate at least every fifteen (15) minutes during the morning and afternoon peak commute periods. (Public Resources Code Section 21064.3.)

10.31 "**Mitigated Negative Declaration**" means a Negative Declaration prepared for a Project when the Initial Study has identified potentially significant effects on the environment, but (1) revisions in the project plans or proposals made by, or agreed to by, the applicant before the proposed Negative Declaration and Initial Study are released for public review would avoid the effects or mitigate the effects to a point where clearly no significant effect on the environment would occur, and (2) there is no substantial evidence in light of the whole record before the public agency that the project, as revised, may have a significant effect on the environment.

10.32 "**Mitigation**" means avoiding the environmental impact altogether by not taking a certain action or parts of an action, minimizing impacts by limiting the degree or magnitude of the action and its implementation, rectifying the impact by repairing, rehabilitating or restoring

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the impacted environment, reducing or eliminating the impact over time by preservation and maintenance operations during the life of the action, or compensating for the impact by replacing or providing substitute resources or environments.

10.33 "**Negative Declaration**" means a written statement by the School District briefly describing the reasons that a proposed project, not exempt from CEQA, will not have a significant effect on the environment and, therefore, does not require the preparation of an EIR.

10.34 "**Notice of Completion**" means a brief report filed with the Office of Planning and Research by the School District when it is the Lead Agency as soon as it has completed a Draft EIR and is prepared to send out copies for review.

10.35 "**Notice of Determination**" means a brief notice to be filed by the School District when it approves or determines to carry out a project which is subject to the requirements of CEQA.

10.36 "**Notice of Exemption**" means a brief notice which may be filed by the School District when it has approved or determined to carry out a project, and it has determined that the project is exempt from the requirements of CEQA. Such a notice may also be filed by an applicant where such a determination has been made by a public agency which must approve the project.

10.37 "**Notice of Preparation**" means a brief notice sent by a Lead Agency to notify the Responsible Agencies and Trustee Agencies that the Lead Agency plans to prepare an EIR for a project. The purpose of this notice is to solicit guidance from such agencies as to the scope and content of the environmental information to be included in the EIR.

10.38 "**Offsite Facility**" means a facility that serves more than one generator of hazardous waste. (Public Resources Code Section 21151.1(13)(g).)

10.39 "**Person**" includes any person, firm, association, organization, partnership, business, trust, corporation, company, city, county, city and county, town, the state, and any of the agencies which may be political subdivisions of such entities.

10.40 "**Private Project**" means a project which will be carried out by a person other than a governmental agency, but which will need a discretionary approval from the School District. Private projects will normally be those listed in subsections (b) and (c) of Guidelines Section 10.41.

10.41 "**Project**" means the whole of an action or activity which may cause either a direct physical change in the environment, or a reasonably foreseeable indirect change in the environment, and is any of the following:

(a) A discretionary activity directly undertaken by the School District including but not limited to public works construction and related activities, clearing or grading of land, or improvements to existing public structures.

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(a) A discretionary activity directly undertaken by the School District including but not limited to public works construction and related activities, clearing or grading of land, or improvements to existing public structures.
(b) A discretionary activity involving the issuance to a person of a lease, permit, license, certificate, or other entitlement for use by one or more public agencies, or which is supported, in whole or in part, through contracts, grants, subsidies, loans or other forms of assistance by the School District.
(c) A discretionary project proposed to be carried out or approved by public agencies, including but not limited to the enactment and amendment of local General Plans or elements thereof, the enactment of zoning ordinances, the issuance of zoning variances, the issuance of conditional use permits and the approval of tentative subdivision maps.

The presence of any real degree of control over the manner in which a project is completed makes it a discretionary project.

The term project refers to the activity which is being approved and which may be subject to several discretionary approvals by governmental agencies. The term project does not mean each separate governmental approval.

10.42 "**Project-Specific Effects**" means all the direct or indirect environmental effects of a project other than cumulative effects and growth-inducing effects. (Public Resources Code Section 21065.3.)

10.43 "**Qualified Urban Use**" means any residential, commercial, public institutional, transit or transportation passenger facility, or retail use, or any combination of those uses. (Public Resources Code Section 21072.)

10.44 "**Residential**" means a use consisting of either residential units only or residential units and primarily neighborhood-serving goods, services, or retail uses that do not exceed 15% of the total floor area of the project.

10.45 "**Responsible Agency**" means a public agency which proposes to carry out or approve a project for which a Lead Agency has prepared the environmental documents. For the purposes of CEQA, the term "Responsible Agency" includes all federal, state, regional and local public agencies other than the Lead Agency which have discretionary approval power over the project.

10.46 "**School District**" means the Jurupa Unified School District.

10.47 "**Self-Certifying District**" means an applicant School District that provides fifty percent (50%) or more of the cost of the project from funding sources other than state programs administered by the State Allocation Board.

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or economic change related to a physical change may be considered in determining whether the physical change is significant.

10.49 "**Staff**" means the School District Manager or his or her designee.

10.50 "**Standard**" means a standard of general application that is all of the following:

(a) A quantitative, qualitative or performance requirement found in a statute, ordinance, resolution, rule, regulation, order, or other standard of general application;
(b) Adopted for the purpose of environmental protection;
(c) Adopted by a public agency through a public review process;
(d) Governs the same environmental effect which the change in the environment is impacting; and
(e) Governs the jurisdiction where the project is located.

The definition of "standard" includes thresholds of significance adopted by the School District which meet the requirements of this section.

If there is a conflict between standards, the School District shall determine which standard is appropriate based upon substantial evidence in light of the whole record.

10.51 "**State Guidelines**" means the Guidelines for Implementation of the California Environmental Quality Act as adopted by the Secretary of the California Resources Agency as they now exist or hereafter may be amended. (California Administrative Code, Title 14, Sections 15000, et seq.)

10.52 "**Substantial Evidence**" means reliable information on which a fair argument can be based to support an inference or conclusion, even though another conclusion could be drawn from that information. "Substantial evidence" includes facts, fact-related reasonable assumptions predicated upon facts, and expert opinion supported by facts. "Substantial evidence" does not include argument, speculation, unsubstantiated opinion or narrative, evidence which is clearly inaccurate or erroneous, or evidence of social or economic impacts which do not contribute to, or are not caused by, physical impacts on the environment.

10.53 "**Tiering**" means the coverage of general matters in broad scope or Program EIRs, with subsequent narrower environmental documents (such as site-specific EIRs) incorporating by reference the general discussions and concentrating solely on the issues specific to the environmental document subsequently prepared.

10.54 "**Transportation Facilities**" means major local arterials and public transit within five (5) miles of the project site, and freeways, highways, and rail transit service within ten (10) miles of the project site.

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10.55 "**Trustee Agency**" means a State agency having jurisdiction by law over natural resources affected by a project which are held in trust for the people of the State of California. Trustee Agencies include but are not limited to:

(a) The California Department of Fish and Game with regard to the fish and wildlife of the state.

(b) The State Lands Commission with regard to state owned "sovereign" lands.

(c) The State Department of Parks and Recreation with regard to units of the State Park System.

(d) The University of California with regard to sites within the Natural Land and Water Reserve System.

(e) The State Water Resources Control Board with respect to surface waters.

10.56 "**Urbanized Area**" means any one of the following:

(1) An incorporated city that has a population of at least one hundred thousand (100,000) persons;

(2) An incorporated city that has a population of less than one hundred thousand (100,000) persons if the population of the city and not more than two contiguous incorporated cities combined equals at least one hundred thousand (100,000) persons; or

(3) An unincorporated area that meets both of the following requirements:

(a) The unincorporated area is either: (i) completely surrounded by one or more incorporated cities, the population of the unincorporated area and the population of the surrounding incorporated city or cities equals not less than one hundred thousand (100,000) persons and the population density of the unincorporated area at least equals the population density of the surrounding city or cities; or (ii) located within an urban growth boundary and has an existing residential population of at least five thousand (5,000) persons per square mile.

(b) The board of supervisors with jurisdiction over the unincorporated area has previously issued a finding that the general plan, zoning ordinance, and related policies and programs applicable to the area are consistent with principles that encourage compact development, and the board of supervisors previously submitted a draft of that finding to the Office of Planning and Research for a thirty (30) day comment period prior to issuing a final finding. (Public Resources Code Section 21071.)

10.57 "**Urban Growth Boundary**" means a provision of a locally adopted general plan that allows urban uses on one side of the boundary and prohibits urban uses on the other side of the boundary.

10.58 "**Wetlands**" has the same meaning as that term is construed in the regulations issued by the United States Army Corps of Engineers pursuant to the Clean Water Act. Thus "wetlands"

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means areas that are inundated or saturated by surface or ground water at a frequency and duration sufficient to support, and that under normal circumstances do support, a prevalence of vegetation typically adapted for life in saturated soil conditions. Wetlands generally include swamps, marshes, bogs, and similar areas. (Public Resources Code Section 21159.21(d), incorporating Title 33, Code of Federal Regulations, Section 328.3.)

10.59 "**Wildlife Habitat**" means the ecological communities upon which wild animals, birds, plants, fish, amphibians, and invertebrates depend for their conservation and protection. (Public Resources Code Section 21159.21.)

10.60 "**Zoning Approval**" means any enactment, amendment, or appeal of a zoning ordinance; granting of a conditional use permit or variance; or any other form of land use, subdivision, tract, or development approval required from the city or county having jurisdiction to permit the particular use of the property.

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11. FORMS

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PRELIMINARY EXEMPTION ASSESSMENT

(Certificate of Determination
When Attached to Notice of Exemption)

1. Name or description of project: _____

_____

2. Location: _____

3. Entity or person undertaking project:

_____ A. _____

_____ B. Other (Private)

(1) Name: _____

(2) Address: _____

4. Staff Determination:

The School District's Staff, having undertaken and completed a preliminary review of this project in accordance with the School District's "Local Guidelines for Implementing the California Environmental Quality Act (CEQA)" has concluded that this project does not require further environmental assessment because:

a. ____ The proposed action does not constitute a project under CEQA.
b. ____ The project is a Ministerial Project.
c. ____ The project is an Emergency Project.
d. ____ The project constitutes a feasibility or planning study.
e. ____ The project is categorically exempt.
Applicable Exemption Class: _____
f. ____ The project is statutorily exempt.
Applicable Exemption: _____
g. ____ The project is otherwise exempt on the following basis: _____
_____
h. ____ The project involves another public agency which constitutes the Lead Agency. Name of Lead Agency: _____

Date: _____ _____
Staff

NOTICE OF EXEMPTION

TO: ____ Clerk of the Board of Supervisors
or
____ County Clerk
County of: _____

FROM: _____

1. Project Title: _____
2. Project Location - Specific: _____
3. (a) Project Location - City: _____
   (b) Project Location - County: _____
4. Description of nature, purpose, and beneficiaries of Project: _____
5. Name of Public Agency approving project: _____
6. Name of Person or Agency carrying out project: _____
7. Exempt status: (Check one)
   (a) _____ Ministerial project.
   (b) _____ Not a project.
   (c) _____ Emergency Project.
   (d) _____ Categorical Exemption. State type and class number: _____
   (e) _____ Declared Emergency.
   (f) _____ Statutory Exemption. State Code section number: _____
   (g) _____ Other. Explanation: _____
8. Reason why project was exempt: _____
9. Contact Person: _____
   Telephone: _____
10. Attach Preliminary Exemption Assessment (Form "A") before filing.

