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 Mike Rodriguez
SUPERINTENDENT Elliott Duchon

MONDAY, AUGUST 2, 2004
EDUCATION CENTER BOARD ROOM
4850 Pedley Road, Riverside, CA 4:00 P.M.

OPEN PUBLIC SESSION 4:00 P.M.

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

HEARING SESSION 4:00 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 4:00 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 Employee Groups: National Education Association-Jurupa and California School Employees' Association. Name of Agency Negotiator: Assistant Superintendent Personnel Services.
PUBLIC EMPLOYMENT: Pursuant to Government Code Section 54957, the Board will be discussing personnel matters as shown on the Personnel Report to include public employee discipline/ dismissal/ release/ non-renewal/ reassignment/ reclassification/ resignation/ retirement/ suspension, Employee Performance Evaluation: Superintendent; Public Employee Appointment: Education Technology Coordinator, and Compensation of Unrepresented Employees: Director of Centralized Support Services and Director of Elementary Education.
CONFERENCE WITH LABOR NEGOTIATOR: Pursuant to Government Code Section 54957.6, to consider contract provisions of unrepresented employee. Name of Agency negotiator: Assistant Superintendent Personnel Services. Title of unrepresented employees: Director of Centralized Support Services and Director of Elementary Education.
STUDENT DISCIPLINE: Pursuant to Education Code Sections 48900 and 48915, the Board will be discussing Expulsion Cases #05-001, #05-002, #05-003.

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, Mr. Rodriguez

Flag Salute (President Adams)

Inspirational Comment (Mr. Chavez)

1. **Recognition**

   a. Accept Donations (Mrs. Lauzon)

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

   Parents of students at Mission Bell Elementary School wish to donate $246.04, with the request the funds be used to purchase miscellaneous supplies to benefit students.

   Mr. Don Moberly, resident, wishes to donate an electronic circuit learning kit, with the request it be used in the sixth grade classrooms at Mission Bell Elementary School. The approximate value is $150.00.

   The ASB of Mira Loma Middle School wishes to donate $1,797.50, with the request the funds be used to purchase a photo ID card system.

   The Mira Loma Middle School PTA wishes to donate $400.00, with the request the funds be used toward the purchase of a copier for the school library.

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

2. **Administrative Reports and Written Communications** (Mr. Duchon)

3. **Public Verbal Comments**
   This communication opportunity is included on the Agenda of each regular Board meeting so citizens can make suggestions or identify concerns about matters affecting the School District or request an item 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.

4. **Board Member Reports and Comments**

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

ACTION SESSION

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

Administration recommends the Board approve/adopt Routine Action Items A 1-6 as printed.

* 1. Approve Minutes of July 19, 2004 Regular Meeting

* 2. Disbursement Orders (Ms. Lauzon)

* 3. Purchase Orders (Mrs. Carpenter)

* 4. Agreements (Mrs. Carpenter)

* 5. Adopt Resolution #2005/05, Authorization to Destroy Records (Mrs. Lauzon)
Records that are no longer required by the District are listed in the supporting documents. These records have been retained for the minimum required period of time and include Class 3 (disposable records) that have been microfilmed and are now ready for destruction. All records are eligible for disposal in accordance with Education Code criteria. Administration recommends that the Board adopt Resolution #2005/05, Authorization to Destroy Records.

* 6. Adopt at Second Reading New Board Policy and Regulation 6182, Opportunity School/Class/Program (Mr. Jensen)
The District currently provides a number of alternatives for students that are not successful in the regular classroom setting. There are alternative programs at the continuation schools and the Learning Center. Other sites have also offered special support programs such as OPS at Jurupa Valley High School and special support classes offered at both high schools. At this time the District would like to expand these alternatives to include an opportunity program offered at the Jurupa Valley High School and at the Learning Center with the possibility of expanding the program to other district sites. This would broaden the District's ability to work with students that are having difficulty in the regular program.

The opportunity program at Jurupa Valley High School will be utilized as an additional delivery system for students that are not successful in the OPS program. The student-teacher ratios would be lower and the program would concentrate on engaging students. Students would work in this setting from three to six hours. Those working less than six hours in the opportunity program would attend classes in the OPS program to complete their six-hour day.

The largest opportunity program would be at the Learning Center working with a few non-expelled students and expelled students that have had the enforcement of their expulsion suspended. This would create a continuum of Options for Expelled Students and give the District the flexibility of placing students in programs that will best meet their academic, social and emotional needs. In the future students expelled from the District will be assigned to the STEPS Opportunity School, under a suspended enforcement of expulsion, or to the STEPS Community Day School. Under certain circumstances, they may also be directly assigned to the Jurupa Community School.

This opportunity program is established to provide additional support for students. The program will operate on a 3 + 3 hour program similar to the continuation school, where students attend school three hours a day and are expected to do an additional three hours of work at home. It will also offer the option of learning labs where students can work additional hours on campus. If a student working on the 3 + 3 hour schedule is not successful, they will be referred to a full day program. Students in this program will be from grades 7 to 12. The Opportunity students in 7th, 8th and 9th grades will generate supplemental funding to the District. The current rate gives the District an additional $580 per ADA. Administration recommends adoption at second reading of new Board Policy and Regulation #6182, Opportunity School/Class/Program.

* B. **Consider Revision to Board Regulation 9310, Regular Board Meetings** (Mr. Duchon)

The schedule of Board meetings calls for regular meetings on the first and third Monday of each month except in August and December. Due to a travel schedule conflict, Mr. Chavez requested that the second meeting in November be changed to the fourth Monday, November 22, 2004, rather than on the third Monday, November 15, 2004. This will still allow for two weeks between Board meetings.

Following discussion, the Board may take formal action to revise Board Regulation 9310, changing the date for November's second meeting to November 22, 2004.

** C. **Approve Consolidated Application 2004/05 School Level Plans** (Ms. Moreno)

Schools receiving categorical funds covered by the Consolidated Application are required to design programs and submit plans for the use of these funds. Programs included in these plans are: School Improvement (School Based Coordinated Programs), Title I (Schoolwide and Targeted), EIA-Compensatory Education, EIA-Bilingual, Gifted and Talented Education (GATE), Safe and Drug Free Schools and Communities (DFSC), Tobacco Use Prevention Education (TUPE), and Immediate Intervention/Underperforming Schools Program (II/USP). School level plans must contain a description of how sites will also serve students who are educationally disadvantaged, English Learners, special education, and gifted and talented students. The following school level plans have been updated and reflect data regarding student achievement and modifications to strategies based on analysis of this data: Camino Real, Glen Avon, Granite Hill, Ina Arbuckle, Indian Hills, Pacific Avenue, Pedley, Peralta, Rustic Lane, Sky Country, Stone Avenue, Sunnyslope, Troth Street, Van Buren, West Riverside, Jurupa Middle, Mission Middle, Mira Loma Middle, Rubidoux High, and Jurupa Valley High.

Title I regulations contain a provision for developing and implementing schoolwide programs that provide greater flexibility in the use of categorical funds and instructional programs that are focused on schoolwide program improvement. Currently, thirteen schools (Glen Avon, Granite Hill, Ina Arbuckle, Mission Bell, Pacific Avenue, Pedley, Peralta, Rustic Lane, Stone Avenue, Sunnyslope, Troth Street, Van Buren, and West Riverside) are implementing schoolwide programs with strategies outlined in their school plans. There are also four Title I Targeted schools (Indian Hills, Jurupa Middle, Mira Loma Middle, and Mission Middle). These schools are required to identify students not meeting grade level standards and provide them with intervention support in raising their academic achievement.

Copies of school-based and schoolwide level plans have been presented to Board members. A school plan for Nueva Vista will be submitted at a future board meeting. The "Analysis of Current Educational Practice and School Goals and Conclusions" for all schools is included in the supporting documents.

Administration recommends that the Board approve the school level plans for the 2004-2005 school year.

* D. **Readopt Regulation #3510, Approved Bus Stop Safety Exceptions** (Mrs. Lauzon)

Board Policy #3510 determines the eligibility for home-to-school transportation on the basis of the distance that students live from their assigned school. Students attending grades K-8 qualify for transportation when they live more than one mile from school and students attending grades 9-12 qualify when they live more than two miles from school. Board Policy #3510 further stipulates that exceptions to these walking distances may be made if the Board determines that hazardous conditions would warrant a safety exception. Such safety exceptions are automatically dropped at the end of the regular school year if not extended by specific Board action.

On October 6, 2003, the Board approved the current safety exceptions in Regulation #3510 included in the supporting documents. Since that time, there has been no change in the conditions that necessitate these safety exceptions.

Administration recommends the Board readopt Regulation #3510 at Single Reading in Order to Maintain the Existing Bus Stop Safety Exceptions for the 2004/2005 School Year.

E. **Approve Purchase of 33 Dell Computers for Glen Avon Elementary School** (Mrs. Lauzon)

Glen Avon Elementary School wishes to purchase 33 Dell OptiPlex GX270, small desktop computers. The computers will be purchased **using Title I and SIP funds** from Dell with the California Education WSCA (DGS State Contract 70004/WSCA Contract #92-00151). The purchase total is $35,651.50 (tax included). Board policy requires that purchases in excess of $12,000.00 be presented to the Board for approval.

Administration recommends the Board authorize the purchase of 33 OptiPlex GX270 computers from Dell for Glen Avon Elementary, in the amount of $35,651.50 (tax included).

F. **Approve Purchase of 26 Dell Computers for Pacific Avenue Elementary** (Mrs. Lauzon)

Pacific Avenue Elementary School wishes to purchase 26 Dell OptiPlex GX270, small desktop computers. The computers will be purchased **using II/USP and Title I funds** from Dell with the California Education WSCA (DGS State Contract 70004/WSCA Contract #92-00151). The purchase will total $27,518.01 (tax included). Board policy requires that purchases in excess of $12,000.00 be presented to the Board for approval. Administration recommends the Board authorize the purchase of 26 Dell OptiPlex GX270 computers from Dell for Pacific Avenue, in the amount of $27,518.01 (tax included).

* G. **Approve Change Order #5 – Construction of Glen Avon High School** (Mrs. Lauzon)

Change Order #5 in the amount of $564,803.36 for the Glen Avon High School construction project is submitted for the Board's review and approval. This change order will increase the total amount of the project by $564,803.36, or from $48,433,522.47 to $48,998,325.83. The supporting documents contain a copy of the Change Order summary. The contracts listed below are modified as follows:

Contract #	Category	Contractor	Change Order Amount
C20133	2	Kern Steel	$ 43,153.00
C20149	3	Anning Johnson	7,412.46
C20146	4	Valley Crest Landscape	(18,027.00)
C20145	5	ASR Construction	(15,066.07)
C20170	7	Western Paving Contractors	(6,658.00)
C20175	9	Lozano	994.00
C20162	11	Alcal	11,465.21
C20172	14	Architectural Doors, Inc.	3,906.16
C20165	15	Standard	141,184.18
C20186	17	Performance Contracting	2,268.00
C20148	19	Angelus Corporation	19,190.80
C20166	23	Yamada	(9,900.00)
C20168	26	Herk Edwards, Inc.	913.32
C20150	29	Alpha Mechanical	13,836.61
C20158	30	Air Ex AC, Inc.	80,998.46
C20152	31	RIS Electric	289,132.23
Total Change Order Amount			**$ 564,803.36**

Project Information

Project Construction Cost	$47,377,883.19
Change Order Contingency	$2,432,869.05
Change Orders Issued to Date	1,055,639.28
This Change Order	564,803.36
Remaining Contingency	812,426.41

Administration recommends approval of Change Order #5 for the Glen Avon High School construction for an additional $564,803.36, which brings the total cost of construction contracts to $48,998,325.83.

H. **Approve Amendment to Expenditure of Governor's Performance Award Funds** (Ms. Moreno)
As the Board will recall, Sky Country Elementary was allocated funds through the Governor's Performance Award. Mr. Dave Doubravsky, Principal, is requesting approval to amend the remaining balance in the amount of $1,011.81 to purchase computer software. The School Site Council, at its regular meeting on June 15th, 2004, approved this expenditure.

It is recommended that the Board approve the request of Mr. Dave Doubravsky, Sky Country Elementary Principal, to amend expenditure of the remaining balance of the school's Governor's Performance Award funds not to exceed $1,011.81.

** I. **Act on Student Discipline Cases** (Mr. Duchon)
The Board of Education hereby accepts and adopts as its own the Findings of Fact and the Conclusions of Law submitted by the Administrative Hearing Panel in the following discipline cases and these cases will be referred to the *Student Assistance Program* and *(SCORE)* the *School and Community OutREach Team* for follow-up:

EXPULSION / SUSPENDED EXPULSION CASE:

1. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#05-001** for violation of Education Code Sections 48900 (c) and 48915 (b) for the Summer Session 2004 and Fall Semester 2004. However, the Board of Education may wish to consider that the enforcement of the expulsion be suspended for the Fall Semester and the student be placed on school probation. The pupil shall be assigned to Community Day School, operated at the District Learning Center. This case will be reviewed in August, for educational placement for the Fall Semester 2004, at Jurupa Middle School, and reviewed for possible reinstatement to the Jurupa Unified School District on or before January 18, 2005.

EXPULSION CASES:

1. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#05-002** for violation of Education Code Sections 48900 (c) and 48915 (a3), (b) for the Summer Session 2004 and Fall Semester 2004. The pupil shall be assigned to the Community Day School, operated at the District Learning Center, for the period of this expulsion. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 18, 2005.

2. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#05-003** for violation of Education Code Sections 48900 (a2), (i), (n) and 48915 (b), (c4), (e) for the period of one calendar year. 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 shall be reviewed for possible readmission to the Jurupa Unified School District on or before August 2, 2005.

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

J. Approve Personnel Matters

* 1. Approve Personnel Report #3 (Mrs. Nash)

Administration recommends approval of Personnel Report #3 as printed subject to corrections and changes resulting from review in Closed Session.

* 2. Adopt Resolution #2005/06, Authorization to Destroy Records (Mrs. Nash)

Records that are no longer required by the District are listed in the supporting documents. These class 3 (disposable) records have been retained for the required period of time and are now ready for destruction. All records are eligible for disposal in accordance with Education Code criteria.