Date Received for Filing: _____

(Clerk Stamp Here)

_____
Signature (Lead Agency Representative)

_____
Title

ENVIRONMENTAL IMPACT ASSESSMENT
(STAFF RECOMMENDATION FOR INTERNAL USE ONLY)

1. Name or description of project: _____
2. Location: _____
3. Entity or Person undertaking project:
   _____ A. _____
   _____ B. Other (Private)
   (1) Name: _____
   (2) Address: _____

4. Staff Determination:

The School District's staff, having undertaken and completed an Initial Study of this project in accordance with the School District's "Local Guidelines for Implementing the California Environmental Quality Act (CEQA)" for the purpose of ascertaining whether the proposed project may have a significant effect on the environment, has reached the following conclusion:

(a) _____ The project could not have a significant effect on the environment; therefore, a Negative Declaration should be adopted.

(b) _____ The Initial Study identified potentially significant effects on the environment but revisions in the project plans or proposals made by or agreed to by the applicant would avoid the effects, or mitigate the effects to a point where clearly no significant effects would occur; therefore a Mitigated Negative Declaration should be adopted.

(c) _____ The project may have a significant effect on the environment; therefore, an Environmental Impact Report will be required.

Date: _____ _____
Staff

NOTICE OF INTENT TO ADOPT A NEGATIVE DECLARATION/ MITIGATED NEGATIVE DECLARATION

Notice is hereby given that _____ has completed an Initial Study of the _____ _____ project in accordance with the School District's Guidelines implementing the California Environmental Quality Act. This Initial Study was undertaken for the purpose of deciding whether the project may have a significant effect on the environment. On the basis of such Initial Study, the School District's Staff has concluded that the project will not have a significant effect on the environment, and has therefore prepared a Draft Negative Declaration/Mitigated Negative Declaration. The Initial Study reflects the independent judgment of the School District. The Project site is ____ is not ____ on a list compiled pursuant to Government Code section 65962.5. The proposed project ___ is ___ is not considered a project of statewide, regional or areawide significance. The proposed project ___ will ___ will not affect highways or other facilities under the jurisdiction of the State Department of Transportation. A scoping meeting ___ will ___ will not be held by the lead agency. Provide the date, time and location of scoping meeting if the project meets the criteria requiring the meeting or if agency voluntarily elects to hold such a meeting. _____ _____.

Copies of the Initial Study and Draft Negative Declaration/Mitigated Negative Declaration are on file at the School District's offices, _____ and are available for public review. Comments will be received until _____. Any person wishing to comment on this matter must submit such comments, in writing, to the School District prior to this date. Comments of all Responsible Agencies are also requested.

At its meeting on _____ at _____, the School District Board will consider the project and the Draft Negative Declaration/Mitigated Negative Declaration. If the Board finds that the project will not have a significant effect on the environment, it may adopt the Negative Declaration/Mitigated Negative Declaration. This means that the Board may proceed to consider the project without the preparation of an Environmental Impact Report.

Date Received
for Filing:_____

_____
Staff

(Clerk Stamp Here)

_____
Title

NEGATIVE DECLARATION

1. Name, if any, and a brief description of project:

_____

_____

_____

2. Location: _____

3. Entity or person undertaking project:

_____ A. _____

_____ B. Other (Private)

(1) Name: _____

(2) Address: _____

The School District Board, having reviewed the Initial Study of this proposed project and having reviewed the written comments received prior to the public meeting of the Board, including the recommendation of the School District's Staff, does hereby find and declare that the proposed project will not have a significant effect on the environment. A brief statement of the reasons supporting the Board's findings are as follows:

_____

_____

_____

_____

The School District Board hereby finds that the Negative Declaration reflects its independent judgment. A copy of the Initial Study may be obtained at:

_____

_____

Phone No.: _____

The location and custodian of the documents and any other material which constitute the record of proceedings upon which the School District based its decision to adopt this Negative Declaration are as follows:

_____

_____

Phone No.: _____

_____

Staff

_____

Date Received for Filing

NOTICE OF DETERMINATION

TO: ____ Clerk of the Board of Supervisors FROM: _____
or

____ County Clerk
County of:
_____

____ Office of Planning and Research (If the project requires state approval)
P.O. Box 3044 (U.S. Mail) 1400 Tenth Street, Room 222 (overnight delivery)
Sacramento, California 95812-3044 Sacramento, California 95812

SUBJECT: Filing of Notice of Determination in Compliance with Section 21152 of the Public Resources Code.

_____
Project Title

_____
State Clearinghouse Number (If submitted to Clearinghouse) | Contact Person | Telephone Number

_____
Project Location (Include County)

_____
Project Description

_____

This is to certify that the _____
(Lead Agency or Responsible Agency)
approved the above described project on _____ and made the following determinations:

1. The project ____ will ____ will not have a significant effect on the environment.
2. ____ An Environmental Impact Report was prepared and certified for this project pursuant to the provisions of CEQA and reflects the independent judgment of the Lead Agency.
   ____ A Negative Declaration was prepared for this project pursuant to the provisions of CEQA and reflects the independent judgment of the Lead Agency.
   ____ A Mitigated Negative Declaration was prepared for this project pursuant to the provisions of CEQA and reflects the independent judgment of the Lead Agency.
3. Mitigation measures ___ were ___ were not made a condition of the approval of the project.
4. A Statement of Overriding Considerations ___ was ___ was not adopted for this project.
5. Findings ___ were ___ were not made pursuant to the provisions of CEQA.
6. The location and custodian of the documents which comprise the record of proceedings for the Final EIR (with comments and responses) or Negative Declaration are specified as follows: Custodian: _____
   Location: _____

_____ _____
Date Signature

_____ _____
Date Received for Filing Title

SCHL/RVPUB/2003/546743 FORM "F"

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NOTICE OF PREPARATION

TO: _____ FROM: _____
(Responsible Agency or Trustee Agency)

_____
(Address)

_____

SUBJECT: Notice of Preparation of a Draft Environmental Impact Report.

The _____ will be the Lead Agency and will prepare an environmental impact report for the project identified below. We need to know the views of your agency as to the scope and content of the environmental information which is germane to your agency's statutory responsibilities in connection with the proposed project. Your agency will need to use the EIR prepared by our agency when considering your permit or other approval for the project.

The Project description, location, and the probable environmental effects are contained in the attached materials. A copy of the Initial Study ___ is ___ is not attached.

The proposed project ___ is ___ is not considered a project of statewide, regional or areawide significance. The proposed project ___ will ___ will not affect highways or other facilities under the jurisdiction of the State Department of Transportation. A scoping meeting ___ will ___ will not be held by the lead agency. Provide the date, time and location of scoping meeting if the project meets the criteria requiring the meeting or if agency voluntarily elects to hold such a meeting: _____
_____.

Your response must be sent at the earliest possible date, but not later than 30 days after receipt of this notice.

Please send your response to _____
_____ at the address shown above. We will need the name for a contact person in your agency.

PROJECT TITLE: _____
PROJECT LOCATION: _____
PROJECT DESCRIPTION (brief): _____
_____
PROJECT APPLICANT, IF ANY: _____
CALIFORNIA ENVIRONMENTAL PROTECTION AGENCY HAZARDOUS WASTE LIST (if applicable): _____

Date: _____ Signature _____
Title _____
Telephone _____

SCHL/RVPUB/2003/546745 FORM "G"

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Consulting firm retained to prepare draft EIR (if applicable):

Name: _____

Address: _____

City/State/Zip: _____

Contact Person: _____

Mail to: State Clearinghouse PO Box 3044 (U.S. Mail) 1400 Tenth Street, Room 222 (overnight delivery)
(916) 445-0613 Sacramento, CA 95812-3044 Sacramento, CA 95812

PROJECT TITLE

LEAD AGENCY | CONTACT PERSON

STREET ADDRESS | MAILING ADDRESS | TELEPHONE

CITY | ZIP CODE | CITY | ZIP CODE | COUNTY

PROJECT LOCATION

COUNTY | CITY/NEAREST COMMUNITY

CROSS STREETS | ZIP CODE | TOTAL ACRES

ASSESSOR'S PARCEL NO. | SECTION | TOWNSHIP | RANGE | BASE

WITHIN 2 MILES: STATE HIGHWAY NO. | WATERWAYS

AIRPORTS | RAILWAYS | SCHOOLS

DOCUMENT TYPE

CEQA: ___ NOP ___ Supplement/Subsequent (Prior SCH No.)_____ ___ Early Cons ___ Neg Dec ___ Draft EIR Other_____

NEPA: ___ NOI ___ EA ___ Draft EIS ___ FONSI

Other: ___ Joint Document ___ Final Document ___ Other _____

LOCAL ACTION TYPE

___ General Plan Update ___ General Plan Amendment ___ General Plan Element ___ Community Plan

___ Specific Plan ___ Master Plan ___ Planned Unit Development ___ Site Plan

___ Rezone ___ Prezone ___ Use Permit ___ Land Division*

___ Annexation ___ Redevelopment ___ Coastal Permit ___ Other_____

*(Subdivision, Parcel Map, Tract Map, etc.)

DEVELOPMENT TYPE

___ Residential: Units_____ Acres_____
___ Office: Sq.ft._____ Acres_____ Employees_____
___ Commercial: Sq.ft._____ Acres_____ Employees_____
___ Industrial: Sq.ft._____ Acres_____ Employees_____
___ Educational _____
___ Institutional _____
___ Recreational _____

___ Water Facilities: Type_____ MGD_____
___ Transportation: Type_____
___ Mining: Mineral_____
___ Power: Type_____ Watts_____
___ Waste Treatment: Type_____
___ Hazardous Waste: Type_____
___ Other:

Funding(approx.): Federal $_____ State $_____ Total $_____

PROJECT ISSUES DISCUSSED IN DOCUMENT

___ Aesthetic/Visual
___ Agricultural Land
___ Air Quality
___ Archeological/Historical
___ Coastal Zone
___ Drainage/Absorption
___ Economic/Jobs
___ Fiscal
___ Flood Plain/Flooding
___ Forest Land/Fire Hazard
___ Geologic/Seismic
___ Minerals
___ Noise
___ Population/Housing Balance
___ Public Services/Facilities
___ Recreation/Parks
___ Schools/Universities
___ Septic Systems
___ Sewer Capacity
___ Soil Erosion/Compaction/Grading
___ Solid Waste
___ Toxic/Hazardous
___ Traffic/Circulation
___ Vegetation
___ Water Quality
___ Water Supply/Groundwater
___ Wetland/Riparian
___ Wildlife
___ Growth Inducing
___ Land Use
___ Cumulative Effects
___ Other _____

PRESENT LAND USE/ZONING/GENERAL PLAN USE

Reviewing Agencies Checklist

KEY
S = Document sent by lead agency
X = Document sent by SCH
✓ = Suggested distribution

_____ **Resources Agency**
_____ Boating & Waterways
_____ Coastal Commission
_____ Coastal Conservancy
_____ Colorado River Board
_____ Conservation
_____ Fish & Game
_____ Forestry & Fire Protection
_____ Office of Historic Preservation
_____ Parks & Recreation
_____ Reclamation Board
_____ S.F. Bay Conservation & Development Commission
_____ Water Resources (DWR)

Business, Transportation & Housing
_____ Aeronautics
_____ California Highway Patrol
_____ CALTRANS District #_____
_____ Department of Transportation Planning (headquarters)
_____ Housing & Community Development

_____ **Food & Agriculture**

Health & Welfare
_____ Health Services

State & Consumer Services
_____ General Services
_____ OLA (Schools)

Environmental Protection Agency
_____ Air Resources Board
_____ California Waste Management Board
_____ SWRCB: Clean Water Grants
_____ SWRCB: Delta Unit
_____ SWRCB: Water Quality
_____ SWRCB: Water Rights
_____ Regional WQCB # _____ (_____)

Youth & Adult Corrections
_____ Corrections

Independent Commissions & Offices
_____ Energy Commission
_____ Native American Heritage Commission
_____ Public Utilities Commission
_____ Santa Monica Mountains Conservancy
_____ State Lands Commission
_____ Tahoe Regional Planning Agency
_____ Other _____

Public Review Period (to be billed in by lead agency)

Starting Date _____ Ending Date _____

Signature _____ Date _____

Lead Agency (Complete if applicable):

Consulting Firm: _____
Address: _____
City/State/Zip: _____
Contact: _____
Phone: (____) _____

Applicant: _____
Address: _____
City/State/Zip: _____
Phone: (____) _____

For SCH Use Only:

Date Received at SCH _____
Date Review Starts _____
Date to Agencies _____
Date to SCH _____
Clearance Date _____
Notes:

ENVIRONMENTAL INFORMATION FORM

(To be completed by private project applicant to assist staff in completing initial study)

Date Filed: _____

GENERAL INFORMATION

1. Name and address of developer or project sponsor:

   _____

2. Address of project: _____
   Assessor's Block and Lot Number: _____
3. Name, address, and telephone number of person to be contacted concerning this project: _____

   _____

4. Indicate number of the permit application for the project to which this form pertains:

   _____

5. List and describe any other related permits and other public approvals required for this project, including those required by city, regional, state and federal agencies:

   _____

   _____

6. Existing zoning district: _____
7. Proposed use of site (Project for which this form is filed): _____

   _____

PROJECT DESCRIPTION

8. Site size.

9. Square footage.

10. Number of floors of construction.

11. Amount of off-street parking provided.

12. Attach plans.

13. Proposed scheduling.

14. Associated projects.

15. Anticipated incremental development.

16. If residential, include the number of units, schedule of unit sizes, range of sales prices or rents and type of household size expected.

17. If commercial, indicate the type, whether neighborhood, city or regionally oriented, square footage of sales area and loading facilities.

18. If industrial, indicate type, estimated employment per shift and loading facilities.

19. If institutional, indicate the major function, estimated employment per shift, estimated occupancy, loading facilities and community benefits to be derived from the project.

20. If the project involves a variance, conditional use or rezoning application, state this and indicate clearly why the application is required.

Are the following items applicable to the project or its effects? Discuss below all items checked yes (attach additional sheets as necessary).

Yes	No		
___	___	21.	Change in existing features of any bays, tidelands, beaches, lakes, hills or substantial alteration of ground contours.
___	___	22.	Change in scenic views or vistas from existing residential areas or public lands or roads.
___	___	23.	Change in pattern, scale or character of general area of project.
___	___	24.	Significant amounts of solid waste or litter.
___	___	25.	Change in dust, ash, smoke, fumes or odors in vicinity.
___	___	26.	Change in ocean, bay, lake, stream or ground water quality or quantity, or alteration of existing drainage patterns.
___	___	27.	Substantial change in existing noise or vibration levels in the vicinity.
___	___	28.	Site on filled land or on slope of 10 percent or more.
___	___	29.	Use or disposal of potentially hazardous materials, such as toxic substances, flammables or explosives.
___	___	30.	Substantial change in demand for municipal services (police, fire, water, sewage, etc.).

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Yes No

___ ___ 31. Substantial increase in fossil fuel consumption (electricity, oil, natural gas, etc.).

___ ___ 32. Relationship to a larger project or series of projects.

___ ___ 33. Has a prior environmental impact report been prepared for a program, plan, policy or ordinance consistent with this project?

___ ___ 34. If you answered yes to question 33, may this project cause significant effects on the environment that were not examined in the prior EIR?

ENVIRONMENTAL SETTING

35. Describe the project site as it exists before the project, including information on topography, soil stability, plants and animals, and any cultural, historical or scenic aspects. Describe any existing structures on the site, and the use of the structures. Attach photographs of the site. (Snapshots or instant photos acceptable.)

36. Describe the surrounding properties, including information on plants and animals and any cultural, historical or scenic aspects. Indicate the type of land use (residential, commercial, etc.), intensity of land use (one-family, apartment houses, shops, department stores, etc.), and scale of development (height, frontage, set-back, rear yard, etc.). Attach photographs of the vicinity. (Snapshots or instant photos acceptable.)

CERTIFICATION: I hereby certify that the statements furnished above and in the attached exhibits present the data and information required for this initial evaluation to the best of my ability, and that the facts, statements, and information presented are true and correct to the best of my knowledge and belief.

DATE:_____ _____

(Signature)

For _____

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ENVIRONMENTAL CHECKLIST FORM

1. Project Title: _____

2. Lead Agency Name and Address:

   _____

   _____

   _____

3. Contact Person and Phone Number: _____

4. Project Location: _____

5. Project Sponsor's Name and Address:

   _____

   _____

   _____

6. General Plan Designation: _____ 7. Zoning: _____

8. Description of Project: (Describe the whole action involved, including but not limited to later phases of the project, and any secondary, support, or off-site features necessary for its implementation. Attach additional sheet(s) if necessary.)

   _____

   _____

   _____

9. Surrounding Land Uses and Setting: (Briefly describe the project's surroundings.)

   _____

   _____

   _____

10. Other public agencies whose approval is required (e.g., permits, financing approval, or participation agreement):

    _____

    _____

    _____

ENVIRONMENTAL FACTORS POTENTIALLY AFFECTED:

The environmental factors checked below would be potentially affected by this project, involving at least one impact that is a "Potentially Significant Impact" as indicated by the checklist on the following pages.

☐ Aesthetics	☐ Agriculture Resources	☐ Air Quality
☐ Biological Resources	☐ Cultural Resources	☐ Geology / Soils
☐ Hazards & Hazardous Materials	☐ Hydrology / Water Quality	☐ Land Use / Planning
☐ Mineral Resources	☐ Noise	☐ Population / Housing
☐ Public Services	☐ Recreation	☐ Transportation / Traffic
☐ Utilities / Service Systems	☐ Mandatory Findings of Significance	

DETERMINATION (To be completed by the Lead Agency):

On the basis of this initial evaluation:

☐ I find that the proposed project COULD NOT have a significant effect on the environment, and a NEGATIVE DECLARATION will be prepared.

☐ I find that although the proposed project could have a significant effect on the environment, there will not be a significant effect in this case because revisions in the project have been made by or agreed to by the project proponent. A MITIGATED NEGATIVE DECLARATION will be prepared.

☐ I find that the proposed project MAY have a significant effect on the environment, and an ENVIRONMENTAL IMPACT REPORT is required.

☐ I find that the proposed project MAY have a "potentially significant" or "potentially significant unless mitigated" impact on the environment, but at least one effect 1) has been adequately analyzed in an earlier document pursuant to applicable legal standards, and 2) has been addressed by mitigation measures based on the earlier analysis as described on attached sheets. An ENVIRONMENTAL IMPACT REPORT is required, but it must analyze only the effects that remain to be addressed.

☐ I find that although the proposed project could have a significant effect on the environment, because all potentially significant effects (a) have been analyzed adequately in an earlier EIR or NEGATIVE DECLARATION pursuant to applicable standards, and (b) have been avoided or mitigated pursuant to that earlier EIR or NEGATIVE DECLARATION, including revisions or mitigation measures that are imposed upon the proposed project, nothing further is required.

Signature	Date
Printed Name	For

EVALUATION OF ENVIRONMENTAL IMPACTS:

1) A brief explanation is required for all answers except "No Impact" answers that are adequately supported by the information sources a lead agency cites in the parentheses following each question. A "No Impact" answer is adequately supported if the referenced information sources show that the impact simply does not apply to projects like the one involved (e.g. the project falls outside a fault rupture zone). A "No Impact" answer should be explained where it is based on project-specific factors as well as general standards (e.g. the project will not expose sensitive receptors to pollutants, based on a project-specific screening analysis).

2) All answers must take account of the whole action involved, including off-site as well as on-site, cumulative as well as project-level, indirect as well as direct, and construction as well as operational impacts.

3) Once the lead agency has determined that a particular physical impact may occur, then the checklist answers must indicate whether the impact is potentially significant, less than significant with mitigation, or less than significant. "Potentially Significant Impact" is appropriate if there is substantial evidence that an effect is significant. If there are one or more "Potentially Significant Impact" entries when the determination is made, an EIR is required.

4) "Negative Declaration: Less Than Significant With Mitigation Incorporated" applies where the incorporation of mitigation measures has reduced an effect from "Potentially Significant Impact" to a "Less than Significant Impact." The lead agency must describe the mitigation measures, and briefly explain how they reduce the effect to a less than significant level (mitigation measures from Section XVII, "Earlier Analyses," may be cross-referenced).

5) Earlier analyses may be used where, pursuant to the tiering, program EIR, or other CEQA process, an effect has been adequately analyzed in an earlier EIR or negative declaration. Section 15063(c)(3)(D). In this case, a brief discussion should identify the following:

   a) Earlier Analyses Used. Identify and state where they are available for review.

   b) Impacts Adequately Addressed. Identify which effects from the above checklist were within the scope of and adequately analyzed in an earlier document pursuant to applicable legal standards, and state whether such effects were addressed by mitigation measures based on the earlier analysis.

   c) Mitigation Measures. For effects that are "Less than Significant with Mitigation Measures Incorporated," describe the mitigation measures which were incorporated or refined from the earlier document and the extent to which they address site-specific conditions for the project.