Administration recommends that the Board adopt Resolution #2005/06, Authorization to Destroy Records.

ADJOURNMENT

JURUPA UNIFIED SCHOOL DISTRICT
RIVERSIDE, CALIFORNIA
MINUTES OF THE REGULAR MEETING
MONDAY, JULY 19, 2004

OPEN PUBLIC SESSION

CALL TO ORDER	President Adams called the Regular Meeting of the Jurupa Unified School District Board of Education to order at 5:03 p.m. on Monday, July 19, 2004, 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** **Mr. Michael Rodriguez, Member**
STAFF PRESENT	Staff Advisers present were: **Mr. Elliott Duchon, Superintendent** **Ms. Lois Nash, Assistant Superintendent Personnel Services** **Mr. Paul Jensen, Director of Secondary Education** **Ms. Pam Lauzon, Business Manager**
	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. There were no comments from the public.
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 EMPLOYEE PERFORMANCE EVALUATION: SUPERINTENDENT, AND PUBLIC EMPLOYEE PERFORMANCE EVALUATION: PRINCIPAL.
RECESS TO CLOSED SESSION	At 5:04 p.m., the Board recessed to Closed Session in the Board Conference Room.
ADJOURN FROM CLOSED SESSION	At 7:04 p.m., the Board adjourned from Closed Session.
CALL TO ORDER	At 7:08 p.m., President Adams called the meeting to order in Public Session.
ROLL CALL BOARD	President Adams, Mrs. Burns, Mr. Knight, Mr. Rodriguez, Mr. Chavez
	COMMUNICATIONS SESSION
FLAG SALUTE	President Adams led the audience in the Pledge of Allegiance.
INSPIRATIONAL COMMENT	President Adams provided an Inspirational Comment.

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ACCEPT DONATIONS -MOTION #12	MRS. PAM LAUZON, BUSINESS MANAGER, REQUESTED ACCEPTANCE OF THE DONATIONS LISTED. MR. CHAVEZ MOVED THE BOARD ACCEPT THE FOLLOWING DONATIONS WITH LETTERS OF APPRECIATION SENT TO THE INDIVIDUAL/COMPANY/ ORGANIZATION: CAMINO REAL ELEMENTARY SIXTH GRADE BOOSTER CLUB PARENTS, FOR A $462.50 DONATION TO PAY EXPENSES FOR A STUDENT FIELD TRIP; LIFETOUCH NATIONAL SCHOOL STUDIOS, RIVERSIDE, FOR A $798.70 DONATION TO PURCHASE INSTRUCTIONAL MATERIALS FOR GLEN AVON ELEMENTARY SCHOOL; GLEN AVON ELEMENTARY SCHOOL SECOND GRADE PARENTS, FOR A $125.50 DONATION TO PAY EXPENSES FOR VARIOUS STUDENT FIELD TRIPS; THE INDIAN HILLS ELEMENTARY SCHOOL PTA, FOR AN $1,800.00 DONATION TO HELP PURCHASE A NEW PUBLIC ANNOUNCEMENT SYSTEM; INDIAN HILLS ELEMENTARY SCHOOL PARENTS, FOR AN $830.70 DONATION TO PAY EXPENSES FOR VARIOUS CLASS FIELD TRIPS: FOURTH GRADE, $680.00; KINDERGARTEN, $90.70; FIRST GRADE, $30.00; SIXTH GRADE, $30.00; THE INA ARBUCKLE ELEMENTARY SCHOOL PTA, FOR A $932.28 DONATION TO PURCHASE BOOKS FOR THE READING IS FUNDAMENTAL (RIF) PROGRAM; LIFETOUCH NATIONAL SCHOOL STUDIOS, RIVERSIDE, FOR A $1,089.84 DONATION, TO PURCHASE INSTRUCTIONAL MATERIALS AND SUPPLIES AT MISSION BELL ELEMENTARY SCHOOL; MRS. MARIA REYES, RESIDENT, FOR A $60.00 DONATION, TO PURCHASE INSTRUCTIONAL MATERIALS AND SUPPLIES FOR MISSION BELL ELEMENTARY SCHOOL; THE PACIFIC AVENUE ELEMENTARY SCHOOL PTA, FOR A $1,315.00 DONATION, TO PAY EXPENSES FOR VARIOUS STUDENT FIELD TRIPS; GENERAL MILLS "BOX TOPS FOR EDUCATION," FOR A $62.66 DONATION FOR RUSTIC LANE ELEMENTARY SCHOOL TO PURCHASE INSTRUCTIONAL SUPPLIES; THE PEDLEY ELEMENTARY SCHOOL PTA, FOR A $647.50 DONATION TO PAY EXPENSES FOR VARIOUS STUDENT FIELD TRIPS; THE PERALTA ELEMENTARY SCHOOL PTA, FOR A $3,200.00 DONATION TO PAY EXPENSES FOR VARIOUS STUDENT FIELD TRIPS; THE SKY COUNTRY ELEMENTARY SCHOOL PTA, FOR A $600.00 DONATION TO HELP PURCHASE A CONCRETE BENCH FOR THE SCHOOL; ALBERTSONS, FOR A $54.49 DONATION FOR SKY COUNTRY ELEMENTARY SCHOOL TO PURCHASE CLASSROOM SUPPLIES; VERIZON EXTRA CREDIT FOR SCHOOLS FUNDRAISING PROGRAM, FOR A $51.59 DONATION FOR SKY COUNTRY ELEMENTARY TO PURCHASE CLASSROOM SUPPLIES; STONE AVENUE ELEMENTARY SCHOOL SIXTH GRADE PARENTS, FOR A $433.50 DONATION TO PAY TRANSPORTATION EXPENSES FOR VARIOUS STUDENT FIELD TRIPS; THE SUNNYSLOPE ELEMENTARY SCHOOL PTA FOR A $4,000.00 DONATION TO PAY EXPENSES FOR VARIOUS STUDENT FIELD TRIPS; SUNNYSLOPE ELEMENTARY SCHOOL SIXTH GRADE PARENTS FOR A $1,200.00 DONATION TO PAY EXPENSES FOR VARIOUS STUDENT FIELD TRIPS; LIFETOUCH NATIONAL SCHOOL STUDIOS, RIVERSIDE, FOR A $1,121.48 DONATION, FOR SUNNYSLOPE ELEMENTARY SCHOOL TO PAY FOR VARIOUS EDUCATIONAL PROGRAMS AT THE SCHOOL; THE STUDENT COUNCIL OF SUNNYSLOPE ELEMENTARY SCHOOL FOR A $380.50 DONATION TO PURCHASE P.E. EQUIPMENT; MR. AND MRS. KERRY TOWNSEND, FOR A DONATION OF APPROXIMATELY 370 POUNDS OF FRESH ORANGES VALUED AT $120.00 TO BE DISTRIBUTED TO SCHOOLS BY FOOD SERVICES. MR. KNIGHT SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
HEAR REPORT ON FOOD SERVICES OPERATIONS	Mr. Mike Bynum, Director of Food Services, provided an overview of the District's Food Service program. Ms. Vicki Rupe, Food Services Supervisor, provided facts on nutritional standards that the District adheres to for breakfast, lunch, and snacks for after-school programs. Ms. Charita Devereaux, Food Services Supervisor, outlined on-going training that the District provides to Food Services staff regarding safety, sanitation, and certifications that at least one worker per site must have in order to meet state guidelines.

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HEAR REPORT ON FOOD SERVICES OPERATIONS (CONTINUED)	Mr. Bynum explained that the District Food Services program is completely self-sufficient in terms of funding; the program does not impact the General Fund, and that there are 137 full and part-time employees in the Food Services division. He also reviewed how successful the Salad Bar program has been at school sites to introduce good eating habits to students. Mr. Chavez questioned Mr. Bynum concerning contracts with soft drink beverage companies. Mr. Bynum indicated that he takes quotes from these companies; however, there are no exclusive contracts. Additionally, the selection of high school vending machine beverages is a school site decision. Mr. Knight requested a report on implementing "Project Lean" in the District; this program emphasizes physical activity and good nutrition to combat obesity and unhealthy eating habits in youth. He also mentioned the Universal Breakfast program. Mr. Bynum commented that although the Universal Breakfast program is worthwhile, it would be costly and impact the General Fund, which is not the goal of the Food Services program.
DECLINE CSBA LEGISLATOR OF THE YEAR NOMINATION	The Superintendent provided an opportunity for the Board to nominate a CSBA Legislator of the Year. Mr. Chavez asked the Board to consider not submitting a nomination for a CSBA Legislator of the Year, since over the last 3-4 years legislators have not worked on behalf of education. THE BOARD MADE A CONSENSUS DECISION NOT TO SUBMIT A NOMINATION FOR CSBA LEGISLATOR OF THE YEAR.
ADMINISTRATIVE REPORT	The Superintendent announced that the District received written notification that findings from the April Comite review indicated that services provided by the District for English Language Learners are now aligned with state and federal laws and the District's Comite case is now closed.
PUBLIC VERBAL COMMENTS	President Adams opened the Public Verbal Comments session.
	Ms. Sylvia Holguin thanked Mr. Steve Dickinson, Grounds Supervisor, and Mr. Bill Elzig, Senior Building Inspector, for beautification efforts at Van Buren Elementary School. Ms. Holguin referred to a recent newspaper article featuring a teacher in another school district that cheated on State testing exam results for students. She felt that testing is causing a high level of stress for students and staff; in particular, she asked for administration to look into the number of CRT tests that are being administered each year. Ms. Holguin remarked that administering these tests four times per year is excessive and it puts too much pressure on students. She asked for a state level contact to petition reducing the number of CRT tests given. The Superintendent clarified that CRTs are part of the District's testing program; they are not state tests. CRTs are used as an evaluation tool to determine if students are mastering standards, and results are used to help students and teachers determine what areas need further emphasis and instruction.
	Mr. Carl Harris requested to speak prior to the vote on Agenda Item E, Authorizing Additional Work for the Installation of Floor Finishes at Glen Avon High School. The Superintendent commented that this is a legal and appropriate request.
BOARD MEMBER COMMENTS	Mr. Knight, Mr. Chavez, and Mrs. Burns declined to comment.
	Mr. Rodriguez noted his attendance at CSBA's Curriculum Institute July 9-10, 2004, Transforming High Schools. He attended several workshops and returned with a sample booklet, "Targeting Student Learning: The School Board's Role as Policymaker." Mr. Rodriguez presented this material to the Superintendent to determine if the District wants to purchase copies for all Board members.
	President Adams commented that she was pleased to attend the welcoming reception for Ms. Pam Lauzon, Business Manager, and the Superintendent, Mr. Elliott Duchon.

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	ACTION SESSION
APPROVE ROUTINE ACTION ITEMS A 1-5 -MOTION #13	MR. KNIGHT MOVED THE BOARD APPROVE ROUTINE ACTION ITEMS A 1-5 AS PRINTED: (1) APPROVE MINUTES OF JULY 6, 2004 REGULAR MEETING; (2) DISBURSEMENT ORDERS; (3) PURCHASE ORDERS; (4) PAYROLL REPORT, AND (5) AGREEMENTS. MRS. BURNS SECONDED THE MOTION. Ms. Pam Lauzon, Business Manager, addressed the question of Mr. Chavez concerning rebates for retirees as listed in the Disbursement Orders. Rebates are part of the negotiated health and welfare benefit increase that was approved by the Board that also impacted retired employees. She also noted for Mr. Chavez that the mileage amount listed for an employee is for an entire year, not for one particular trip. A VOTE WAS TAKEN, WHICH CARRIED UNANIMOUSLY.
APPROVE 2004/05 ADULT EDUCATION COURSE LIST -MOTION #14	The Director of Secondary Education, Mr. Paul Jensen, stated that the actual Course Approval list from the California Department of Education was distributed to Board members and is available on the back table for the public. MR. CHAVEZ MOVED THE BOARD APPROVE THE 2004/05 ADULT EDUCATION PROGRAM COURSE OFFERINGS. MR. KNIGHT SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
APPROVE AT 1ST READING NEW BOARD POLICY & REG. 6182, OPPORTUNITY SCHOOL -MOTION #15	The Director of Secondary Education, Mr. Paul Jensen, noted that copies of the handout outlining opportunity education programs were distributed to Board members. Mr. Jensen stated that although there are a number of alternative programs at the Continuation School and the Learning Center, there is a need to expand these alternatives to include an Opportunity program at Jurupa Valley High and the Learning Center. The purpose of creating a continuum of options for students that are not successful in the regular classroom setting is to meet their academic, social and emotional needs in smaller learning communities and a smaller student to teacher ratio. Mr. George Monge, Principal of Adult/Alternative Education, indicated that districts are able to establish Opportunity Education programs for students in grades 1-12 and receive funding for students in grades 7-9. He reviewed the components of the STEPS Opportunity School, which would operate in 3-hour sessions and provide a number of sub-programs, i.e., ROP, Work Experience, tutoring, Youth Opportunity Center, to work toward readmitting students back to the comprehensive high school campus. Mr. Monge stated that the Independent Study program would be moved back to being the responsibility of the high schools in order to re-connect students with the regular high school setting. He noted for Mrs. Burns that existing facilities and the same number of teachers would be used to run this program. Mr. Monge commented to Mr. Chavez that although the State has not addressed NCLB requirements for Alternative Education programs for High Qualified Teachers, curriculum has been reviewed to ensure that essential standards are being met and they are able to utilize the talents of quality teachers in this educational program. MR. CHAVEZ MOVED THE BOARD APPROVE AT 1ST READING NEW BOARD POLICY AND REGULATION #6182, OPPORTUNITY SCHOOL/CLASS/PROGRAM. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.