6) Lead agencies are encouraged to incorporate into the checklist references to information sources for potential impacts (e.g. general plans, zoning ordinances). Reference to a previously prepared or outside document should, where appropriate, include a reference to the page or pages where the statement is substantiated.

7) Supporting Information Sources. A source list should be attached, and other sources used or individuals contacted should be cited in the discussion.

8) This is only a suggested form, and lead agencies are free to use different formats; however, lead agencies should normally address the questions from this checklist that are relevant to a project's environmental effects in whatever format is selected.

9) The explanation of each issue should identify:

   a) the significance criteria or threshold, if any, used to evaluate each question; and

   b) the mitigation measure identified, if any, to reduce the impact to less than significance.

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
I. AESTHETICS. Would the project:				
a) Have a substantial adverse effect on a scenic vista?	☐	☐	☐	☐
b) Substantially damage scenic resources, including, but not limited to, tress, rock outcroppings, and historic buildings within a state scenic highway?	☐	☐	☐	☐

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
c) Substantially degrade the existing visual character or quality of the site and its surroundings?	☐	☐	☐	☐
d) Create a new source of substantial light or glare which would adversely affect day or nighttime views in the area?	☐	☐	☐	☐
II. AGRICULTURE RESOURCES. In determining whether impacts to agricultural resources are significant environmental effects, lead agencies may refer to the California Agricultural Land Evaluation and Site Assessment Model (1997) prepared by the California Dept. of Conservation as an optional model to use in assessing impacts on agriculture and farmland. Would the project:				
a) Convert Prime Farmland, Unique Farmland, or Farmland of Statewide Importance (Farmland), as shown on the maps prepared pursuant to the Farmland Mapping and Monitoring Program of the California Resources Agency, to non-agricultural use?	☐	☐	☐	☐
b) Conflict with existing zoning for agricultural use, or a Williamson Act contract?	☐	☐	☐	☐
c) Involve other changes in the existing environment which, due to their location or nature, could result in conversion of Farmland, to non-agricultural use?	☐	☐	☐	☐
III. AIR QUALITY. Where available, the significance criteria established by the applicable air quality management or air pollution control district may be relied upon to make the following determinations. Would the project:				
a) Conflict with or obstruct implementation of the applicable air quality plan?	☐	☐	☐	☐
b) Violate any air quality standard or contribute substantially to an existing or projected air quality violation?	☐	☐	☐	☐

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
c) Result in a cumulatively considerable net increase of any criteria pollutant for which the project region is nonattainment under an applicable federal or state ambient air quality standard (including releasing emissions which exceed quantitative thresholds for ozone precursors)?	☐	☐	☐	☐
d) Expose sensitive receptors to substantial pollutant concentrations?	☐	☐	☐	☐
e) Create objectionable odors affecting a substantial number of people?	☐	☐	☐	☐
IV. BIOLOGICAL RESOURCES. Would the project:				
a) Have a substantial adverse effect, either directly or through habitat modifications, on any species identified as a candidate, sensitive, or special status species in local or regional plans, policies, or regulations, or by the California Department of Fish and Game or U.S. Fish and Wildlife Service?	☐	☐	☐	☐
b) Have a substantial adverse effect on any riparian habitat or other sensitive natural community identified in local or regional plans, policies, regulations or by the California Department of Fish and Game or U.S. Fish and Wildlife Service?	☐	☐	☐	☐
c) Have a substantial adverse effect on federally protected wetlands as defined by Section 404 of the Clean Water Act (including, but not limited to, marsh, vernal pool, coastal, etc.) through direct removal, filling, hydrological interruption, or other means?	☐	☐	☐	☐
d) Interfere substantially with the movement of any native resident or migratory fish or wildlife species or with established native resident or migratory wildlife corridors, or impede the use of native wildlife nursery sites?	☐	☐	☐	☐
e) Conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance?	☐	☐	☐	☐

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
f) Conflict with the provisions of an adopted Habitat Conservation Plan, Natural Community Conservation Plan, or other approved local, regional, or state habitat conservation plan?	☐	☐	☐	☐
V. CULTURAL RESOURCES. Would the project:				
a) Cause a substantial adverse change in the significance of a historical resource as defined in § 15064.5?	☐	☐	☐	☐
b) Cause a substantial adverse change in the significance of an archaeological resource pursuant to § 15064.5?	☐	☐	☐	☐
c) Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature?	☐	☐	☐	☐
d) Disturb any human remains, including those interred outside of formal cemeteries?	☐	☐	☐	☐
VI. GEOLOGY AND SOILS. Would the project:				
a) Expose people or structures to potential substantial adverse effects, including the risk of loss, injury or death involving:	☐	☐	☐	☐
i) Rupture of a known earthquake fault, as delineated on the most recent Alquist-Priolo Earthquake Fault Zoning Map issued by the State Geologist for the area or based on other substantial evidence of a known fault? Refer to Division of Mines and Geology Special Publication 42.	☐	☐	☐	☐
ii) Strong seismic ground shaking?	☐	☐	☐	☐
iii) Seismic-related ground failure, including liquefaction?	☐	☐	☐	☐
iv) Landslides?	☐	☐	☐	☐
b) Result in substantial soil erosion or the loss of topsoil?	☐	☐	☐	☐
c) Be located on a geologic unit or soil that is unstable, or that would become unstable as a result of the project, and potentially result in on- or off-site landslide, lateral spreading, subsidence, liquefaction or collapse?	☐	☐	☐	☐

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
d) Be located on expansive soil, as defined in Table 18-1-B of the Uniform Building Code (1994), creating substantial risks to life or property?	☐	☐	☐	☐
e) Have soils incapable of adequately supporting the use of septic tanks or alternative waste water disposal systems where sewers are not available for the disposal of waste water?	☐	☐	☐	☐
VII. HAZARDS AND HAZARDOUS MATERIALS. Would the project:				
a) Create a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials?	☐	☐	☐	☐
b) Create a significant hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the release of hazardous materials into the environment?	☐	☐	☐	☐
c) Emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school?	☐	☐	☐	☐
d) Be located on a site which is included on a list of hazardous materials sites compiled pursuant to Government Code section 65962.5 and, as a result, would it create a significant hazard to the public or the environment?	☐	☐	☐	☐
e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project result in a safety hazard for people residing or working in the project area?	☐	☐	☐	☐
f) For a project within the vicinity of a private airstrip, would the project result in a safety hazard for people residing or working in the project area?	☐	☐	☐	☐
g) Impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan?	☐	☐	☐	☐

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
h) Expose people or structures to a significant risk of loss, injury or death involving wildland fires, including where wildlands are adjacent to urbanized areas or where residences are intermixed with wildlands?	☐	☐	☐	☐
VIII. HYDROLOGY AND WATER QUALITY. Would the project:				
a) Violate any water quality standards or waste discharge requirements?	☐	☐	☐	☐
b) Substantially deplete groundwater supplies or interfere substantially with groundwater recharge such that there would be a net deficit in aquifer volume or a lowering of the local groundwater table level (e.g., the production rate of pre-existing nearby wells would drop to a level which would not support existing land uses or planned uses for which permits have been granted)?	☐	☐	☐	☐
c) Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, in a manner which would result in substantial erosion or siltation on- or off-site?	☐	☐	☐	☐
d) Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, or substantially increase the rate or amount of surface runoff in a manner which would result in flooding on- or off-site?	☐	☐	☐	☐
e) Create or contribute runoff water which would exceed the capacity of existing or planned storm water drainage systems or provide substantial additional sources of polluted runoff?	☐	☐	☐	☐
f) Otherwise substantially degrade water quality?	☐	☐	☐	☐
g) Place housing within a 100-year flood hazard area as mapped on a federal Flood Hazard Boundary or Flood Insurance Rate Map or other flood hazard delineation map?	☐	☐	☐	☐

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
h) Place within a 100-year flood hazard area structures which would impede or redirect flood flows?	☐	☐	☐	☐
i) Expose people or structures to a significant risk of loss, injury or death involving flooding, including flooding as a result of the failure of a levee or dam?	☐	☐	☐	☐
j) Expose people or structures to a significant risk of inundation by seiche, tsunami, or mudflow?	☐	☐	☐	☐
IX. LAND USE AND PLANNING. Would the project:				
a) Physically divide an established community?	☐	☐	☐	☐
b) Conflict with any applicable land use plan, policy, or regulation of an agency with jurisdiction over the project (including, but not limited to the general plan, specific plan, local coastal program, or zoning ordinance) adopted for the purpose of avoiding or mitigating an environmental effect?	☐	☐	☐	☐
c) Conflict with any applicable habitat conservation plan or natural community conservation plan?	☐	☐	☐	☐
X. MINERAL RESOURCES. Would the project:				
a) Result in the loss of availability of a known mineral resource that would be of value to the region and the residents of the state?	☐	☐	☐	☐
b) Result in the loss of availability of a locally-important mineral resource recovery site delineated on a local general plan, specific plan or other land use plan?	☐	☐	☐	☐
XI. NOISE. Would the project result in:				
a) Exposure of persons to or generation of noise levels in excess of standards established in the local general plan or noise ordinance, or applicable standards of other agencies?	☐	☐	☐	☐
b) Exposure of persons to or generation of excessive groundborne vibration or groundborne noise levels?	☐	☐	☐	☐

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
c) A substantial permanent increase in ambient noise levels in the project vicinity above levels existing without the project?	☐	☐	☐	☐
d) A substantial temporary or periodic increase in ambient noise levels in the project vicinity above levels existing without the project?	☐	☐	☐	☐
e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project expose people residing or working in the project area to excessive noise levels?	☐	☐	☐	☐
f) For a project within the vicinity of a private airstrip, would the project expose people residing or working in the project area to excessive noise levels?	☐	☐	☐	☐
XII. POPULATION AND HOUSING. Would the project:				
a) Induce substantial population growth in an area, either directly (for example, by proposing new homes and businesses) or indirectly (for example, through extension of road or other infrastructure)?	☐	☐	☐	☐
b) Displace substantial numbers of existing housing, necessitating the construction of replacement housing elsewhere?	☐	☐	☐	☐
c) Displace substantial numbers of people, necessitating the construction of replacement housing elsewhere?	☐	☐	☐	☐
XIII. PUBLIC SERVICES. Would the project:				
a) Result in substantial adverse physical impacts associated with the provision of new or physically altered governmental facilities, need for new or physically altered governmental facilities, the construction of which could cause significant environmental impacts, in order to maintain acceptable service ratios, response times or other performance objectives for any of the public services:				
Fire protection?	☐	☐	☐	☐