APPROVE PURCHASE OF 90 COMPUTERS FOR MIDDLE SCHOOLS -MOTION #16	Ms. Pam Lauzon, Business Manager, presented a request for 90 computers for the middle schools to meet the requirements of the Enhancing Education Through Technology (EETT) grant. EETT grant funds will cover the cost of the computers, $89,995.71. MR. KNIGHT MOVED THE BOARD AUTHORIZE THE PURCHASE OF 90 DELL OPTIPLEX GX270 COMPUTERS FOR THE THREE MIDDLE SCHOOLS FROM DELL IN THE AMOUNT OF $89,995.71, TAX INCLUDED. MR. CHAVEZ SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
ADOPT RES. #2005/04 INSTALLATION OF FLOOR FINISHES GLEN AVON HIGH -MOTION #17	Ms. Pam Lauzon, Business Manager, explained that the stained concrete finish for Glen Avon High School as specified by the architects could not be prepared to an acceptable finish. Therefore, ASR Construction, the company awarded the bid for the concrete, provided the District with a $307,000 credit toward the project. Upon review of appropriate floor finishes, administration is recommending that the Board award all floor finishes to the Hoover Company, the company awarded the bid for flooring, to install Vinyl Composite Tile (VCT) at a net savings of approximately $20,000. Since the District would not have to go out to bid by using the Hoover Company, this would eliminate the need for additional staff and architect costs, this flooring contractor is already on site, and there would be no delay or additional costs associated with this decision. Mr. Carl Harris requested that he be allowed to speak regarding this agenda item. He asked the Board to postpone its decision on a flooring selection for Glen Avon High School to allow time to consider another flooring option, porcelain tile. He stated that although porcelain tile is more expensive, it is longer lasting and more durable compared to Vinyl Composite Tile. VCT may be less expensive, but it can become more expensive in terms of the high cost of maintenance and a low life cycle. As an employee of Portobello America, he offered his services at no cost to perform an analysis of what it would cost for the District to change the flooring selection to porcelain tile. Mr. Harris also indicated that if circumstances prevented the District from installing porcelain tile at Glen Avon High, they might want to consider using this floor surface for other schools that the District is planning to build. He felt that it was worth the District's time to postpone its decision at least until the next Board meeting to review a cost analysis of installing porcelain tile at Glen Avon High. Mrs. Burns asked what the ramifications are for the District to delay the decision on flooring to the next meeting. Mr. Kim Schultz, Senior Project Manager, Tilden-Coil Constructors, Inc., indicated that it would be a substantial cost to the District and time delay to postpone the decision even two weeks on the Glen Avon High School project. The Superintendent explained that the District conducted a thorough analysis of alternative floor surfaces and to go out to bid again on this project at this time would be costly and likely require additional architectural changes as well. He stated that the District would be happy to take Mr. Harris' information under consideration for future projects; however, administration is not recommending a delay on this project. Mr. Rodriguez felt that with this large of an item, it should go out to bid for flooring. The Superintendent responded that at this time it is not a good bidding climate; by using the Hoover Company, the District is able to use bidding prices from two years ago; to go out to bid again could generate a drastic price increase. Mr. Schultz indicated to Mr. Rodriguez that he would find out what the square footage would be to install the VCT flooring. Mrs. Burns commented that it would be beneficial to consider the information provided by Mr. Harris for future projects; however, it would not be in the District's best interest to hold up the Glen Avon High School project.

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ADOPT RES. #2005/04 INSTALLATION OF FLOOR FINISHES GLEN AVON HIGH -MOTION #17 (CONTINUED)	Mr. Chavez remarked that rebidding the project is not the request; the request is to provide an opportunity for an analysis to determine if there is the possibility of saving money by using a different floor surface. This would only be a two-week delay. Mr. Schultz noted for Mrs. Burns that he would find out if the Hoover Company installs porcelain tile materials; he indicated that other trades would also be impacted by the two-week time delay and that any changes would also have to be DSA approved. Mr. Knight felt that it would impact the District financially to hold up the project, and he supported moving forward with the recommendation. The analysis from Mr. Harris could be used to focus on the three schools that the District is planning on building in the future. MR. KNIGHT MOVED THE BOARD ADOPT RESOLUTION #2005/04, AUTHORIZING ADDITIONAL WORK TO HOOVER COMPANY FOR INSTALLATION OF FLOOR FINISHES AT GLEN AVON HIGH SCHOOL. MRS BURNS SECONDED THE MOTION. Mr. Rodriguez expressed his concern over the amount of $277,000, not looking at the matter again in a competitive market and possibly saving money for the District. The Superintendent responded that it would cost the District additional money for the time delay and today's bidding climate would also add an increase to the cost of the project. President Adams agreed that a time delay would cost the District money and completion of the project would be delayed by not moving forward on this item. A VOTE WAS TAKEN, WHICH CARRIED 3-1, NAY, MR. RODRIGUEZ; ABSTAIN, MR. CHAVEZ.
REJECT PAINTING BID #04/03 VAN BUREN ELEMENTARY -MOTION #18	Ms. Pam Lauzon, Business Manager, requested rejection of the bids for painting the exterior of Van Buren Elementary School due to the insufficient number of bids. MR. KNIGHT MOVED THE BOARD REJECT THE PAINTING BID #04/03, VAN BUREN ELEMENTARY SCHOOL, FROM ASTRO PAINTING IN THE AMOUNT OF $78,000. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
REJECT ROOF BID VAN BUREN & TROTH APPROVE & SOLICIT BIDS FOR METAL ROOF AT VAN BUREN -MOTION #19	The Superintendent recommended rejecting the bids for roof replacement at Van Buren and Troth Street. He explained that following receipt of six bids, with the low bid coming in from Cabral Roofing in the amount of $257,460, it was determined that a metal roof would look more aesthetically pleasing at Van Buren Elementary School. The Superintendent commented that since one of his priorities is to beautify some of the District's older school sites, Van Buren being one. Although the cost is higher for a metal roof by approximately $300,000, it is his recommendation to select the metal roof system since it would last the life of the building. The Superintendent distributed pictures of what a metal roof would look like and he held up a sample tile for the Board to view. The roof would be paid for out of State Deferred Maintenance funds. He supported the additional cost of the metal roof due to its longevity and beauty. MR. KNIGHT MOVED THE BOARD REJECT BID #04/04, ROOF REPLACEMENT AT VAN BUREN AND TROTH STREET ELEMENTARY SCHOOLS; APPROVE METAL ROOF REPLACEMENT AT VAN BUREN ELEMENTARY, AND DIRECT STAFF TO SOLICIT BIDS FOR THE METAL ROOF SYSTEM PROJECT. MR. RODRIGUEZ SECONDED THE MOTION. Mrs. Burns requested a list of other schools in need of State Deferred Maintenance funds. The Superintendent indicated for Mr. Knight that metal roofing was already installed on another school in Etiwanda and the system is not experiencing difficulties with high winds. Mr. Chavez questioned that by spending an additional quarter of million dollars on this project, what other schools are going to suffer? The Superintendent indicated that nothing else was planned this year on the State Deferred Maintenance list that the District would not be able to do because of this expenditure, although this expenditure would reduce the total amount of the budget. A VOTE WAS TAKEN, WHICH CARRIED 4-1, NAY, MR. CHAVEZ.

APPROVE PERSONNEL REPORT #2 -MOTION #20	The Assistant Superintendent Personnel Services requested approval of Personnel Report #2 as printed. MR. CHAVEZ MOVED THE BOARD APPROVE PERSONNEL REPORT #2. MR. KNIGHT SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
REVIEW INFORMATIONAL REPORTS	The Superintendent reviewed Routine Information Reports on the "2003/04 Saturday School" and "Summary of 2003/04 Inter/Intradistrict Attendance Permits."
ADJOURNMENT	**ADJOURNMENT** There being no further business, President Adams adjourned the Regular Meeting from Public Session at 9:43 p.m. **MINUTES OF THE REGULAR MEETING OF JULY 19, 2004 ARE APPROVED AS** _____ _____ _____ **President** **Clerk** _____ **Date**

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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
07-06-04 thru 07-16-04

Fund	Schl	Resource	Vendor	Description	Amount
03	000	UNCLAIMED PROPERTY	RIVERSIDE CO. OFFICE OF EDUCA.	STALE DATED WARRANT	210.00
03	000	UNCLAIMED PROPERTY	SOUTHEASTERN AUDIO-VISUAL	STALE DATED WARRANT	1,076.08
03	001	UNRESTRICTED RESOURCE	STATE BOARD OF EQUALIZATION	SALES TAX 4TH QRT	8,408.00
03	100	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY	92.47
03	100	UNRESTRICTED RESOURCE	SO CALIFORNIA EDISON	ELECT MAY	5,358.13
03	100	UNRESTRICTED RESOURCE	THE GAS COMPANY	GAS JUNE	95.86
03	105	STATE LOTTERY	JURUPA COMMUNITY SERVICES	WATER JUNE	1,074.58
03	105	DISCRETIONARY	MINERVA MONTOYA	TEXTBOOK REFUND	15.00
03	105	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY	106.85
03	105	STATE LOTTERY	SO CALIFORNIA EDISON	ELECT MAY	3,968.37
03	110	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY	94.35
03	110	UNRESTRICTED RESOURCE	SO CALIFORNIA EDISON	ELECT MAY	6,003.15
03	110	UNRESTRICTED RESOURCE	THE GAS COMPANY	GAS JUNE	92.76
03	115	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY	120.68
03	115	UNRESTRICTED RESOURCE	SO CALIFORNIA EDISON	ELECT MAY	5,830.80
03	115	UNRESTRICTED RESOURCE	THE GAS COMPANY	GAS JUNE	143.61
03	120	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY	100.28
03	120	UNRESTRICTED RESOURCE	SO CALIFORNIA EDISON	ELECT MAY	5,660.31
03	120	UNRESTRICTED RESOURCE	THE GAS COMPANY	GAS JUNE	19.56
03	125	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY	115.62
03	125	UNRESTRICTED RESOURCE	SO CALIFORNIA EDISON	ELECT MAY	4,557.06
03	125	UNRESTRICTED RESOURCE	THE GAS COMPANY	GAS JUNE	87.14
03	130	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY	114.28
03	130	UNRESTRICTED RESOURCE	SO CALIFORNIA EDISON	ELECT MAY	4,214.42
03	130	UNRESTRICTED RESOURCE	THE GAS COMPANY	GAS JUNE	83.81
03	135	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY	107.05
03	135	UNRESTRICTED RESOURCE	SO CALIFORNIA EDISON	ELECT MAY	4,472.88
03	135	UNRESTRICTED RESOURCE	THE GAS COMPANY	GAS JUNE	102.46
03	140	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY	68.68
03	140	UNRESTRICTED RESOURCE	SO CALIFORNIA EDISON	ELECT MAY	5,052.89
03	140	UNRESTRICTED RESOURCE	THE GAS COMPANY	GAS JUNE	129.13
03	145	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY	117.53
03	145	UNRESTRICTED RESOURCE	SO CALIFORNIA EDISON	ELECT MAY	5,163.66
03	145	UNRESTRICTED RESOURCE	THE GAS COMPANY	GAS JUNE	95.88
03	150	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY	89.82
03	150	UNRESTRICTED RESOURCE	SO CALIFORNIA EDISON	ELECT MAY	5,156.04

JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
07-06-04 thru 07-16-04

Fund	Schl	Resource	Vendor	Description	Amount
03	150	STATE LOTTERY	THE GAS COMPANY	GAS JUNE	75.42
03	150	UNRESTRICTED RESOURCE	THE GAS COMPANY	GAS JUNE	116.94
03	155	UNRESTRICTED RESOURCE	JURUPA COMMUNITY SERVICES	WATER JUNE	1,906.48
03	155	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY	83.68
03	155	UNRESTRICTED RESOURCE	SO CALIFORNIA EDISON	ELECT MAY	4,395.63
03	155	UNRESTRICTED RESOURCE	THE GAS COMPANY	GAS JUNE	88.14
03	160	DISCRETIONARY	ALICE SCOTT	REIMB MILEAGE	25.50
03	160	UNRESTRICTED RESOURCE	JURUPA COMMUNITY SERVICES	WATER JUNE	2,797.27
03	160	DISCRETIONARY	LIZATORRE BARNUM	REIMB MILEAGE	7.43
03	160	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY	113.98
03	160	UNRESTRICTED RESOURCE	SO CALIFORNIA EDISON	ELECT MAY	4,880.14
03	160	UNRESTRICTED RESOURCE	THE GAS COMPANY	GAS JUNE	121.11
03	165	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY	138.36
03	165	UNRESTRICTED RESOURCE	SO CALIFORNIA EDISON	ELECT MAY	5,021.24
03	165	UNRESTRICTED RESOURCE	THE GAS COMPANY	GAS JUNE	111.42
03	170	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY	99.91
03	170	UNRESTRICTED RESOURCE	SO CALIFORNIA EDISON	ELECT MAY	4,298.54
03	170	UNRESTRICTED RESOURCE	THE GAS COMPANY	GAS JUNE	106.88
03	175	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY	114.83
03	175	UNRESTRICTED RESOURCE	SO CALIFORNIA EDISON	ELECT MAY	5,007.76
03	175	UNRESTRICTED RESOURCE	THE GAS COMPANY	GAS JUNE	132.73
03	200	UNRESTRICTED RESOURCE	JURUPA COMMUNITY SERVICES	WATER JUNE	3,666.22
03	200	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY	201.76
03	200	UNRESTRICTED RESOURCE	SO CALIFORNIA EDISON	ELECT MAY	7,868.78
03	200	UNRESTRICTED RESOURCE	THE GAS COMPANY	GAS JUNE	243.70
03	205	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY	214.72
03	205	UNRESTRICTED RESOURCE	SO CALIFORNIA EDISON	ELECT MAY	10,226.45
03	205	UNRESTRICTED RESOURCE	THE GAS COMPANY	GAS JUNE	113.63
03	210	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY	264.31
03	210	UNRESTRICTED RESOURCE	SO CALIFORNIA EDISON	ELECT MAY	8,704.42
03	210	UNRESTRICTED RESOURCE	THE GAS COMPANY	GAS JUNE	140.38
03	300	DISCRETIONARY	LAIDLAW TRANSPORTATION	REIMB MILEAGE	1,983.64
03	300	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY	1,251.59
03	300	UNRESTRICTED RESOURCE	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY	38.11
03	300	UNRESTRICTED RESOURCE	THE GAS COMPANY	GAS JUNE	1,242.18

JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
07-06-04 thru 07-16-04

Fund	Schl	Resource	Vendor	Description		Amount
03	305	UNRESTRICTED RESOURCE	INLAND EMPIRE STAGES LIMITED	BUS SERVICES		2,150.00
03	305	DONATIONS	LAIDLAW TRANSPORTATION	REIMB MILEAGE		950.41
03	305	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY		1,175.41
03	305	UNRESTRICTED RESOURCE	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY		47.77
03	305	UNRESTRICTED RESOURCE	SO CALIFORNIA EDISON	ELECT MAY		22,415.31
03	305	UNRESTRICTED RESOURCE	TERRY JOHNSON	REIMB SUPPLIES		154.80
03	305	UNRESTRICTED RESOURCE	THE GAS COMPANY	GAS JUNE		1,267.70
03	405	UNRESTRICTED RESOURCE	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY		73.86
03	410	UNRESTRICTED RESOURCE	JURUPA COMMUNITY SERVICES	WATER JUNE		2,882.95
03	410	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY		134.43
03	410	UNRESTRICTED RESOURCE	SO CALIFORNIA EDISON	ELECT MAY		2,623.35
03	410	UNRESTRICTED RESOURCE	THE GAS COMPANY	GAS JUNE		217.75
03	415	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY		24.09
03	500	UNRESTRICTED RESOURCE	ACSA	04/05 MEMBERSHIPS		2,995.30
03	500	UNRESTRICTED RESOURCE	ACSA'S FOUNDATION FOR	ACSA DUES		994.50
03	500	UNRESTRICTED RESOURCE	CONDIT, IRWIN	REIMB MILEAGE		34.90
03	500	UNRESTRICTED RESOURCE	CORINA EPENESA	CONF REIMB		88.26
03	500	UNRESTRICTED RESOURCE	COTTRELL, JEANNA	REIMB MILEAGE		23.25
03	500	UNRESTRICTED RESOURCE	DONNA GEHRKE	REIMB MILEAGE		23.18
03	500	UNRESTRICTED RESOURCE	ESTRADA, MARY	REIMB MILEAGE		17.14
03	500	UNRESTRICTED RESOURCE	FORTIN, JEANIE	REIMB MILEAGE		201.00
03	500	UNRESTRICTED RESOURCE	FORTIN, JEANIE	REIMB SUPPLIES		116.47
03	500	UNRESTRICTED RESOURCE	HALE BERTHA	REIMB MILEAGE		138.79
03	500	UNRESTRICTED RESOURCE	HEIDI HAYES	REIMB MILEAGE		33.91
03	500	UNRESTRICTED RESOURCE	HILLEBERT, BOBBI	REIMB MILEAGE		341.46
03	500	UNRESTRICTED RESOURCE	JOANNE MCKEE	REIMB MILEAGE		19.13
03	500	UNRESTRICTED RESOURCE	JURUPA COMMUNITY SERVICES	WATER JUNE		1,711.42
03	500	UNRESTRICTED RESOURCE	KIMBERLY ALLEC	REIMB TB TEST		48.00
03	500	UNRESTRICTED RESOURCE	LUCINDA RUTTEN	REIMB MILEAGE		95.93
03	500	UNRESTRICTED RESOURCE	MENDOZA JONATHAN	REIMB MILEAGE		210.38
03	500	UNRESTRICTED RESOURCE	MORALES, SHIRLEY	REIMB MILEAGE		39.75
03	500	UNRESTRICTED RESOURCE	MURRAY, MICHELLE	REIMB MILEAGE		35.03
03	500	UNRESTRICTED RESOURCE	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY		1,462.20
03	500	UNRESTRICTED RESOURCE	SO CALIFORNIA EDISON	ELECT MAY		14,385.37
03	500	UNRESTRICTED RESOURCE	THE GAS COMPANY	GAS JUNE		182.61
03	500	UNRESTRICTED RESOURCE	TOWNSEND ELIZABETH	REIMB MILEAGE		56.63
				FUND 03 TOTAL	**$**	**191,374.91**

JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
07-06-04 thru 07-16-04

Fund	Schl	Resource	Vendor	Description		Amount
06	115	NCLB: TITLE I, PART A, BASIC GRANTS	LOURDES ESPINOSA	REIMB SUPPLIES		70.82
06	115	SCHOOL IMPROVEMENT PROGRAM (SIP)	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY		22.63
06	175	NCLB: TITLE I, PART A, BASIC GRANTS	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY		33.17
06	200	SCHOOL IMPROVEMENT PROGRAM (SIP)	LANCASTER, WALTER	REIMB SUPPLIES		39.80
06	205	SCHOOL IMPROVEMENT PROGRAM (SIP)	ACSA'S FOUNDATION FOR	CONF FEES		389.00
06	205	SCHOOL IMPROVEMENT PROGRAM (SIP)	NATIONAL EDUCATIONAL SERVICE	CONF FEES		520.00
06	300	AIAA GRANT (RUSD)	PETERSEN, NATHAN	CONF REIMB		500.00
06	305	VOCATIONAL PROGRAMS: VOC & APPL TEC	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY		4.92
06	425	SPECIAL EDUCATION	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY		47.14
06	500	SPECIAL EDUCATION	AMY FOODY	REIMB MILEAGE		165.35
06	500	HEAD START	CARLSON, BETHINE	REIMB SUPPLIES		23.71
06	500	SPECIAL EDUCATION	CLAUDER, LANA	REIMB MILEAGE		109.01
06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	ELZIG, BILL	REIMB MILEAGE		329.25
06	500	ECONOMIC IMPACT AID: LIMITED ENGLIS	GARAVITO, NORIE	REIMB MILEAGE		263.91
06	500	ECONOMIC IMPACT AID: LIMITED ENGLIS	GARAVITO, NORIE	REIMB SUPPLIES		24.19
06	500	NCLB: TITLE I, PART A, BASIC GRANTS	HYATT REGENCY LONG BEACH	CONF LODGING		155.68
06	500	NCLB: TITLE I, PART A, BASIC GRANTS	LRP CONFERENCES	CONF FEES		395.00
06	500	WORKFORCE INVESTMENT ACT (WIA)	PACE, ROBERTA	REIMB SUPPLIES		43.07
06	500	ECONOMIC IMPACT AID: LIMITED ENGLIS	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY		17.42
06	500	HEAD START	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY		50.59
06	500	HEALTHY CHILDREN CONNECTION PROGRAM	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY		61.53
06	500	WORKFORCE INVESTMENT ACT (WIA)	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY		138.40
06	500	NCLB: TITLE II, PART A, TEACHER QUA	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEES		320.00
06	500	NCLB: TITLE II, PART A, TEACHER QUA	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEES		360.00
06	500	NCLB: TITLE I, PART A, BASIC GRANTS	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEES		350.00
06	500	NCLB: TITLE II, PART A, TEACHER QUA	VIRGINIA HUCKABY	CONF REIMB		308.70
06	500	HEAD START	WILLIS, MARSHA	REIMB SUPPLIES		76.07
06	501	SPECIAL EDUCATION	DEMOR, JOHN	REIMB MILEAGE		77.19
				FUND 06 TOTAL	**$**	**4,896.55**
11	401	ADULT EDUCATION APPORTIONMENT	HOLLY NASH	TEXTBOOK REFUND		25.00
11	401	ADULT EDUCATION APPORTIONMENT	MANUEL MARTINEZ	TEXTBOOK REFUND		50.00
11	401	ADULT EDUCATION APPORTIONMENT	ZACH HUNTSINGER	TEXTBOOK REFUND		25.00
				FUND 11 TOTAL	**$**	**100.00**

JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
07-06-04 thru 07-16-04

Fund	Schl	Resource	Vendor	Description		Amount
12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY		12.52
12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	WIGG, JUDITH	REIMB SUPPLIES		40.54
				FUND 12 TOTAL	**$**	**53.06**
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	COUTU, ROBIN	REIMB MILEAGE		114.75
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	DEVEREAUX CHARITA	MILEAGE REIMB		146.37
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	MIKE BYNUM	REIMB MILEAGE		196.93
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY		523.04
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	TEXACO	FINANCE CHRG		7.00
				FUND 13 TOTAL	**$**	**988.09**
35	310	UNRESTRICTED RESOURCE	JURUPA COMMUNITY SERVICES	WATER MAY		32.80
35	310	UNRESTRICTED RESOURCE	PACIFIC TELEPHONE/WORLDCOM	PHONE MAY		14.55
35	310	UNRESTRICTED RESOURCE	SO CALIFORNIA EDISON	ELECT MAY		16.06
35	310	UNRESTRICTED RESOURCE	THE GAS COMPANY	GAS JUNE		43.69
				FUND 35 TOTAL	**$**	**107.10**
67	500	SELF INSURANCE	CHRIS ECKERT	REIMB PERSONAL LOSS		205.72
67	500	SELF INSURANCE	JULI RADFORD	FULL&FINAL SETTLEMNT		1,000.00
				FUND 67 TOTAL	**$**	**1,205.72**

66 TOTAL DISBURSEMENT ORDERS TOTALING **$** **198,725.43**

APPROVAL : _____
BUSINESS MANAGER

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Jurupa Unified School District
Report of Purchases
Purchases Over $200
7/03/04 thru 7/16/04

P.O. #	Fund	School	Resource	Vendor	Description	Amount
P47512	03	500	UNRESTRICTED RESOURCE	BABCOCK & SONS, INC. (EDWARD)	MAINT-OPEN PO-TESTING WATER	$ 364.00
P47522	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	CONSOLIDATED ELECTRICAL DIST.	MAINT-OPEN PO-ELECTRICAL SUPPLIES	205.25
P47632	06	500	WORKFORCE INVESTMENT ACT (WIA)	OFFICE DEPOT	YOC-OPEN PO-INSTRUCTIONAL SUPPLIES	264.44
P47735	03	500	UNRESTRICTED RESOURCE	CORPORATE EXPRESS	EC-OPEN PO-INSTRUCT & OFFICE SUPPLIES	614.80
P48123	03	500	UNRESTRICTED RESOURCE	PRESS ENTERPRISE COMPANY	EC/PER-ADVERTISING	399.51
P49875	03	500	UNRESTRICTED RESOURCE	PRUDENTIAL OVERALL SUPPLY	MAINT-OPEN PO-SUPPLIES	228.18
P50771	03	500	UNRESTRICTED RESOURCE	PRUDENTIAL OVERALL SUPPLY	MAINT-CUSTODIAL SUPPLIES	492.06
P50838	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	ROTO-ROOTER SERVICE/PLUMBING	MAINT-OPEN PO-PLUMBING SERVICES	670.00
P51640	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	BEST ACCESS SYSTEMS	MAINT-SUPPLIES	552.67
P52740	03	500	UNRESTRICTED RESOURCE	RIVERSIDE CO. RECORD	EC-ADVERTISEMENT	802.11
P52867	03	500	EDUCATION CENTER PROJECT	EWING IRRIGATION PRODUCTS	MAINT-IRRIGATION SUPPLIES	715.21
P52874	06	500	TRANSPORTATION: HOME TO SCHOOL	CUMMINS-CAL PACIFIC	TRANS-ENGINE REPAIR ON BUS 19	1,527.00
P52909	06	300	VOCATIONAL PROGRAMS: VOC & APPL	SNAP-ON INDUSTRIAL	JVH-SHOPKEY UPDATES	1,497.33
P52945	03	500	UNRESTRICTED RESOURCE	SAN MANUEL BOTTLED WATER	CSR-BOTTLED WATER	325.00
P52946	03	500	UNRESTRICTED RESOURCE	XEROX PAPER PRODUCTS	CSR-STOCK	18,442.49
P52951	06	500	TRANSPORTATION: HOME TO SCHOOL	CASTMAN AUTOMOTIVE, INC.	TRANS-VEHICLE MAINT AND REPAIRS	856.51
P52952	06	500	TRANSPORTATION: HOME TO SCHOOL	CASTMAN AUTOMOTIVE, INC.	TRANS-SMOG CHECK FOR DISTRICT VEHICLES	290.00
P52958	06	500	SCHOOL READINESS PROGRAM	STATER BROTHERS	EC-OPEN PO-SCHOOL READINESS SUPPLIES	500.00
P52973	06	500	NCLB: TITLE II, PART D, ENHANCING	DELL	EC-LAPTOP COMPUTERS	11,141.75
P52974	03	500	UNRESTRICTED RESOURCE	CORPORATE EXPRESS	TW-PROCESSING LABELS	1,115.64
P53020	06	200	IMMEDIATE INTERVENTION/UNDERPERFORM	DELL	JMS-COMPUTERS	8,436.50
P53068	06	155	SCHOOL IMPROVEMENT PROGRAM (SIP)	STATER BROTHERS	SA-OPEN PO-ATTENDANCE INCENTIVES	250.00
P53069	06	155	SCHOOL IMPROVEMENT PROGRAM (SIP)	WESTERN TROPHY MFG	SA-OPEN PO-INCENTIVES	2,000.00
P53070	06	155	SCHOOL IMPROVEMENT PROGRAM (SIP)	SMART & FINAL	SA-OPEN PO-INCENTIVES	300.00
P53071	06	155	NCLB: TITLE I, PART A, BASIC GRANTS	CM SCHOOL SUPPLY CO.	SA-OPEN PO-INSTRUCTIONAL MATERIALS	300.00
P53072	06	205	SCHOOL IMPROVEMENT PROGRAM (SIP)	CM SCHOOL SUPPLY CO.	MLM-OPEN PO-INSTRUCTIONAL MATERIALS	250.00
P53073	06	500	NCLB: TITLE III, LIMITED ENGLISH PR	STATER BROTHERS	MLM-OPEN PO-ELAC REFRESHMENTS	250.00
P53074	06	205	NCLB: TITLE I, PART A, BASIC GRANTS	ALBERTSON'S	MLM-OPEN PO-PARENT MEETING SUPPLIES	300.00
P53075	06	305	II/USP: SAIT CORRECTIVE ACTION	KINKOS	RHS-PRINTING SERVICES	1,322.25
P53076	03	400	UNRESTRICTED RESOURCE	WILLIAMS SCOTSMAN	LC-MODULARS	16,733.53
P53077	06	500	TRANSPORTATION: HOME TO SCHOOL	QUALITY POWER, INC.	TRAN-OPEN PO-SUPPLIES	2,000.00
P53078	06	500	TRANSPORTATION: HOME TO SCHOOL	GOLDEN WEST OIL CO.	TRAN-OPEN PO-SUPPLIES	2,500.00
P53079	06	500	TRANSPORTATION: HOME TO SCHOOL	PATRIOT TOWING	TRAN-OPEN PO-SERVICE & SUPPLIES	1,500.00
P53080	06	500	TRANSPORTATION: HOME TO SCHOOL	AIRGAS	TRAN-OPEN PO-SUPPLIES	1,000.00
P53081	06	500	TRANSPORTATION: HOME TO SCHOOL	SAFETY-KLEEN CORPORATION	TRAN-OPEN PO-SUPPLIES	5,500.00
P53082	06	500	TRANSPORTATION: HOME TO SCHOOL	PETROQUIP. G.W. MAINTENANCE	TRAN-OPEN PO-SUPPLIES & SERVICES	4,000.00