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
Police protection?	☐	☐	☐	☐
Schools?	☐	☐	☐	☐
Parks?	☐	☐	☐	☐
Other public facilities?	☐	☐	☐	☐
XIV. RECREATION. Would the project:				
a) Increase the use of existing neighborhood and regional parks or other recreational facilities such that substantial physical deterioration of the facility would occur or be accelerated?	☐	☐	☐	☐
b) Does the project include recreational facilities or require the construction or expansion of recreational facilities which have an adverse physical effect on the environment?	☐	☐	☐	☐
XV. TRANSPORTATION / TRAFFIC. Would the project:				
a) Cause an increase in traffic which is substantial in relation to the existing traffic load and capacity of the street system (i.e., result in a substantial increase in either the number of vehicle trips, the volume to capacity ratio on roads, or congestion at intersections)?	☐	☐	☐	☐
b) Exceed, either individually or cumulatively, a level of service standard established by the county congestion management agency for designated roads or highways?	☐	☐	☐	☐
c) Result in a change in air traffic patterns, including either an increase in traffic levels or a change in location that results in substantial safety risks?	☐	☐	☐	☐
d) Substantially increase hazards due to a design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment)?	☐	☐	☐	☐
e) Result in inadequate emergency access?	☐	☐	☐	☐
f) Result in inadequate parking capacity?	☐	☐	☐	☐

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
g) Conflict with adopted policies, plans, or programs supporting alternative transportation (e.g., bus turnouts, bicycle racks)?	☐	☐	☐	☐
XVI. UTILITIES AND SERVICE SYSTEMS. Would the project:				
a) Exceed wastewater treatment requirements of the applicable Regional Water Quality Control Board?	☐	☐	☐	☐
b) Require or result in the construction of new water or wastewater treatment facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?	☐	☐	☐	☐
c) Require or result in the construction of new storm water drainage facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?	☐	☐	☐	☐
d) Have sufficient water supplies available to serve the project from existing entitlements and resources, or are new or expanded entitlements needed? In making this determination, the City shall consider whether the project is subject to the water supply assessment requirements of Water Code Section 10910, et. seq. (SB 610), and the requirements of Government Code Section 664737 (SB 221).	☐	☐	☐	☐
e) Result in a determination by the wastewater treatment provider which serves or may serve the project that it has adequate capacity to serve the project's projected demand in addition to the provider's existing commitments?	☐	☐	☐	☐
f) Be served by a landfill with sufficient permitted capacity to accommodate the project's solid waste disposal needs?	☐	☐	☐	☐
g) Comply with federal, state, and local statutes and regulations related to solid waste?	☐	☐	☐	☐

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
XVII. MANDATORY FINDINGS OF SIGNIFICANCE				
a) Does the project have the potential to degrade the quality of the environment, substantially reduce the habitat or a fish or wildlife species, cause a fish or wildlife population to drop below self-sustaining levels, threaten to eliminate a plant or animal community, reduce the number or restrict the range of a rare or endangered plant or animal or eliminate important examples of the major periods of California history or prehistory?	☐	☐	☐	☐
b) Does the project have impacts that are individually limited, but cumulatively considerable? ("Cumulatively considerable" means that the incremental effects of a project are considerable when viewed in connection with the effects of past projects, the effects of other current project, and the effects of probable future projects.)	☐	☐	☐	☐
c) Does the project have environmental effects which will cause substantial adverse effects on human beings, either directly or indirectly?	☐	☐	☐	☐

NOTICE OF AVAILABILITY OF DRAFT ENVIRONMENTAL IMPACT REPORT

TO: _____

_____

_____

_____

_____

Project Title

_____

Project Location - Specific

_____

Project Location - City Project Location - County

_____

Description of Nature, Purpose, and Beneficiaries of Project:

_____

_____

_____

_____

The Significant Effects on the Environment, if any, Anticipated as a Result of the Project:

_____

_____

_____

_____

Lead Agency Division

_____

Date when project noticed to public:

_____

Address where copy of the EIR and all documents referenced in the EIR are available:

_____

Review Period

_____

Date, Time and Location of Public Hearing, if any:

_____

_____

_____

Contact Person Area Code - Telephone - Extension

_____

[To be published, posted or mailed to contiguous owners/occupants, and sent to the last known name and address of organizations and individuals who have previously requested it.]

CERTIFICATE OF FEE EXEMPTION

De Minimis Impact Finding

Project Title/Location (include county):

Name and Address of Project Applicant:

Project Description:

Findings of Exemption:

1. An Initial Study has been prepared by the Lead Agency to evaluate the project's effects on wildlife resources, if any.
2. The Lead Agency hereby finds that there is no evidence before the City that the project will have any potential for adverse effect on the environment.
3. The project ____ *will ____ will not result in any changes to the following resources:
   (A) Riparian land, rivers, streams, watercourses and wetlands;
   (B) Native and non-native plant life and the soil required to sustain habitat for fish and wildlife;
   (C) Rare and unique plant life and ecological communities dependant on plant life;
   (D) Listed threatened and endangered plants and animals and the habitat in which they are believed to reside;
   (E) All species listed as protected or identified for special management in the Fish and Game Code, the Public Resources Code, the Water Code or regulations adopted thereunder;
   (F) All marine and terrestrial species subject to the jurisdiction of the Department of Fish and Game and the ecological communities in which they reside; and
   (G) All air and water resources, the degradation of which will individually or cumulatively result in a loss of biological diversity among the plants and animals residing in that air and water.

* *If the project will result in changes to any of these resources, the City has, on the basis of substantial evidence, "rebutted" the presumption of adverse effect to these resources. A statement in support of this rebuttal is attached.*

CERTIFICATION:

I hereby certify that the Lead Agency has made the above finding(s) of fact and based upon the Initial Study and the hearing record the project will not individually or cumulatively have an adverse effect on wildlife resources, as defined in Section 711.2 of the Fish and Game Code.

_____
Lead Agency Representative

Title:_____

Lead Agency:_____

Date:_____

Jurupa Unified School District

LOCATION OF RESTROOM PORTABLE BUILDINGS

MEASURE "C" PROJECT

Site	Student/Staff Restrooms
Granite Hill Elementary School	1
Ina Arbuckle Elementary School	1
Indian Hills Elementary School	1
Mission Bell	1
Pacific Avenue Elementary School	1
Rustic Lane Elementary School	1
Sky Country Elementary School	1
Troth Street Elementary School	1
West Riverside Elementary School	1
Mira Loma Middle School	1
Mission Middle School	1
Rubidoux High School	1
GRAND TOTAL	**12**

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Jurupa Unified School District

Personnel Report #17

April 7, 2003

Change of Assignment

From Teacher on Special Assignment to Teacher	Ms. Danice Hord 1421 Gilcross Way Riverside, CA 92506	Eff. September 2, 2003
From Resource Teacher to Teacher	Ms. Suzanne Wong 8368 Queen Anne Lane Riverside, CA 92508	Eff. September 2, 2003

Change of Status

Teacher	Mr. Tom Bystrzycki 65576 Avenida Cadena Desert Hot Springs, CA 92240	Eff. September 2, 2003 From 60% to 100%
Teacher	Mr. Jose Ramirez 22230 DeBerry Street Grand Terrace, CA 92313	Eff. September 2, 2003 From 50% to 100%
Teacher	Mr. James Rodriguez 6480 Avenue De Palma Riverside, CA 92509	Eff. September 2, 2003 From 80% to 100%

Extra Compensation Assignment

Administrative Services; Saturday School; January 6, 2003 through June 30, 2003; not to exceed 4.5 hours per month; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $1,016 total.

Ms. Josephina Castro

Education Services; 2002-2003 school year; to serve as a Consulting Teacher; Funding Source: S.M.A.R.T./BTSA/Intern Teachers/Pre-Internship Teaching Program; $4,300 each.

Ms. Sandra Amatriain	Ms. Robyn Anderson	Ms. Lucile Arntzen
Ms. Leilani Benites	Mr. Jerry Bowman	Ms. Cheryl Boyce
Ms. Veronica Capata	Ms. Lois Clark	Mr. Robert Cmelak
Ms. Keri Colgan	Ms. Heather Crane	Ms. Maureen Dalimot
Mr. Brian Delameter	Ms. Julia Delameter	Ms. Debbi England
Ms. Margie Forward	Ms. Karen Garinger	Ms. Jill Haynes
Ms. Gloria Hill	Mr. John S. Hill	Ms. Lisa Hopkins
Mr. Larry Jansen	Ms. Cynthia Johnson	Ms. Karen Lancaster
Ms. Cassandra Lemus	Ms. Connie Lubak	Mr. Robert Mercer
Mr. Rob Norwood	Mr. William Pine	Ms. Terese Pisarik
Mr. Terence Prosser	Ms. Laurie Riemer	Ms. Christy Rizzo
Mr. Vince Rosse	Mr. Ken Sanford	Ms. Carol Schiefer
Ms. Arlene Stevens	Ms. Terri Stevens	Ms. June VanGenuchten
Ms. Rhonda Werthman		

Education Services; 2002-2003 school year; to serve as a Consulting Teacher; Funding Source: S.M.A.R.T./BTSA/Intern Teachers/Pre-Internship Teaching Program; $3,010 each.

Ms. Gabrielle Hensley Ms. Julia Holt

Personnel Report #17

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Education Services; optional staff development day sessions for Indian Hills Elementary; December 3, 2002, January 7, 2003, February 4, 2003 or February 11, 2003 and February 12, 2003; not to exceed 7.25 hours each; Funding Source: Staff Development Buy Out; $250 each.

Ms. Jamie Aballi	Ms. Joyce Baumann	Ms. Leilani Benites
Ms. Christa Biddle	Ms. Kristie Burson	Ms. Claudia Clark
Ms. Lisa Cole	Mr. Billy Fong	Ms. Beverly Hedin
Ms. Renee Hill	Ms. Kathleen Jaramillo	Ms. Linda King
Ms. Tonya Leon	Ms. Lisa Macdougall	Ms. RaeAnn Magnon
Ms. Barbara McNutt	Ms. Shauna Mermilliod	Ms. Deloris Morgan
Ms. Terry Noring	Ms. Jackie Romano	Ms. Cathy Seidel
Ms. Traci Skinner	Ms. Judy Smith	Ms. Carolyn Snow
Ms. Dorothy Wheeler	Ms. Nancy Woodhead	Ms. Alison Young

Education Services; formal meetings with Consulting Teacher; January 6, 2003 through May 30, 2003; not to exceed six (6) hours total; appropriate hourly rate of pay; Funding Source: S.M.A.R.T.; $202.20 total.

Ms. Shawna Crawford

Education Services; formal meetings with Consulting Teacher; October 2, 2002 through May 30, 2003; not to exceed twelve (12) hours total; appropriate hourly rate of pay; Funding Source: S.M.A.R.T.; $404.40 total.