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Jurupa Unified School District
Report of Purchases
Purchases Over $200
7/03/04 thru 7/16/04

P.O. #	Fund	School	Resource	Vendor	Description	Amount
P53082	06	500	TRANSPORTATION: HOME TO SCHOOL	PETROQUIP. G.W. MAINTENANCE	TRAN-OPEN PO-SUPPLIES & SERVICES	4,000.00
P53083	06	500	TRANSPORTATION: HOME TO SCHOOL	SAN MANUEL BOTTLED WATER	TRAN-OPEN PO-BOTTLED WATER	2,500.00
P53084	06	500	TRANSPORTATION: HOME TO SCHOOL	RIVERSIDE INDUSTRIAL MEDICAL	TRAN-OPEN PO-BUS DRIVERS PHYSICALS	1,000.00
P53085	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	ANSMAR PUBLISHERS, INC.	EC-EXCEL MATH	3,532.50
P53086	06	500	TRANSPORTATION: HOME TO SCHOOL	OFFICE DEPOT	TRAN-OPEN PO-SUPPLIES	1,000.00
P53087	06	500	TRANSPORTATION: HOME TO SCHOOL	CORPORATE EXPRESS	TRAN-OPEN PO-SUPPLIES	1,500.00
P53088	06	500	TRANSPORTATION: HOME TO SCHOOL	ZEP MANUFACTURING CO.	TRAN-OPEN PO-CUSTODIAL SUPPLIES	2,000.00
P53089	03	500	STAFF DEV. BUY OUT	STATER BROTHERS	IH-OPEN PO-SUPPLIES	400.00
P53092	06	165	SPECIAL EDUCATION	CM SCHOOL SUPPLY CO.	TS-OPEN PO-INSTRUCT MATERIALS & SUPPLIES	5,000.00
P53093	06	140	SPECIAL EDUCATION	LAKESHORE	PER-OPEN PO-CLASSROOM SUPPLIES	250.00
P53096	06	200	SPECIAL EDUCATION	CM SCHOOL SUPPLY CO.	JMS-OPEN PO-STUDENT INCENTIVES & REWARDS	900.00
P53100	06	205	NCLB: TITLE I, PART A, BASIC GRANTS	SMART & FINAL IRIS CO	MLM-OPEN PO-SUPPLIES	300.00
P53101	03	155	DISCRETIONARY	SHAKEY'S PIZZA	SA-OPEN PO-ATTENDANCE INCENTIVES	750.00
P53102	03	155	DISCRETIONARY	CORPORATE EXPRESS	SA-OPEN PO-SUPPLIES	250.00
P53103	03	205	DISCRETIONARY	OFFICEMAX	MLM-OPEN PO-SUPPLIES	250.00
P53104	03	500	SAFETY CREDIT	TRAFFIC CONTROL SERVICE	EC-OPEN PO-TRAFFIC CONTROL SUPPLIES	600.00
P53106	03	500	SAFETY CREDIT	TELEMATION	EC-OPEN PO-ERGONOMIC PHONE EQUIPMENT	800.00
P53107	03	500	SAFETY CREDIT	STAPLES	EC-OPEN PO-OFFICE SUPPLIES	1,000.00
P53108	03	500	SAFETY CREDIT	SAM'S CLUB	EC-OPEN PO-ERGONOMIC SUPPLIES	1,000.00
P53109	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	KNORR POOL SYSTEMS INC	JVH-MAINT-REPLACE POOL FILTER PARTS	34,144.28
P53110	03	500	SAFETY CREDIT	S.O.S. SURVIVAL PRODUCTS	EC-OPEN PO-EMERGENCY & SAFETY SUPPLIES	800.00
P53111	03	500	SAFETY CREDIT	OFFICE DEPOT	EC-OPEN PO-OFFICE SUPPLIES	500.00
P53112	06	160	NCLB: TITLE I, PART A, BASIC GRANTS	SCHOLASTIC, INC.	SS-SUBSCRIPTION	245.98
P53113	03	160	DONATIONS	RILEY'S FARM	SS-FIELD TRIP	840.00
P53115	06	205	NCLB: TITLE I, PART A, BASIC GRANTS	STATER BROTHERS	MLM-OPEN PO-SUPPLIES	300.00
P53116	03	500	SAFETY CREDIT	MICRO WAREHOUSE	EC-OPEN PO-COMPUTER & OFFICE SUPPLIES	600.00
P53117	06	305	II/USP: SAIT CORRECTIVE ACTION	HILTON ONTARIO AIRPORT	EC-BALLROOM RENTAL FOR BREAKFAST	3,081.65
P53117	06	500	NCLB: TITLE II, PART A, TEACHER	HILTON ONTARIO AIRPORT	EC-BALLROOM RENTAL FOR BREAKFAST	3,081.65
P53118	03	500	DISCRETIONARY	MEDCO	EC-OPEN PO-MEDICAL SUPPLIES	500.00
P53119	03	500	SAFETY CREDIT	TOTAL RESOURCES INTERNATIONAL	EC-OPEN PO-SAFETY AND FIRST AID KITS	800.00
P53120	03	500	SAFETY CREDIT	INLAND EMPIRE OCCUP. MEDICINE	EC-OPEN PO-MEDICAL SERVICES	3,000.00
P53121	03	500	SAFETY CREDIT	GRAINGER W W INC	EC-OPEN PO-HEALTH & SAFETY SUPPLIES	1,000.00
P53122	03	500	SAFETY CREDIT	FILTER RECYCLING SERVICE	EC-OPEN PO-RECYCLING SERVICE	800.00
P53123	03	500	SAFETY CREDIT	OFFICEMAX	EC-OPEN PO-SUPPLIES	600.00
P53124	03	500	SAFETY CREDIT	COSTCO WHOLESALE	EC-OPEN PO-SAFETY & MEDICAL SUPPLIES	600.00
P53125	03	500	SAFETY CREDIT	CORPORATE EXPRESS	EC-SUPPLIES	1,000.00

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Jurupa Unified School District
Report of Purchases
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P.O. #	Fund	School	Resource	Vendor	Description	Amount
P53126	03	500	SAFETY CREDIT	COMP USA	EC-OPEN PO-COMPUTER SUPPLIES	900.00
P53127	03	500	SAFETY CREDIT	J J KELLER	EC-OPEN PO-WORK COMP& LOSS CONTROL	400.00
P53128	03	500	SAFETY CREDIT	CENTRAL OCCUPATIONAL	EC-OPEN PO-WORKER COMP PROGRAM	2,000.00
P53129	03	500	SAFETY CREDIT	CENTRAL OCCUPATIONAL	EC-OPEN PO-MEDICAL SERV & 1ST AID PROG	2,000.00
P53130	03	500	SAFETY CREDIT	COM SER CO	EC-OPEN PO-PARTS & SERVICE	800.00
P53132	06	160	NCLB: TITLE I, PART A, BASIC GRANTS	STATER BROTHERS	SS-OPEN PO-SUPPLIES	500.00
P53133	06	160	NCLB: TITLE I, PART A, BASIC GRANTS	CM SCHOOL SUPPLY CO.	SS-OPEN PO-INSTRUCT MATERIALS & SUPPLIES	300.00
P53134	06	160	NCLB: TITLE I, PART A, BASIC GRANTS	OFFICE DEPOT	SS-OPEN PO-INSTRUCT MATERIALS & SUPPLIES	300.00
P53135	06	160	NCLB: TITLE I, PART A, BASIC GRANTS	WESTERN TROPHY MFG	SS-OPEN PO-SUPPLIES	500.00
P53136	06	160	NCLB: TITLE I, PART A, BASIC GRANTS	ABLETRONICS	SS-OPEN PO-SUPPLIES	300.00
P53137	06	305	II/USP: SAIT CORRECTIVE ACTION	MCGRATHS	RHS-CATERING SERVICES	1,155.62
P53138	06	160	NCLB: TITLE I, PART A, BASIC GRANTS	CORPORATE EXPRESS	SS-OPEN PO-SUPPLIES	1,000.00
P53139	06	500	TRANSPORTATION: HOME TO SCHOOL	PARKHOUSE TIRE, INC.	TRAN-OPEN PO-REPAIRS	15,000.00
P53140	06	160	NCLB: TITLE I, PART A, BASIC GRANTS	COSTCO	SS-OPEN PO-SUPPLIES	1,000.00
P53141	06	500	TRANSPORTATION: HOME TO SCHOOL	CALIFORNIA BUS SALES	TRAN-OPEN PO-REPAIRS	15,000.00
P53142	06	160	NCLB: TITLE I, PART A, BASIC GRANTS	TARGET GREATLAND	SS-OPEN PO-SUPPLIES	500.00
P53143	06	500	TRANSPORTATION: HOME TO SCHOOL	BETTS TRUCK PARTS	TRAN-OPEN PO-REPAIRS	1,000.00
P53144	03	300	DISCRETIONARY	SCANTRON SERVICE GROUP	JVH-ONSITE MAINTENANCE AGREEMENT	607.00
P53145	06	500	TRANSPORTATION: HOME TO SCHOOL	BEST GOLF SERVICE	TRAN-OPEN PO-REPAIRS	2,000.00
P53146	06	160	NCLB: TITLE I, PART A, BASIC GRANTS	ALIN PARTY SUPPLIES CO.	SS-OPEN PO-SUPPLIES	300.00
P53147	03	500	UNRESTRICTED RESOURCE	RIVERSIDE CO. SHERIFF'S DEPT.	EC-OPEN PO-SECURITY SERVICES	9,000.00
P53148	06	500	TRANSPORTATION: HOME TO SCHOOL	ATLAS RADIATOR	TRAN-OPEN PO-REPAIRS	1,000.00
P53149	06	500	TRANSPORTATION: HOME TO SCHOOL	MARMOLEJO CUSTOM UPHOLSTERY	TRAN-OPEN PO-REPAIRS	2,000.00
P53150	06	500	TRANSPORTATION: HOME TO SCHOOL	DOMESTIC LINEN SUPPLY CO	TRAN-OPEN PO-SUPPLIES & SERVICES	4,000.00
P53151	06	500	TRANSPORTATION: HOME TO SCHOOL	RADIO COMMUNICATIONS SERVICE	TRAN-OPEN PO-REPAIRS	1,000.00
P53152	06	500	TRANSPORTATION: HOME TO SCHOOL	AUTO GLASS OF AMERICA	TRAN-OPEN PO-REPAIRS	2,000.00
P53153	03	500	UNRESTRICTED RESOURCE	PRUDENTIAL OVERALL SUPPLY	MAINT-OPEN PO-CUSTODIAL SUPPLIES	8,000.00
P53153	06	500	TRANSPORTATION: HOME TO SCHOOL	PRUDENTIAL OVERALL SUPPLY	MAINT-OPEN PO-CUSTODIAL SUPPLIES	2,000.00
P53155	06	500	NCLB: TITLE II, PART D, ENHANCING	EDUCATIONAL RESOURCES	EC-LICENSES	4,613.00
P53156	03	500	UNRESTRICTED RESOURCE	PRESS ENTERPRISE COMPANY	PERSONNEL-OPEN PO-04/05 ADVERTISEMENTS	2,000.00
P53157	03	500	UNRESTRICTED RESOURCE	SUN NEWSPAPER, THE	PERSONNEL-ADVERTISING FEES 2004/2005	1,000.00
P53159	06	160	NCLB: TITLE I, PART A, BASIC GRANTS	INTELLICOLOR PHOTO LAB	SS-OPEN PO-SUPPLIES	300.00
P53160	06	160	NCLB: TITLE I, PART A, BASIC GRANTS	PIP PRINTING	SS-OPEN PO-SUPPLIES	500.00
P53161	06	300	PARTNERSHIP ACADEMIES PROGRAM	HOME DEPOT	JVH-OPEN PO-SUPPLIES	3,000.00
P53162	06	300	PARTNERSHIP ACADEMIES PROGRAM	GANAHL LUMBER COMPANY	JVH-OPEN PO-SUPPLIES	3,000.00
P53163	03	500	UNRESTRICTED RESOURCE	SAN MANUEL BOTTLED WATER	EC-OPEN PO-SUPPLIES	500.00