Mr. Fred Bailey

Education Services; formal meetings with Consulting Teacher; January 6, 2003 through May 30, 2003; not to exceed six (6) hours total; appropriate hourly rate of pay; Funding Source: S.M.A.R.T.; $202.20 total.

Mr. James Carey

Language Services; to prepare and present a Spanish class for staff members; April 3, 2003 through June 12, 2003; not to exceed 26 hours total; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $876.20 total.

Ms. Luz Salazar

Personnel Department; 2002-2003 school year; one-time English learner stipend for obtaining authorization to teach English learners; Funding Source: Class Size Reduction K-3 Operations; $500 total.

Ms. Peggy Bosley

Research & Assessment; to complete necessary demographic coding, labeling, administration, shipping procedures, etc. for the California High School Exit Exam testing; March 4-6, 2003; not to exceed three (3) days total; $90/day; Funding Source: Unrestricted Resources; $447 total.

Ms. Mariann Vetrhus

Research & Assessment; to complete necessary demographic coding, labeling, administration, shipping procedures, etc. for the California High School Exit Exam testing; March 4-7, 2003; not to exceed four (4) days total; $90/day; Funding Source: Unrestricted Resources; $3,304 total.

Mr. Rigoberto Olazaba

Personnel Report #17

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Camino Real Elementary; participation in afterschool IEP's; March 10, 2003; not to exceed four (4) hours total; appropriate hourly rate of pay; Funding Source: Special Education; $151 total.

Ms. Cindy Huffman

Camino Real Elementary; participation in afterschool IEP; March 10, 2003; not to exceed four (4) hours total; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $151 total.

Ms. Amy Stanford

Camino Real Elementary; over class size limit; February 12, 2003 through March 7, 2003; 1/5 daily rate of pay; Funding Source: Special Education.

Ms. Debbi England

Ina Arbuckle Elementary; extended learning opportunities for students who are at risk; January 6, 2003 through February 28, 2003; not to exceed 156 hours total; appropriate hourly rate of pay; Funding Source: IASA-Title I Basic Grants Low Income; $5,257.20 total.

Ms. Britta Anderson	Ms. Jackie Andrews	Ms. Mabel Armenta
Mr. Jason Atkinson	Ms. Gloria Cabrera	Ms. Nancy Cadiente
Ms. Shari Cook	Mr. Timothy Crider	Ms. Connie Dam
Ms. Jana Dexter	Ms. Silvana Diaz	Ms. Bertha Fletes
Ms. Adriana Flores	Ms. Josefina Gamez	Ms. Karen Garinger
Ms. Cathe Giles	Ms. Marsha Grigsby	Ms. Bridgette Ivory
Ms. Kate Jardine	Ms. Carmen Mendez	Ms. Martha Molina
Ms. Gloria Morales	Ms. Sally Quintana	Ms. Nancy Summers
Ms. Beth VadenRaadt	Ms. Julie Vanderman	Ms. June VanGenuchten
Ms. Nancy Velasquez	Ms. Norma Velasquez	Ms. Leona Williams
Ms. Wendy Wilson		

West Riverside Elementary; to communicate with parents in Spanish and help them to understand the school process; February 20, 2003 through June 18, 2003; not to exceed 25 hours total; appropriate hourly rate of pay; Funding Source: IASA-Title I Basic Grants Low Income; $1,000 total.

Ms. Elsa Buenrostro

Mira Loma Middle School; Saturday extended learning opportunity classes; February 22, 2003 through June 14, 2003; not to exceed four (4) hours each; appropriate hourly rate of pay; Funding Source: FELO/SELO Programs; $17,000 total.

Ms. Lorena Baker	Ms. Valerie Baule	Mr. Todd Beasley
Mr. Robert Berghorn	Ms. Donna Block	Mr. Michael Block
Mr. Kent Bukarau	Ms. Christy Coello	Mr. Libbern Cook
Ms. Anne Cox	Ms. Patricia Cruz	Ms. Stephanie Cunningham
Ms. Melissa Davis	Ms. Kathy Dileo	Ms. Gayle Dowling

Personnel Report #17

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Mira Loma Middle School; Saturday extended learning opportunity classes; February 22, 2003 through June 14, 2003; not to exceed four (4) hours each; appropriate hourly rate of pay; Funding Source: FELO/SELO Programs; $17,000 total.

Ms. Michelle Fisher	Mr. Larry Franklin	Mr. Richard Franz
Ms. Ginger Gelhaus	Mr. Freddie Goss	Ms. Jennifer Griffin
Ms. Sharilyn Halsey	Ms. Lynn Hill	Ms. Pamela Holden
Ms. Jennifer Jimenez	Ms. Clara Jones	Ms. Carol King
Ms. Marci Lee	Mr. Brian Long	Mr. Antonio Lopez
Ms. Bernadette Lopez	Ms. Nancy Lott	Ms. Heather Lynch
Ms. Joyce Malle	Ms. Karen Matsuoka	Ms. Ardith McKim
Mr. Rudy Monge	Mr. Jim Moore	Ms. Arrinita Murphy
Ms. Roniece Parchment	Mr. John Parker	Ms. Terese Pisarik
Ms. Mary Pritchard	Mr. Adam Rowland	Ms. Suzanne Rowland
Mr. Jorge Sanchez	Ms. Linda Sanchez	Mr. Robert Santiago
Ms. Karen Stokoe	Mr. Michel Szgeryc	Ms. Judy Tomboc
Mr. Rory Tso	Ms. Gayle Venegas	Ms. Carol Veneman
Ms. Vera Walker	Ms. Mary Ward	Ms. Kelli Wasserman
Ms. Roxane Winemiller		

Jurupa Valley High School Athletics; 2002-2003 school year; CIF competition; not to exceed two weeks of competition; Funding Source: Discretionary Allocations; $1,686 total.

Mr. Mike Goar	Mr. Brady Kocher	Mr. Trenton Hansen
Mr. Jason McMains		

Learning Center; to provide a "Computer Skills for Parents" class for adults at Mira Loma Middle School for the AsCent Program; April 14, 2003 through June 20, 2003; not to exceed 40 hours total; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $1,505 total.

Ms. Julie Rosa

Learning Center; to provide a "Helping Your Child Succeed in School" class for adults at Mira Loma Middle School for the AsCent Program; April 14, 2003 through June 20, 2003; not to exceed 20 hours total; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $752 total.

Arrinita Murphy

Learning Center; to provide a "Computer Skills for Parents" class for adults at Mission Middle School for the AsCent Program; April 14, 2003 through June 20, 2003; not to exceed 30 hours total; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $1,129 total.

Mr. Andrew Hernandez

Substitute Assignment

Teacher	Ms. Doreen Carr 1043 Sedona Lane Norco, CA 92860	As needed Emergency 30-Day Permit
Teacher	Ms. Kristin Regua 191 Goodrich Drive Riverside, CA 92507	As needed Prospective Teacher Permit

Personnel Report #17

CERTIFICATED PERSONNEL

	Substitute Assignment	
Teacher	Ms. Anne Schroeder 5231 Wenatchee Way Riverside, CA 92509	As needed Emergency 30-Day Permit
Teacher	Ms. Diana Zepeda 9806 Grace Street Bloomington, CA 92316	As needed Emergency 30-Day Permit
	Return from Leave of Absence	
Resource Specialist	Ms. Terrilynn Bryant 1510 E. Alto Drive San Bernardino, CA 92404	Eff. September 2, 2003
Teacher	Ms. Ramona Sanchez P.O. Box 465 Riverside, CA 92502	Eff. September 2, 2003
	Leave of Absence	
Teacher	Ms. Jacqueline Bremer 6582 Mitchell Avenue Riverside, CA 92505	Unpaid Special Leave July 1, 2003 through June 30, 2004 without compensation, health and welfare benefits or increment advance- ment.
Teacher	Ms. Melissa Casassa 11251 Cochran Avenue Riverside, CA 92505	Maternity Leave eff. March 19, 2003 through April 29, 2003 with use of sick leave benefits.
Teacher	Ms. Rebecca Gomez 4750 Somerset Drive Riverside, CA 92507	Maternity Leave eff. March 24, 2003 through May 5, 2003 with use of sick leave benefits.
Teacher	Ms. Michelle Guyer 5557 Veronese Drive Chino Hills, CA 91709	Maternity Leave eff. March 20, 2003 through May 1, 2003 with use of sick leave benefits.
Teacher	Ms. Jennifer Jimenez 23961 Redbark Drive Moreno Valley, CA 92557	Unpaid Special Leave March 19, 2003 through March 28, 2003 without compensation.
Teacher	Ms. Heather Lynch 2218 Arroyo Drive Riverside, CA 92506	Unpaid Special Leave July 1, 2003 through June 30, 2004 without compensation, health and welfare benefits or increment advance- ment.

Personnel Report #17

CERTIFICATED PERSONNEL

Leave of Absence

Teacher	Ms. Wendy Ramirez 22230 DeBerry Street Grand Terrace, CA 92313	Unpaid Special Leave July 1, 2003 through June 30, 2004 without compensation, health and welfare benefits or increment advancement.

Placement on 39-Month Reemployment List

Teacher	Ms. Rhonda Batterton 2202 Stallion Drive Norco, CA 92860	Eff. March 25, 2003

Resignation

Teacher	Mr. Gordon Hannon 6155 Pegasus Drive #2 Riverside, CA 92503	Eff. March 19, 2003
Teacher	Ms. Frieda Labrado-Weber 603 W. 13th Street #322-1A Austin, TX 78701	Eff. March 11, 2003
Language, Speech & Hearing Specialist	Ms. Anne Lew 8099 Whitney Drive Riverside, CA 92509	Eff. March 1, 2003

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Research & Assessment; to complete necessary demographic coding, labeling, administration, shipping procedures, etc. for the California High School Exit Exam testing; March 4-6, 2003; not to exceed nine (9) hours total; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $447 total.

Instructional Aide Ms. Patty Woolery

Research & Assessment; to complete necessary demographic coding, labeling, administration, shipping procedures, etc. for the California High School Exit Exam testing; March 4-6, 2003; not to exceed 30 hours total; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $3,304 total.

Instructional Aide Ms. Tammy Hall

Research & Assessment; needed to complete necessary demographic coding, labeling, administrator, shipping procedures, etc. for the California High School Exit Exam testing; March 4-6, 2003; not to exceed eight (8) hours total; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $228 total.

Instructional Aide Ms. Kathryn Kneeland

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Personnel Report #17

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Student & Community Services; weekly staff meetings for the AsCent Program at Jurupa Middle School; March 1, 2003 through June 30, 2003; not to exceed 25 hours total; appropriate hourly rate of pay; Funding Source: Academic After School Programs; $294.95 total.

Clerk-Typist Ms. Melissa Samaniego

Student & Community Services; weekly staff meetings for the AsCent Program at Jurupa Middle School; March 1, 2003 through June 30, 2003; not to exceed 25 hours total; appropriate hourly rate of pay; Funding Source: Academic After School Programs; $310 total.

Translator/Clerk-Typist Ms. Rose Ortiz

Pacific Avenue Elementary; to serve as an Aide for the Strengthening Families Program; February 6, 2003 through April 25, 2003; not to exceed 33 hours total; appropriate hourly rate of pay; Funding Source: Discretionary Allocations; $335 total.

Activity Supervisor Ms. Rita Prado

Pacific Avenue Elementary; to serve as an Aide for the Strengthening Families Program; February 8, 2003 through April 25, 2003; not to exceed 23 hours total; appropriate hourly rate of pay; Funding Source: Discretionary Allocations; $305 total.

Instructional Aide Mr. Trinidad Ruiz

Pedley Elementary; to provide home-school communication and translation; August 28, 2002 through June 18, 2003; not to exceed 65 hours total; appropriate hourly rate of pay; Funding Source: School Improvement Program (SIP) Grades K-6; $871 total.

Bilingual Language Tutor Ms. Lilia Guillen
Bilingual Language Tutor Ms. Gloria Gonzalez
Bilingual Language Tutor Ms. Yolanda Muniz

Stone Avenue Elementary; to accompany a one-on-one student on a 5th grade field trip; February 20, 2003; not to exceed three (3) hours total; appropriate hourly rate of pay; Funding Source: Special Education; $50 total.

Instructional Aide Ms. Ruthann DeRonda

Sunnyslope Elementary; code red lock down by the Sheriff's Department; February 12, 2003; not to exceed 45 minutes total; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $7.11 total.

Cafeteria Assistant I Ms. Kathleen Huber

Sunnyslope Elementary; code red lock down by the Sheriff's Department; February 12, 2003; not to exceed 45 minutes total; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $8.06 total.

Cafeteria Assistant II Ms. Jamie Balderrama

Personnel Report #17

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Sunnyslope Elementary; code red lock down by the Sheriff's Department; February 12, 2003; not to exceed 15 minutes total; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $3.34 total.

Cafeteria Manager Ms. Yvonne Champion

Sunnyslope Elementary; code red lock down by the Sheriff's Department; February 12, 2003; not to exceed 1 ¼ hours total; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $13 total.

Activity Supervisor Ms. Carolyn Reyes

Sunnyslope Elementary; code red lock down by the Sheriff's Department; February 12, 2003; not to exceed 1 ¼ hours total; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $15 total.

Activity Supervisor Ms. Betty Castillo

Sunnyslope Elementary; code red lock down by the Sheriff's Department; February 12, 2003; not to exceed 1 ¼ hours total; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $15 total.

Activity Supervisor Ms. Gloria Acosta

Van Buren Elementary; the school was locked down on a minimum day; February 14, 2003; not to exceed two (2) hours each; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $124 total.

Activity Supervisor Ms. Sylvia Holguin
Activity Supervisor Ms. Sandy Reilly
Activity Supervisor Ms. Bertice Roper
Activity Supervisor Ms. Sylvia Hernandez
Health Care Aide Ms. Melanie Stone
Clerk-Typist Ms. Cindy Fiechter
Activity Supervisor Ms. Patty Brown

Mira Loma Middle School; to serve as a babysitter for ELAC evening parent meeting; February 27, 2003; not to exceed two (2) hours total; appropriate hourly rate of pay; $30 total.

Activity Supervisor Ms. Josie Gaytan

Mira Loma Middle School; to supervise an evening program celebrating history in music; March 6, 2003; not to exceed two (2) hours each; appropriate hourly rate of pay; Funding Source: School Improvement Program (SIP) Grades K-6; $90.40 total.

Campus Supervisor Ms. Karin Russell
Campus Supervisor Ms. Sally Parker

Learning Center; to administer state-mandated CASAS pre and post-testing to Adult Education non-English speaking students; April 14, 2003 through June 20, 2003; not to exceed 80 hours total; appropriate hourly rate of pay; Funding Source: Adult Basic Education: 321 ESL Services; $1,166 total.

Bilingual Language Tutor Ms. Anabel Plata-Ortiz

Personnel Report #17

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Learning Center; to administer state-mandated CASAS pre and post testing to Adult Education non-English speaking students; April 14, 2003 through June 20, 2003; not to exceed 80 hours total; appropriate hourly rate of pay; Funding Source: Adult Basic Education: 321 ESL Services; $1,284 total.

Bilingual Language Tutor Ms. Guadalupe Acosta

Substitute Assignment

Cafeteria Assistant I	Ms. Sonia Arcehiga 7315 Rockridge Road Riverside, CA 92509	As needed
Preschool Teacher	Ms. Jilliana Bell-Crawford 10912 Arizona Ave. #A Riverside, CA 92503	As needed Child Development Teacher Permit
Custodian	Mr. Daniel Bustamante 1564 Metz Road Perris, CA 92570	As needed
Activity Supervisor	Ms. Lorena Gomez 4184 Shellicia Circle Riverside, CA 92509	As needed
Cafeteria Assistant I	Ms. Deborah Hughes 8745 Galena Street Riverside, CA 92509	As needed
Elementary Media Center Clerk	Ms. Penny Kolb 6301 Heatherwood Drive Riverside, CA 92509	As needed
Activity Supervisor	Mr. Sean Spangler 6902 37th Street Riverside, CA 92509	As needed
Bus Driver	Ms. Joyce Varner 7891 Big Rock Road Riverside, CA 92509	As needed

Leave of Absence

Cafeteria Assistant II	Ms. Lori Cassen-Snyder 3617 Scenic Drive Riverside, CA 92509	Unpaid Special Leave March 18, 2003 through June 18, 2003 without compensation, health and welfare benefits, increment advancement or the accrual of seniority for layoff or reduction in force purposes.

Personnel Report #17

CLASSIFIED PERSONNEL

Leave of Absence

Activity Supervisor	Ms. Shannon Robinson 6171 Darcee Drive Riverside, CA 92509	Unpaid Special Leave January 28, 2003 through March 7, 2003 (Tuesday and Thursday afternoons only) without compensation.

Remove Name from 39-Month Reemployment List

Bus Driver	Ms. Sharon Dekker 5701 Beach Street Riverside, CA 92509	Eff. March 9, 2003

Voluntary Removal of Name from 39-Month Reemployment List

Custodian	Ms. Karen Travillion 8512 California Avenue Riverside, CA 92504	Eff. March 17, 2003

Termination

Cafeteria Assistant I (Probationary)	Ms. Linda Castillo 3695 Avalon St., #49 Riverside, CA 92509	Eff. March 10, 2003
Preschool Teacher (Probationary)	Ms. Josie Hernandez 1350 San Bernardino #51 Upland, CA 91786	Eff. March 14, 2003

Resignation

Activity Supervisor	Ms. Dolores Gonzales 6154 Mission Blvd. #42 Riverside, CA 92509	Eff. March 20, 2003
Instructional Aide	Ms. Sarah Lopez 30 Vista Toscana Tuscany Hills, CA 92532	Eff. March 26, 2003

OTHER PERSONNEL

Short-Term Assignment

Research & Assessment; needed to complete necessary demographic coding, labeling, administrator, shipping procedures, etc. for the California High School Exit Exam testing; March 4-6, 2003; not to exceed eight (8) hours total; $13.50 per hour; Funding Source: Unrestricted Resources; $228 total.

Opp. School Assistant Ms. Virginia Valenzuela

Student & Community Services; to serve as a Student Worker; March 1, 2003 through June 30, 2003; not to exceed 225 hours total; $6.75 per hour; Funding Source: Other Federal; $1,520 total.

Student Worker Ms. Melinda Curtis

Personnel Report #17

OTHER PERSONNEL

Short-Term Assignment

Student & Community Services; to provide class series on anger management for students and adults; March 1, 2003 through June 30, 2003; not to exceed 16 hours per week; $15.00 per hour; Funding Source: IASA-Title IV Drug Free Schools; $3,584 total.

Family Advocate	Mr. Phil Breitenbaucher

Jurupa Valley High School Athletics; 2002-2003 school year; CIF competition; 10% coaches stipend; Funding Source: Discretionary Allocations; $482 total.

Assistant Coach	Mr. Darryl Kennedy
Assistant Coach	Mr. Jeff Jones

Jurupa Valley High School Athletics; February 17, 2003 through March 1, 2003; CIF competition; 10% coaches stipend; Funding Source: Discretionary Allocations; $1,030 total.

Assistant Coach	Mr. Darryl Kennedy
Assistant Coach	Mr. Jeff Jones

Jurupa Valley High School Athletics; 2002-2003 school year; appropriate seasonal rate of pay; Funding Source: Unrestricted Resources; $26,465 total.

Assistant Basketball	Ms. Ema Brito
Assistant Soccer	Ms. Amy Chapman
Assistant Basketball	Mr. Dario Frias
Assistant Basketball	Mr. John Gorham
Assistant Wrestling	Mr. Jeff Jones
Assistant Basketball	Mr. Darryl Kennedy
Head Soccer	Mr. Brian Kuderman
Head Soccer	Mr. Alberto Lopez
Assistant Soccer	Mr. Carlos Reyes
Head Basketball	Mr. Anthony Williams

Rubidoux High School; to serve as a Peer Tutor; February 24, 2003 through June 16, 2003; not to exceed six (6) hours per week; $6.75 per hour; Funding Source: FELO/SELO Programs.

Peer Tutor	Ms. Wendy Medina

Rubidoux High School; student safety issues on campus; February 25, 2003; not to exceed four (4) hours total; $12.10 per hour; Funding Source: Unrestricted Resources; $48.37 total.

Campus Security	Ms. Sherrie Saterfield

Rubidoux High School; to serve as a Work Experience Student; December 11, 2002 through June 30, 2003; not to exceed five (5) hours per week; $6.75 per hour; Funding Source: Unrestricted Resources; $3,467 total.

Work Experience Student	Mr. Timothy Armstrong
Work Experience Student	Mr. Robert Butts
Work Experience Student	Mr. Matthew Felix
Work Experience Student	Mr. Adam Garcia
Work Experience Student	Mr. Christopher Carter

Personnel Report #17

OTHER PERSONNEL

Short-Term Assignment

Rubidoux High School Athletics; 2002-2003 school year; appropriate seasonal rate of pay; $4,385 total.

Head Soccer Coach	Ms. Brigitte Heverly
Assistant Soccer Coach	Mr. Steve Bennyworth
Head Basketball Coach	Mr. Dale Johnson
Assistant Basketball Coach	Mr. Joe Galvin
Head Basketball Coach	Mr. George Moyer
Assistant Basketball Coach	Mr. Mark Mermilliod
Head Wrestling Coach	Mr. Armando Muniz
Assistant Wrestling Coach	Mr. Verne Lauritzen

Rubidoux High School; to serve as a Peak Load Assistant; March 3-7, 2003; not to exceed 40 hours total; $10.00 per hour; Funding Source: Economic Impact Aid-LEP (EIA-Bil.); $1,348 total.