Jurupa Unified School District
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P.O. #	Fund	School	Resource	Vendor	Description	Amount
P53164	06	170	NCLB: TITLE I, PART A, BASIC GRANTS	WESTERN TROPHY MFG	VB-OPEN PO-INCENTIVES	500.00
P53166	06	145	NCLB: TITLE I, PART A, BASIC GRANTS	DONUT QUEEN	RL-OPEN PO-STUDENT INCENTIVES	300.00
P53167	06	145	NCLB: TITLE I, PART A, BASIC GRANTS	ROUND TABLE PIZZA	RL-OPEN PO-STUDENT INCENTIVES	375.00
P53169	06	145	NCLB: TITLE I, PART A, BASIC GRANTS	STATER BROTHERS	RL-OPEN PO-SUPPLIES	400.00
P53170	06	145	NCLB: TITLE I, PART A, BASIC GRANTS	ALBERTSON'S	RL-OPEN PO-SUPPLIES & INCENTIVES	300.00
P53171	06	145	NCLB: TITLE I, PART A, BASIC GRANTS	K-MART (LIMONITE STORE)	RL-OPEN PO-SUPPLIES & INCENTIVES	400.00
P53173	03	500	UNRESTRICTED RESOURCE	WILDLIFE PEST MANAGEMENT	MAINT-OPEN PO-RODENT CONTROL	7,000.00
P53174	03	500	UNRESTRICTED RESOURCE	WESTERN EXTERMINATOR	MAINT-OPEN PO-MONTHLY PEST CONTROL	9,864.00
P53175	03	500	UNRESTRICTED RESOURCE	WESTERN EXTERMINATOR	MAINT-OPEN PO-PEST CONTROL	3,500.00
P53176	03	500	UNRESTRICTED RESOURCE	UNITED GREEN MARK, INC.	MAINT-OPEN PO- IRRIGATION SUPPLIES	2,000.00
P53177	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	SPECTRA-TONE PAINT CORP.	MAINT-OPEN PO-PAINT SUPPLIES	1,500.00
P53178	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	VISTA PAINT	MAINT-OPEN PO-PAINT SUPPLIES	1,000.00
P53179	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	WESTERN WATER WORKS SUPPLY	MAINT-OPEN PO-PLUMBING SUPPLIES	500.00
P53180	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	K.D. SALES	MAINT-OPEN PO-PLUMBING SUPPLIES	750.00
P53182	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	WESTBURNE SUPPLY #0677	MAINT-OPEN PO-PLUMBING SUPPLIES	2,500.00
P53183	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	WESTERN ENTERPRISES	MAINT-OPEN PO-ELECTRICAL SUPPLIES	500.00
P53184	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	WESTSIDE HARDWARE	MAINT-OPEN PO-SUPPLIES	500.00
P53185	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	WHITE CAP INDUSTRIES	MAINT-OPEN PO-SUPPLIES	750.00
P53186	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	DANONE WATERS	MAINT-OPEN PO-BOTTLED WATER	2,750.00
P53188	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	LENNOX INDUSTRIES	MAINT-OPEN PO-HVAC SUPPLIES	1,000.00
P53189	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	HEATING & COOLING SUPPLY, INC.	MAINT-OPEN PO-HVAC SUPPLIES	1,000.00
P53190	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	GRILLO FILTERS SALES	MAINT-OPEN PO-HVAC SUPPLIES	5,000.00
P53191	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	BRITE SHEET METAL CO.	MAINT-OPEN PO-SHEET METAL	500.00
P53192	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	RIVERSIDE ELECTRIC MOTORS	MAINT-OPEN PO-HVAC SUPPLIES	500.00
P53193	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	REFRIGERATION SUPPLIES DIST	MAINT-OPEN PO-HVAC SUPPLIES	3,000.00
P53194	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	GRAINGER W W INC	MAINT-OPEN PO-MAINT & HVAC SUPPLIES	2,000.00
P53195	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	CONSOLIDATED ELECTRICAL DIST.	MAINT-OPEN PO-ELECTRICAL SUPPLIES	3,000.00
P53215	03	500	UNRESTRICTED RESOURCE	WAXIE SANITARY SUP. 334773400	CSR-STOCK	5,339.87
P53218	03	500	UNRESTRICTED RESOURCE	PIONEER CHEMICAL COMPANY	CSR-STOCK	7,075.94
P53227	06	500	TRANSPORTATION: HOME TO SCHOOL	TEAGARDEN MUFFLER	TRAN-OPEN PO-REPAIRS	3,500.00
P53228	06	500	TRANSPORTATION: HOME TO SCHOOL	SUPER CARBURETORS	TRAN-OPEN PO-REPAIRS	500.00
P53229	06	500	TRANSPORTATION: HOME TO SCHOOL	CASTMAN AUTOMOTIVE, INC.	TRAN-OPEN PO-MANDATED SMOG CHECKS	1,500.00
P53230	03	500	FUEL/STORES	POMA DISTRIBUTING CO.	TRAN-OPEN PO-FUEL	50,000.00
P53231	06	500	TRANSPORTATION: SPECIAL EDUCATION	RIVERSIDE INDUSTRIAL MEDICAL	TRAN-OPEN PO-BUS DRIVERS PHYSICALS	750.00
P53232	06	300	PARTNERSHIP ACADEMIES PROGRAM	NORCO FEED & RECYCLING	JVH-AG-OPEN PO-AG SUPPLIES	1,000.00
P53233	06	500	NCLB: TITLE IV, PART A, DRUG-FREE	WEST ED	EC-OPEN PO-SURVEY MATERIALS	1,250.00

Jurupa Unified School District
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P.O. #	Fund	School	Resource	Vendor	Description	Amount
P53233	06	500	TOBACCO-USE PREVENTION EDUCATION	WEST ED	EC-OPEN PO-SURVEY MATERIALS	1,250.00
P53234	06	300	PARTNERSHIP ACADEMIES PROGRAM	KIM SMITH	JVH-AG-GOATS	1,200.00
P53235	06	300	PARTNERSHIP ACADEMIES PROGRAM	BILLY BARNES	JVH-AG-SHOW PIGS	4,000.00
P53236	03	500	UNRESTRICTED RESOURCE	AA EQUIPMENT	MAINT-PARTS FOR REPAIRS	1,000.00
P53237	03	500	UNRESTRICTED RESOURCE	BABCOCK & SONS, INC. (EDWARD)	MAINT-WATER TESTING AT GLEN AVON E.S.	3,800.00
P53238	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	INLAND LIGHTING	MAINT-OPEN PO-ELECTRICAL SUPPLIES	3,000.00
P53239	03	501	UNRESTRICTED RESOURCE	BURTRONICS (MARTIN BUS. MACH)	MAINT-DISTRICTWIDE REPAIRS	2,000.00
P53240	06	300	PARTNERSHIP ACADEMIES PROGRAM	BILLY BARNES	JVH-AG-SHOW PIGS	4,000.00
P53242	03	500	UNRESTRICTED RESOURCE	DE ANZA HARDWARE BUILDING SUP	MAINT-OPEN PO-GROUNDS SUPPLIES	1,250.00
P53243	03	500	UNRESTRICTED RESOURCE	EMPIRE OFFICE MACHINES	MAINT-OPEN PO-TYPEWRITER REPAIR	1,000.00
P53243	03	501	UNRESTRICTED RESOURCE	EMPIRE OFFICE MACHINES	MAINT-OPEN PO-TYPEWRITER REPAIR	750.00
P53244	03	500	UNRESTRICTED RESOURCE	EWING IRRIGATION PRODUCTS	MAINT-OPEN PO-IRRIGATION SUPPLIES	3,000.00
P53245	03	500	UNRESTRICTED RESOURCE	ACE HARDWARE RIVERSIDE	MAINT-OPEN PO-GROUNDS SUPPLIES	1,000.00
P53246	03	500	UNRESTRICTED RESOURCE	HOME DEPOT	MAINT-OPEN PO-GROUNDS SUPPLIES	1,500.00
P53247	03	500	UNRESTRICTED RESOURCE	PIONEER CHEMICAL COMPANY	MAINT-OPEN PO-SUPPLIES & REPAIRS	4,000.00
P53248	03	500	UNRESTRICTED RESOURCE	PROTECTION SERVICES, INC.	MAINT-SECURITY SYSTEM REPAIRS	5,000.00
P53249	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	ROTO-ROOTER SERVICE/PLUMBING	MAINT-OPEN PO-DISTRICTWIDE PLUMBING	3,000.00
P53250	03	500	UNRESTRICTED RESOURCE	ALLEC SELF STORAGE	MAINT-STORAGE UNIT	2,062.25
P53253	03	500	HEALTH & WELFARE CLEARING	VISION SERVICE PLAN - (CA)	EC-04/05 PREMIUMS	21,474.00
P53254	03	500	HEALTH & WELFARE CLEARING	MET LIFE DENTAL	EC-04/05 PREMIUMS	218,634.20
P53255	03	500	HEALTH & WELFARE CLEARING	SAFEGUARD HEALTH PLANS	EC-04/05 PREMIUMS	4,200.00
P53256	03	500	HEALTH & WELFARE CLEARING	REEP MES	EC-04/05 PREMIUMS	92,000.00
P53257	03	500	HEALTH & WELFARE CLEARING	EYE MED - "REEP" FOR BENEFITS	EC-04/05 PREMIUMS	15,500.00
P53258	03	500	HEALTH & WELFARE CLEARING	EYE MED - "REEP" FOR BENEFITS	EC-04/05 PREMIUMS	17,000.00
P53259	03	500	HEALTH & WELFARE CLEARING	AMERICAN DNTL. PROF. SRVCS LLC	EC-04/05 PREMIUMS	65,000.00
P53260	03	500	HEALTH & WELFARE CLEARING	AMERICAN DNTL. PROF. SRVCS LLC	EC-04/05 PREMIUMS	16,000.00
P53261	03	500	HEALTH & WELFARE CLEARING	MET LIFE DENTAL	EC-04/05 PREMIUMS	953,000.00
P53262	03	500	HEALTH & WELFARE CLEARING	PMI	EC-04/05 PREMIUMS	100,300.00
P53263	03	500	HEALTH & WELFARE CLEARING	"REEP" PRUDENTIAL	EC-04/05 PREMIUMS	2,900.00
P53264	03	405	UNRESTRICTED RESOURCE	OFFICE DEPOT	LC-OPEN PO-OFFICE SUPPLIES	500.00
P53265	03	405	DONATIONS	ALBERTSON'S	LC-OPEN PO-INSTRUCTIONAL INCENTIVES	500.00
P53266	03	405	DONATIONS	SMART & FINAL IRIS CO	LC-OPEN PO-SUPPLIES	300.00
P53267	03	305	UNRESTRICTED RESOURCE	DANONE WATERS	LC-OPEN PO- WATER	900.00
P53268	03	305	UNRESTRICTED RESOURCE	DANONE WATERS	LC-OPEN PO-WATER	350.00
P53269	03	400	UNRESTRICTED RESOURCE	OFFICE DEPOT	LC-OPEN PO-OFFICE SUPPLIES	750.00
P53271	06	115	NCLB: TITLE I, PART A, BASIC GRANTS	ALIN PARTY SUPPLIES CO.	IA-OPEN PO-INCENTIVES & REWARDS	500.00

Jurupa Unified School District
Report of Purchases
Purchases Over $200
7/03/04 thru 7/16/04

P.O. #	Fund	School	Resource	Vendor	Description	Amount
P53272	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	FERGUSON ENTERPRISES	MAINT-OPEN PO-PLUMBING SUPPLIES	3,000.00
P53273	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	RIVERSIDE WINNELSON COMPANY	MAINT-OPEN PO-PLUMBING SUPPLIES	1,000.00
P53274	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	BURKE ENGINEERING CO	MAINT-OPEN PO-ELECTRICAL & HVAC SUPPLIES	750.00
P53275	06	115	NCLB: TITLE I, PART A, BASIC GRANTS	COSTCO WHOLESALE	IA-OPEN PO-INCENTIVES & REWARDS	500.00
P53276	06	115	NCLB: TITLE I, PART A, BASIC GRANTS	WESTERN TROPHY MFG	IA-OPEN PO-INCENTIVES & REWARDS	2,000.00
P53277	06	115	NCLB: TITLE I, PART A, BASIC GRANTS	STATER BROTHERS	IA-OPEN PO-INCENTIVES & REWARDS	2,000.00
P53278	06	115	NCLB: TITLE I, PART A, BASIC GRANTS	KELLY PAPER COMPANY	IA-OPEN PO-INCENTIVES & REWARDS	400.00
P53279	06	115	NCLB: TITLE I, PART A, BASIC GRANTS	SMART & FINAL	IA-OPEN PO-INCENTIVES & REWARDS	300.00
P53280	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	CORPORATE EXPRESS	EC-OPEN PO-OFFICE SUPPLIES	1,000.00
P53280	06	500	SCHOOL IMPROVEMENT PROGRAM (SIP)	CORPORATE EXPRESS	EC-OPEN PO-OFFICE SUPPLIES	1,000.00
P53281	03	500	UNRESTRICTED RESOURCE	CORPORATE EXPRESS	EC-OPEN PO-SUPPLIES	300.00
P53282	03	500	UNRESTRICTED RESOURCE	TERRY TIBBETTS	EC-OPEN PO-MILEAGE STIPEND	1,500.00
P53283	12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	STATER BROTHERS	EC-OPEN PO-SUPPLIES	900.00
P53284	06	500	HEAD START	STATER BROTHERS	EC-OPEN PO-SUPPLIES	225.00
P53284	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	STATER BROTHERS	EC-OPEN PO-SUPPLIES	50.00
P53284	12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	STATER BROTHERS	EC-OPEN PO-SUPPLIES	225.00
P53285	06	500	HEAD START	STATER BROTHERS	EC-OPEN PO-SUPPLIES	225.00
P53285	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	STATER BROTHERS	EC-OPEN PO-SUPPLIES	50.00
P53285	12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	STATER BROTHERS	EC-OPEN PO-SUPPLIES	225.00
P53286	06	500	HEAD START	COSTCO WHOLESALE	EC-OPEN PO-SUPPLIES	225.00
P53286	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	COSTCO WHOLESALE	EC-OPEN PO-SUPPLIES	50.00
P53286	12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	COSTCO WHOLESALE	EC-OPEN PO-SUPPLIES	225.00
P53287	06	500	HEAD START	ROUND TABLE PIZZA	EC-OPEN PO-HEADSTART/PRESCHOOL REGISTRA	225.00
P53287	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	ROUND TABLE PIZZA	EC-OPEN PO-HEADSTART/PRESCHOOL REGISTRA	50.00
P53287	12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	ROUND TABLE PIZZA	EC-OPEN PO-HEADSTART/PRESCHOOL REGISTRA	225.00
P53288	06	500	HEAD START	DWNA	EC-OPEN PO-WATER	135.00
P53288	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	DWNA	EC-OPEN PO-WATER	30.00
P53288	12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	DWNA	EC-OPEN PO-WATER	135.00
P53291	06	500	HEAD START	COSTCO WHOLESALE	EC-OPEN PO-INSTRUCT MATERIALS & SUPPLIES	225.00
P53291	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	COSTCO WHOLESALE	EC-OPEN PO-INSTRUCT MATERIALS & SUPPLIES	50.00
P53291	12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	COSTCO WHOLESALE	EC-OPEN PO-INSTRUCT MATERIALS & SUPPLIES	225.00
P53292	06	500	HEAD START	STATER BROTHERS	EC-OPEN PO-SUPPLIES	225.00
P53292	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	STATER BROTHERS	EC-OPEN PO-SUPPLIES	50.00
P53292	12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	STATER BROTHERS	EC-OPEN PO-SUPPLIES	225.00
P53293	06	500	HEAD START	STATER BROTHERS	EC-OPEN PO-SUPPLIES	135.00
P53293	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	STATER BROTHERS	EC-OPEN PO-SUPPLIES	30.00