Peak Load Assistant	Ms. Brenda Collins
Peak Load Assistant	Ms. Heidi Richey
Peak Load Assistant	Mr. Jose Ruvalcaba

The above actions are recommended for approval:

Ellen French

Ellen French, Assistant Superintendent-Personnel Services

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Jurupa Unified School District
Educationl Services

DISTRICT ENGLISH LEARNERS ADVISORY COMMITTEE
Wednesday, November 27, 2002

UNADOPTED MINUTES OF SESSION #2

District Office Board Room
4850 Pedley Road
Riverside, CA 92509

OPENING ACTIVITIES

CALL TO ORDER

Mrs. Amalia Lujan, President, called meeting to order at 9:05.

FLAG SALUTE

Mrs. Lujan led the committee members and staff in the flag salute to the United States of America.

ROLL CALL

Mr. John Chavez was introduced. He explained his role and responsibility and welcomed them to contact him at any time.

Representataives present were:

Guadalupe Acosta, Stone Avenue
Margaret Ambriz, Peralta
Kenia Angulo, Mission Bell
Silvia Brambila, West Riverside/Jurupa Valley
Lorena Del Toro, Camino Real
Evangelina Jimenez, Granite Hill
Maria Luisa Vidal, Pedley

District personnel present were:
Alice Cornejo, Resource Teacher
Norie Garavito, Coordinator, Language Services
Gregg Nelsen, Coordinator, Research/Evaluation
Lucinda Sheppy, Administrator, Student & Community Services

Others present were:
Martha Meza, Stone Avenue
Amalia Castro, Mission Bell
Judith Moreno, Van Buren
Emielia Ojeda, Rustic Lane
Cristina Baccera, Glen Avon
Teresa Regalado, Sunnyslope
Amalia Lujan, Troth Street
Blanca Hernandez, Pacific Avenue
Dalina Morante, Jurupa Middle

ACTION SESSION

APPROVE MINUTES OF MEETING #1

Mrs. Lujan recommended approval of the minutes of Meeting #1 on October 17, 2002. Mrs. Guadalupe Acosta, Stone Avenue, made a motion to accept minutes. Mrs. Jimenez seconded the motion. All approved.

INFORMATION SESSION

IDENTIFICATION AND PLACEMENT OF EL STUDENTS

Mrs. Norie Garavito discussed the process and procedures for the identification and placement of English Learners.

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Pg. 1

ELD STANDARDS	Mrs. Garavito presented information regarding the district ELD standards and individual student profile cards. Parents requested copies of the standards in English and Spanish.
TESTING RESULTS (STAR, CRT, CELDT)	Mr. Nelsen presented information regarding the STAR, CRT, and CELDT. He pointed out that there has been a steady improvement overall and we look forward to continued improvement.
HEADSTART/PRESCHOOL PROGRAM	Mrs. Alice Cornejo presented information on the Head Start/Preschool program, which was requested at the last meeting. A phone number was provided for anyone seeking further information.
FAN CLUB	Mrs. Lucinda Sheppy presented information on the Fan Club, which was requested at the last meeting. She explained that this was the last year of the grant money, but that the district had applied for another grant. She also discussed the School Safety and Youth Development and invited members of DELAC to attend their meetings which take place every fourth Tuesday of the month. The next meeting is in January. Mrs. Sheppy also asked members to call if they or anyone they know needs medical insurance/coverage or counseling (360-2750).
HEARING SESSION	This item is included on the agenda to allow parents and others attending to ask questions or comment regarding the educational programs for English Learners. No questions or comments were presented.
NEXT MEETING	The next meeting of the District English Learners Advisory Committee is scheduled for February 28, 2003 from 9:00 to 11:00 a.m. in the District Office Board Room..
ADJOURNMENT	The session closed at 11:00 a.m.

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Jurupa Unified School District
Education Services

DISTRICT ENGLISH LEARNERS ADVISORY COMMITTEE

UNADOPTED MINUTES OF SESSION #3
Thursday, February 28, 2003

District Office Board Room
4850 Pedley Road
Riverside, CA 92509

OPENING ACTIVITIES

CALL TO ORDER

Mrs. Amalia Lujan, President of the District English Learners Adivosry Committee, called the meeting to order at approximately 9:10 a.m. in the District Office Board Room.

FLAG SALUTE

Mrs. Lujan led the committee members and staff in the flag salute to the United States of America.

ROLL CALL

Mrs. Rosi Partida, Language Services Secretary, conducted roll call.

Members present were:

Guadalupe Acosta, Stone Avenue
Lorena Del Toro, Camino Real
Amalia Lujan, Troth Street
Martha Meza, Stone Avenue
Emila Ojeda, Rustic Lane
Patricia Toral, Sky Country
Maria Romero, Ina Arbuckle
Maria Venzor, Ina Arbuckle
Maria Luisa Vidal, Pedley
Silvia Guevara, Rubidoux
Maria A. Ortega, Rubidoux

Staff present:
Norie Garavito, Language Services Coordinator
Rosi Partida, Language Services Secretary

Others present:

Mr. John Chavez, JUSD Board Member

ACTION SESSION

APPROVE MINUTES OF SESSION #2

Recommended approval of the minutes of Meeting #2 on November 27, 2002. Lupe Acosta motioned to approve the minutes. Mrs. Martha Meza seconded the motion. The motion carried.

CONSOLIDATED APPLICATION – REVIEW AND RECOMMEND FOR APPROVAL

The Consolidated Application is a request for funds for ten categorically funded programs. Part 2 of the application will be submitted to the State Department. Mrs. Norie Garavito gave a brief description of the funds awarded to the district for the purpose of implementing the program for English learners. Mrs. Maria Venzor moved to approve this portion of the application for submission. Mrs. Emila Ojeda seconded the motion. The motion carried.

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Pg. 1

INSTRUCTIONAL OPTIONS FOR ENGLISH LEARNERS

Instructional programs available to English Learners were described. When a student is classified as LEP, the parent is notified in writing concerning the student's placement and the instructional program options and materials available.

All English Learners must receive English Language Development (ELD) appropriate to their level of English fluency, and (2) access to the core curriculum. Access to the core is provided through Specially Designed Academic Instruction in English (SDAIE), mainstream English instruction, or primary language instruction in an alternative program. ELD and SDAIE teachers must hold a CLAD, BCLAD, SB1969, or other comparable certificate.

ELD materials and activities provided will be at the student's diagnosed level of English proficiency and will promote second language acquisition of listening, speaking, reading, and writing using district ELD standards and adopted texts.

SDAIE is provided in English using instructional methodology specially designed for non-native speakers of English in order to increase the comprehensibility of the lessons. Content for academic instruction in English is drawn from academic courses across the district's core curriculum and adapted for English speaking students in the district. The primary language of the student may be used to provide instructional clarification and reinforcement to facilitate the understanding of concepts, directions, assignments, and content.

In an alternate instructional program, students receive content area instruction as their primary language and, at the same time, receive ELD daily until they are able to receive all their instruction in English. In Jurupa Unified School District, we currently offer one Newcomers class for grades 4-6 at West Riverside Elementary School in which such instruction takes place.

PARENT NOTIFICATION OF PLACEMENT

Information regarding mandated parent notification of initial enrollment was presented. Parents are informed annually of their children's placement in English language classrooms. Each fall a letter is sent home from the school principal informing parents that the student is placed in either a Structured English Immersion (SEI) or English Language Mainstream (ELM) program. The letter contains information about the educational opportunites available to them in the district, including the Spanish bilingual program available through the parental exception waiver process for student in K-8.

NEEDS ASSESSMENT FORM

Information regarding a district-wide needs assessment was presented. Members present were given the opportunity to add any item they felt was needed. Mr. John Chavez, JUSD Board Member, suggested that a question regarding graduation requirements be added on. He also suggested that parents needed to be informed about the High School Exit Exam and the Retention Policy. These items will be added to Needs Assessment form.

MONITORING ENGLISH LANGUAGE DEVELOPMENT AND ACADEMIC ACHIEVEMENT OF ENGLISH LEARNERS

Information on how the district monitors English Language Learners' progress or lack of progress in English Language Development and Academic Achievement was discussed.

It was explained that individual profile cards are used to monitor the ELD progress in listening, speaking, reading, and writing in English in each of the five proficiency levels. These levels are Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. The rate of second language acquisition will vary from one student to another, depending on such factors as age, primary language literacy, level of English proficiency, educational background, and ELD instruction. Most English learners are expected to complete the advanced level standards after a period of five to seven years of ELD and SDAIE instruction, as indicated by research on second language acquisition. This means that it may take

all English learners are expected to attain mastery in the cognitive academic domain (reading and writing) as well as aural/oral proficiency.

It was also explained that State and Federal laws require all district in California to administer the CELDT to students whose home language is not English. Its purpose is to determine how well each student tested can speak, listen, read, and write in English. The state will be using the assessment annually to monitor progress of Language Proficiency for English Learners.

The Catch-Up Plan for JUSD was also reviewed. It is recognized that Beginning, Early Intermediate, Intermediate proficiency level students may have difficulty keeping up with grade-level requirements in SEI and ELM programs. District and site-level interventions for English learners not meeting the expectations identified on the "Catch –Up Plan" for each proficiency level include peer tutoring, individual and small group instruction, early-intervention literacy programs during the regular school day, after-school, Saturday, and summer school programs that focus on ELD and/or minimum content standards.

The Criterion Referenced Test (CRT), the Stanford Achievement Test (SAT9), and the California Standards Test (CST) were also presented as the criteria used to monitor academic progress for English learners.

COMITÉ VISITATION

Information on the state visitation was presented. Possible questions for the interviews were discussed. Members were informed as to the dates for the Comité Review and were invited back for the meeting on March 25 from 4:00-5:00 PM and for the March 27, 2003 meeting at 3:30-4:30 PM in the District Office Board Room.

HEARING SESSION

This item is included on the agenda to allow parents and others attending to ask questions or comment regarding the educational programs for English Learners

Some members had a concern regarding the requirements for graduation and for entering the university. Mr. Chavez encouraged the parents to become involved in activities related to their children's education. He encouraged them to become more aware of the requirements for graduation and for continuing education at the university level and to be insistent on certain requests that would dramatically affect being able to enroll at the university level or at the community college level after graduation. He encouraged them to familiarize themselves with the school and the staff, including their children's counselor(s).

NEXT MEETING

The next meeting of the District English Learners Advisory Committee is scheduled for March 25, 2003 from 4:00 to 5:00 p.m. at the Training Services and Support Center, Room 4, 3924 Riverview Drive (next to West Riverside Elementary School).

ADJOURNMENT

The meeting was adjourned at 11:10 AM.

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