Jurupa Unified School District
Report of Purchases
Purchases Over $200
7/03/04 thru 7/16/04

P.O. #	Fund	School	Resource	Vendor	Description	Amount
P53294	03	500	FUEL/STORES	SO. CALIF. GAS COMPANY	TRANS-OPEN PO-CNG FUEL FOR DIST. VEHICLES	50,000.00
P53295	06	500	HEAD START	K-MART (LIMONITE STORE)	EC-OPEN PO-INSTRUCT MATERIALS & SUPPLIES	225.00
P53295	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	K-MART (LIMONITE STORE)	EC-OPEN PO-INSTRUCT MATERIALS & SUPPLIES	50.00
P53295	12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	K-MART (LIMONITE STORE)	EC-OPEN PO-INSTRUCT MATERIALS & SUPPLIES	225.00
P53296	06	500	HEAD START	CM SCHOOL SUPPLY CO.	EC-OPEN PO-INSTRUCT MATERIALS & SUPPLIES	225.00
P53296	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	CM SCHOOL SUPPLY CO.	EC-OPEN PO-INSTRUCT MATERIALS & SUPPLIES	50.00
P53296	12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	CM SCHOOL SUPPLY CO.	EC-OPEN PO-INSTRUCT MATERIALS & SUPPLIES	225.00
P53298	03	405	UNRESTRICTED RESOURCE	MARTINEZ, RALPH	SCORE-MILEAGE STIPEND	3,600.00
P53299	03	500	UNRESTRICTED RESOURCE	STATER BROTHERS	EC-OPEN PO-SUPPLIES	300.00
P53302	06	500	NCLB: TITLE II, PART D, ENHANCING	EBSCO PUBLISHING	EC-SUBSCRIPTION	2,569.84

205 P.O.'s over $200	**$ 2,002,693.01**
67 P.O.'s NOT over $200	**$ 3,707.52**
272 TOTAL PURCHASE ORDERS	**$ 2,006,400.53**

RECOMMEND APPROVAL: _____
Director of Centralized Support Services

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08.17

JURUPA UNIFIED SCHOOL DISTRICT

2004/2005 AGREEMENTS

Agreement Number	Contractor	Amount	Fund/Program To Be Charged	Purpose
05-1	***Consultant or Personal Service Agreements***			
05-1-I	Dr. Donald F. Kenny	NTE $7,000.00 Plus Expenses $150.00	Administrative Services	Consultant to review Board of Education policies and regulations for updates and revisions. 7/1/04 to 6/30/2005.
05-3	***Riverside County Schools Agreements***			
05-3-A	Special Education Pupil Transportation (C-3833)	NTE $952,478.00	Special Education	County to provide transportation services for severely handicapped special education pupils. 7/1/04 to 6/30/2005..
05-4	***Lease Agreements***			
05-4-A	Donna and Slim Hart, dba Slim Stables	N/A	N/A	Lease of ten horses for use in the Horsemanship Program at Jurupa Valley High School. 9/27/04 to 6/17/2005.
05-4-B	Donna and Slim Hart, dba Slim Stables	N/A	N/A	Lease of six horses for use in the Horsemanship Program at Rubidoux High School. 9/27/04 to 6/17/2005.
05-7	***Architectural & Inspector Agreements***			
05-7-B	Leighton Consulting, Inc. (P60-001015)	NTE $24,100.00	Measure "C"	Provide Phase 1 Environmental Site Assessment, Geologic and Environmental Hazard review and geotechnical investigation for Middle School #4. Until completion.



Agreement Number	Contractor	Amount	Fund/Program To Be Charged	Purpose
05-8	*Other Agreements*			
05-8-O	Atkinson, Andelson, Loya, Ruud & Romo law firm	NTE $40,000.00	Unrestricted Resources	Provide legal services and advice on matters relating to employer-employee relations for 2004-2005. March 1, 1999 & ongoing.
05-8-P	County of Riverside, EDA, Workforce Development Board	N/A	N/A	EDA to provide Workforce Investment Act (WIA) program funding of $500,000.00 for the Jurupa Youth Opportunity Center to enhance academic & occupational skills for youth ages 14-21. 7/1/04 to 6/30/2005.
05-8-Q	Protection Services Industries (P.S.I. / Sonitrol)	As per Fee Schedule	General Funds	Monitoring service for all District intrusion detection (alarm) service systems. 7/1/04 to 6/30/2005.
05-8-R	San Bernardino County Superintendent of Schools - (04/05-0153 CTAP)	NTE $6,000.00	Title II - EETT	Provide California Technology Assistance Project (CTAP) under Enhancing Education Through Technology Competitive program (EETT) for the three District middle schools. Includes Online subscriptions for use by certificated staff members; a two-year comprehensive professional development program; up to 13 days of 6-hour training for literacy coaches; & other training up to 10-days. 7/1/04 to 6/30/2006.



Agreement Number	Contractor	Amount	Fund/Program To Be Charged	Purpose
05-8	***Other Agreements*** (continued)			
05-8-S	Lozano Smith, a professional corporation	NTE $10,000.00	Unrestricted Resources	Provide legal services and representation in special education cases. 7/1/04 to 6/30/2005.
05-8-T	Lyle Smoot Consulting/School Facility Funding	NTE $12,000.00 Plus Expenses	Measure "C"	Advise & assist with school facility modernization & new construction application packages to OPSC, progress to SAB; monitor CASH meetings; etc. 7/1/04 to 6/30/2005.
05-8-U	University of California, Riverside	N/A	N/A	Agreement for District to participate in University activities or hold our own activities on UCR campus. Academic Year 2004-2005.

The Business Manager will have copies of agreements available for review by the Board.

SC/et
8/2/2004

Jurupa Unified School District

Resolution #2005/05

Authorization to Destroy Records

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

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

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

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

I, Mary Burns, Clerk of the Board of Jurupa Unified School District, do hereby certify that the foregoing is a true copy of a resolution duly and legally adopted by the Governing Board of said school district at a legal meeting of said Board duly and regularly held on August 2, 2004 and that said resolution has not been revoked.

Adopted this 2nd day of August 2004
Board of Education

_____

Mary Burns, Clerk
Board of Education
Jurupa Unified School District

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STATE OF CALIFORNIA)
) ss
COUNTY OF RIVERSIDE)

I, Mary Burns, Clerk of the Board of Education of Jurupa Unified School District, do hereby certify that the foregoing resolution was duly adopted by the Board of Education of said District at a meeting of said Board held on the 2nd day of August 2004 by the following vote:

AYES

NOES

ABSENT

ABSTAIN

Dated: _____, 2004

_____
Clerk of the Board of Education
of Jurupa Unified School District

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CLASS 3 DISPOSABLE RECORDS

90 boxes	June 1998 – June 2000	Jurupa Valley High School	Student discipline and attendance records.

A-5 Pg. 3

OPPORTUNITY SCHOOL/CLASS/PROGRAM

The Governing Board shall maintain an opportunity school, class or program to assist students who are, or who are in danger of becoming, insubordinate or disorderly, irregular in attendance, or habitual truants. The purpose of the opportunity school, class or program shall be to help such students resolve their problems in order to be maintained in regular classes or returned to regular classes or schools as soon as practicable.

Students in grades 1 through 12 may be assigned to an opportunity school, class or program in accordance with law.

The opportunity school, class or program shall provide instruction and services designed to meet the needs of enrolled students.

Students who have satisfactorily completed the prescribed course of study in the district's opportunity school and have passed the state high school exit examination shall be awarded a diploma.

Legal Reference:
EDUCATION CODE
48630-48641
48643-48644.5
60850-60856

Adopted:

OPPORTUNITY SCHOOL/CLASS/PROGRAM

Before assigning a student to an opportunity school, class or program, the student and his/her parent/guardian shall be notified in writing of the intended assignment. Insofar as practicable, the notice shall be in the parent/guardian's primary language and shall request the parent/guardian to respond within 10 days. If the parent/guardian does not respond, the Superintendent or designee shall make a reasonable effort to contact him/her by telephone to directly communicate the information contained in the written notice. (Education Code 48637.1)

Students shall be assigned to an opportunity school, class or program only upon the recommendation of a school committee which includes, but is not necessarily limited to, the following members: (Education Code 48637.2)

1. A district representative who is familiar with the student's progress

2. A representative of the opportunity school, class or program

3. The student's parent/guardian, at the parent/guardian's option

The parent/guardian may designate a representative such as a counselor, social worker or other community member to attend the committee meeting. (Education Code 48637.2)

At least twice each school year, a review shall be conducted to examine the progress of each student assigned to an opportunity school, class or program and to determine whether the student would benefit by returning to regular school or classes. A representative of the opportunity school, class or program who is familiar with the student's progress shall participate in the review, as shall the student's parent/guardian if he/she so desires. (Education Code 48637.3)

If a student is a habitual truant, irregular in attendance, or insubordinate or disorderly while assigned to an opportunity school, class or program, the Superintendent or designee may refer the student to a school attendance review board in the county. (Education Code 48638)

Adopted:

REGULAR BOARD MEETINGS
JURUPA UNIFIED SCHOOL DISTRICT
2004

All meetings start at 7:00 p.m. Meetings will be held in the Board Room, Education Center, 4850 Pedley Road, unless otherwise posted and publicized.

Monday	January	5,	2004	
Tuesday	**January**	**20,**	**2004**	**– Monday, January 19, Martin Luther King Jr. Day**
Monday	February	2,	2004	
Tuesday	**February**	**17,**	**2004**	**– Monday, February 16, Washington's Birthday**
Monday	March	1,	2004	
Monday	March	15,	2004	
Monday	April	5,	2004	
Monday	April	19,	2004	
Monday	May	3,	2004	
Monday	May	17,	2004	
Monday	June	7,	2004	
Monday	June	21,	2004	
Tuesday	**July**	**6,**	**2004**	**– Monday, July 5, Independence Day**
Monday	July	19,	2004	
Monday	**August**	**2,**	**2004**	**– Board does not schedule a second meeting in August**
Tuesday	**September**	**7,**	**2004**	**– Monday, September 6, Labor Day**
Monday	September	20,	2004	
Monday	October	4,	2004	
Monday	October	18,	2004	
Monday	November	1,	2004	
Monday	November	15,	2004	
Monday	**December**	**6,**	**2004**	**– Board does not schedule a second meeting in December**

Adopted by the Board of Education at the Organizational Meeting December 8, 2003

Clerk of the Board

B.

HOME-SCHOOL BUS RIDING ELIGIBILITY
APPROVED SAFETY EXCEPTIONS

School	Location of Bus Stop	Distance from School	Safety Concerns
Camino Real Elementary	Camino Real & Arrowhead Drive	.75 mi.	To avoid students crossing Camino Real.
Glen Avon Elementary	7701 Mission Blvd. (north) by Sunnyhill Drive	.79 mi.	To avoid children having to walk along the north side of Mission Blvd. with heavy traffic and no sidewalk.
Granite Hill Elementary	Quartz Canyon Road & Granite Hill Drive	.72 mi.	To avoid students having to walk along the north side of Granite Hill Road with heavy traffic and no side-walks on a narrow, winding road with fast moving traffic (posted speed 55mph).
Pedley Elementary	Downey Street & 63rd Street	.75 mi.	To avoid children walking along the shoulder and crossing Limonite Ave with heavy, fast moving traffic.
	64th Street & Corey Street	.72 mi.	
	Baker Street & Kennedy Street	.90 mi.	
	64th Street & Archer Street	.70 mi.	
	Kenedy Street & Archer Street	.83 mi.	
Peralta Elementary	Avenue Juan Diaz & Moraga	.60 mi.	To avoid children walking along AlvisoAvenue with curves and fast traffic.

Revised 10/21/96, 8/7/00, 9/4/2001, 10/6/2003

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HOME-SCHOOL BUS RIDING ELIGIBILITY
APPROVED SAFETY EXCEPTIONS

School	Location of Bus Stop	Distance from School	Safety Concerns
Jurupa Middle	Jurupa Road & Camino Real	1.4 mi.	Unsafe walking area due to flood control channel bridge being too narrow on Camino Real for students to walk to bus stop on Camino Real and Whitney.
Jurupa Middle	Quartz Canyon Road & Granite Hill Drive	1.51 mi.	To avoid children having to walk along the north side of Granite Hill Road with heavy traffic and no sidewalks on a narrow, winding road with fast moving traffic (posted speed 55mph).
Mira Loma Middle	Jurupa Road & Rigel Way	1.65 mi.	Safety concern to avoid students walking along the shoulder of Etiwanda with heavy, fast moving traffic.
Mission Middle	Oldenburg Street & Loring Ranch Road	1.60 mi.	Road with heavy traffic and no sidewalks on a narrow, winding road with fast moving traffic.
Jurupa Valley High	10943 Lansford Street	1.95 mi.	To avoid students crossing the intersections of Van Buren, Etiwanda and the freeway as well as walking along Etiwanda on the railroad tracks.
	Urbana Avenue & Iberia Avenue	1.85 mi.	

Revised 10/21/96, 8/7/00, 9/4/2001, /6/2003

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HOME-SCHOOL BUS RIDING ELIGIBILITY
APPROVED SAFETY EXCEPTIONS

Rubidoux High	Camino Real Road & River Glen Drive	1.63 mi.	To avoid students walking along Jurupa Road with heavy traffic, and along the railroad tracks.

Glen Avon High School
Change Order # 5
Change Order Summary 7/22/2004

Project Information

Project construction cost	$47,377,883.19	
Change order contingency		$2,432,869.05
Change orders issued to date		$1,055,639.28
This change order		$564,803.36
Remaining contingency		$812,426.41

Project status 84 % as of 5/31/04

IB # refers to Instruction Bulletin Number (202 as of 6/25/04)
RFI # refers to Request For Information Number (550 as of 6/25/04)

Category # 2 - Structural Steel		
a. Welded bolt connections in lieu of torque Bldg C per Kern COR 42.	$	353.00
b. Remove TS header Bldg D per Kern COR 41	$	265.00
c. Relocate door jambs and header Bldg D per Kern COR 40	$	2,236.00
d. Adjusted miscellaneous steel for masonry at Bldg D per Kern COR 39	$	12,056.00
e. Catwalk & railing revisions Bldg A per Kern COR 38	$	22,504.00
f. Field steel revisions to Bldg D per IB #21 and Kern COR 37	$	2,480.00
g. Revisions to guardrail Bldg B per Kern COR 36	$	683.00
h. Provide bent plate and brackets Bldg E per Kern COR 43	$	2,576.00
		$43,153.00
Category # 3 - Steel Deck		
a. Provide 2nd layer of decking at canopy Bldg D per RFI # 465	$	1,967.01
b. Provide 2nd layer of decking at canopy Bldg A per RFI # 485	$	2,087.59
c. Provide material for closure strips per IB # 132	$	3,357.86
	$	7,412.46
Category # 4 - Landscaping		
a. Delete D.G. at running track per IB # 100	$	(18,027.00)
		($18,027.00)
Category # 5 - Concrete		
a. Extend slabwork grid A.6 Bldg D per IB # 114	$	504.79
b. Fill in deleted planters in B3 and C3 per IB # 188	$	2,452.75
c. Revise grades at electrical enclosure per RFI # 305	$	2,131.35
d. Extend slabwork Bldg A per RFI # 456	$	921.00
e. Provide concrete at loading dock in lieu of asphalt per owner direction	$	24,427.50
f. Chip exterior curb for moved wall Bldg E per field direction	$	96.54
g. Delete colored and exposed aggregate concrete	$	(45,600.00)
	$	(15,066.07)
Category # 7 - Paving		
a. Delete asphalt at loading dock per JUSD	$	(6,658.00)

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	$	(6,658.00)
Category # 9 - Casework		
a. Provide 2 cabinet units in Bldg D per IB # 158	$	994.00
	$	994.00
Category # 11 - Roofing & Waterproofing		
a. Provide additional tapered insulation Bldg D	$	543.53
b. Provide additional roofing at canopies Bldgs A per IB # 167	$	8,418.22
c. Provide wood nailers at canopies with added roofing Bldgs A & D per IB # 167	$	2,503.46
	$	11,465.21
Category # 14 - Doors & Hardware		
a. Relocate door locations between Bldgs A & E per IB # 176	$	540.00
b. Provide additional M door, frame, and HW in room D-105 per IB # 174R	$	2,536.21
c. Provide new exit device at door D101C per RFI # 512	$	829.95
	$	3,906.16
Category # 15 - Framing / Drywall / Plaster		
a. Fur out exposed vent lines Room 226 per IB # 87	$	222.67
b. Provide drip metal above all exposed openings for all Bldgs per IB # 90	$	24,154.44
c. Provide deck flashing Bldgs B and C per IB # 91	$	5,433.75
d. Provide flashing for exterior penetrations Bldgs A, B, and C per IB # 92	$	7,441.73
e. Provide soffit stem walls for clearstories Bldgs B and C per IB # 102R	$	4,498.66
f. Repair sheetrock caused by IB # 110	$	224.76
g. Enclose columns west side E113 - E116 per IB # 116	$	312.56
h. Provide 90 degree closure angle Bldg A per IB # 138	$	239.27
I. Provide 10" framing room A118 per IB # 142	$	231.00
j. Extend window jambs north side Bldg D per IB # 149	$	3,636.84
k. Provide framing,plaster and stucco for deleted Kalwall,Bldg D per IB#159R	$	52,758.16
l. Provide parapet revisions Bldg A per IB # 162	$	959.11
m. Provide soffit and parapets Bldgs B and C per IB # 169	$	4,619.52
n. Provide added duct shafts Bldgs B and C per RFI # 198R	$	2,057.36
o. Fill in windows for additional privacy to locker rooms Bldg D per RFI # 330	$	417.08
p. Provide framing and drywall for added air plenums Bldgs B and C per RFI # 33	$	7,302.35
q. Provide hard lid ceilings in elevator equipment rooms Bldgs B, C, and E per RI	$	1,905.44
r. Provide added taping to walls due to raised ceilings in Bldg A per RFI # 432	$	915.20
s. Box in tube steel room A-140 per RFI # 478	$	185.84
t. Provide framing revisions around structural steel Bldg A per RFI # 486	$	1,150.46
u. Provide added gusset supports Bldg A per RFI # 487	$	7,280.17
v. Provide framing revision for added fire damper Bldg A per RFI # 518	$	151.00
w. Provide 6" furing room D128 for plumbing	$	380.85
x. Provide drywall patching for roof access ladder attachments	$	1,898.96
y. Repair damaged door jambs Bldg A	$	545.00
z. Provide soffit drop for windows Bldg D per Clarification # 50	$	1,422.00
aa. Provide framing infill for beam at Bldg D per RFI # 479	$	398.00
bb. Provide additional Dura Rock layers at various custodial sinks per RFI # 485	$	1,347.00
cc. Demo and replace drywall for repair work per RFI # 501	$	255.00
dd. Revise framing for relocated roof hatched per IB # 88	$	8,092.00
ee. Proide soffits to conceal ductwork in rooms D102 and D103	$	516.00
ff. Revise soffit elevation for ductwork in room A135	$	232.00

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	$ 141,184.18
Category # 17 - Acoustical	
a. Provide J-mold at exterior opening corners per IB # 120	$ 4,455.00
b. Delete hold down clips per IB # 124	$ (2,560.00)
c. Revise ceiling layout in room C243 from changes in IB # 84	$ 373.00
	$ 2,268.00
Category # 19 - Painting	
a. Paint exterior of D per IB # 93B	$ 14,687.38
b. Repaint ceiling space in science rooms Bldgs B & C per IB # 177	$ 15,212.27
c. Paint new wall, which replaced Kalwall Bldg D per IB # 159	$ 2,276.74
d. Delete latex paint where Intumescent paint is required per IB # 118	$ (934.55)
e. Delete all water repellant per IB # 200	$ (12,051.04)
	$ 19,190.80
Category # 23 - Library Equipment	
a. Delete staff work station	($9,900.00)
	($9,900.00)
Category # 26 - Theater Seating	
a. Six additional chairs per JUSD	$913.32
	$913.32
Category # 29 - Plumbing	
a. Revise sink S-1 for hot & cold piping per RFI # 495	$ 957.98
b. Change ICW pipe size in mechanical yard per RFI # 520	$ 2,386.70
c. Cut & cap storm drain at Jurupa Road per IB # 183	$ 502.77
d. Relocate trough drain in Kitchen	$ 217.60
e. Provide 6" storm drain from channel to site irrigation system	$ 2,850.00
f. Underground plumbing for site drinking fountains per IB # 197	$ 5,530.08
g. Add gas line to Bldg B per IB # 202	$ 1,391.48
	$ 13,836.61
Category # 30 - HVAC	
a. Provide additional TS 6 x 10 at all 4 side discharge units on Bldg D roof per IB	$ 20,239.00
b. Provide additional SFD's and return grills in Bldg A per RFI # 518R	$ 1,786.00
c. Provide additional misc sheet metals	$ 57,521.58
d. Interlock the sand filter for cooling towers to the EMS per RFI # 548	$ 1,451.88
	$ 80,998.46
Category # 31 - Electrical	
a. Install required Edison and Pac Bell backbone system	$ 155,499.77
b. Relocate outlets Bldg B per IB # 79	$ 955.32
c. Fire curtain at stage	$ 98,206.00
d. Provide GFI circuit breakers	$ 5,085.00
e. Provide power to automatic sink sensor in E110	$ 316.04
f. Provide power to disposal in E205	$ 324.43
g. Cover data cable with wiremold in science rooms	$ 3,771.67
h. Revise exterior lighting all bldgs per IB's 35, 36, 96, RFI 267, and Clar 34	$ 16,802.00
I. Provide additional duct detectors in Bldg A per RFI #518R	$ 3,994.00
j. Provide electrical to power exhausters Bldg D per RFI # 534	$ 4,178.00
	$ 289,132.23
Total	$564,803.36

G. Pg. 3

Jurupa Unified School District

Personnel Report #3

August 2, 2004

Regular Assignment

Teacher	Ms. Pamela Kelley 9266 Big Ridge Rd. Riverside, CA 92509	Eff. September 3, 2004 Professional Clear Multiple Subject w/ CLAD
Resource Specialist	Ms. Christina Wang PO Box 5491 Riverside, CA 92517	Eff. September 3, 2004 Preliminary Mild/Moderate

Temporary Assignment

Teacher	Ms. Debra Balch 11647 Queensborough St. Riverside, CA 92503	Eff. September 3, 2004 Professional Clear Multiple Subject w/ CLAD
Teacher	Ms. Michelle Gage 6507 Avenue Juan Diaz Riverside, CA 92509	Eff. September 3, 2004 Professional Clear Multiple Subject w/ CLAD
Teacher	Ms. Alyssa Marks 7911 Arlington Ave. #61 Riverside, CA 92503	Eff. September 3, 2004 Preliminary Multiple Subject w/ CLAD

Change of Status

Teacher	Mr. Robin Snyder 4848 Hale Ave. La Verne, CA 91750	Amend from 100% Teacher to 20% Teacher

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Personnel Report #3

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Categorical Services; preparation for ELO testing; June 17, 2004 through September 3, 2004; not to exceed 8 hours per day; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $15,367 total.

Mr. Russ Orwig

Education Services; 2003-2004 extra duties compensation; appropriate annual rate of pay; Funding Source: Staff Development: CTEI; $1,250 total.

Mr. Luis Hernandez

Education Services; serve as district liaison to facilitate NSF grant project in collaboration with University of California; July 2004 through June 2005; appropriate rate of pay; Funding Source: Unrestricted Resources; $14,860 total.

Mr. DeWayne Mason

Education Services; coordinator for 2004-2005 Jurupa District Science & Engineering Fair; September 2004 through June 2005; not to exceed 115 hours; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $3,875 total.

Mr. Vince Rosse

Personnel Services; one-time English learner stipend for obtaining authorization to teach English learners; not to exceed $500 each; Funding Source: Unrestricted Resources; $4,500 total.

Mr. Wesley Andrews	Mr. John Dawson	Mr. Brady Kocher
Ms. Monika Montiel-Turner	Ms. Tammy Patterson	Mr. Adam Rowland
Ms. Esther Smith	Mr. Jacob Tinklenberg	Ms. Danae Yohonn

Personnel Services; attend meetings; June 22-24, 2004 and July 2, 2004; not to exceed 2.5 hours each; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $1,096 total.

Ms. Leslie Brandom	Ms. Heather Broda	Ms. Josephina Castro
Ms. Farrah Crane	Ms. Maureen Dalimot	Ms. Gabrielle Hensley
Ms. Carolyn Hoggard	Ms. Ji Hong	Ms. Tammy Jardine
Ms. Sabrina McCaskill	Ms. Diane Ravelli	Ms. Sara Raygor
Ms. Janelle Schissler		

Personnel Report #3

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Ina Arbuckle Elementary; instruct English classes designed for parents to acquire skills to assist students; September 2004 through June 2005; not to exceed 225 hours; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; $7,583 total.

Mr. John Allen	Ms. Britta Anderson	Ms. Jackie Andrews
Ms. Mabel Armenta	Mr. Jason Atkinson	Ms. Gloria Cabrera
Ms. Nancy Cadiente	Mr. Timothy Crider	Ms. Connie Dam
Ms. Jana Dexter	Ms. Raeona Dies	Ms. Silvana Diaz
Ms. Bertha Fletes	Ms. Adriana Flores	Ms. Paul Ford
Ms. Josefina Gamez	Ms. Karen Garinger	Ms. Cathe Giles
Ms. Heidi Hayes	Ms. Gisele Helfand	Ms. Kate Jardine
Ms. Carmen Mendez	Ms. Martha Molina	Ms. Gloria Morales
Ms. Jodie Nichols	Ms. Nanette Prince	Ms. Sally Quintana
Ms. Jacque Smith	Mr. Larry Sturm	Ms. Nancy Summers
Ms. Wendy Thornton	Ms. Debbie Toten	Ms. Beth vanDenRaadt
Ms. Julie Vanderman	Ms. June VanGenuchten	Ms. Nancy Velasquez
Ms. Norma Velasquez	Ms. Leona Williams	Ms. Caren Wittkop

Ina Arbuckle Elementary; provide workshops and meetings to support core curriculum; September 2, 2004 through June 15, 2005; not to exceed 90 hours total; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $3,033 total.

Mr. John Allen	Ms. Britta Anderson	Ms. Jackie Andrews
Ms. Mabel Armenta	Mr. Jason Atkinson	Ms. Gloria Cabrera
Ms. Nancy Cadiente	Mr. Timothy Crider	Ms. Connie Dam
Ms. Jana Dexter	Ms. Raeona Dies	Ms. Silvana Diaz
Ms. Bertha Fletes	Ms. Adriana Flores	Ms. Paul Ford
Ms. Josefina Gamez	Ms. Karen Garinger	Ms. Cathe Giles
Ms. Heidi Hayes	Ms. Gisele Helfand	Ms. Kate Jardine
Ms. Carmen Mendez	Ms. Martha Molina	Ms. Gloria Morales
Ms. Jodie Nichols	Ms. Nanette Prince	Ms. Sally Quintana
Ms. Jacque Smith	Mr. Larry Sturm	Ms. Nancy Summers
Ms. Wendy Thornton	Ms. Debbie Toten	Ms. Beth vanDenRaadt
Ms. Julie Vanderman	Ms. June VanGenuchten	Ms. Nancy Velasquez
Ms. Norma Velasquez	Ms. Leona Williams	Ms. Caren Wittkop

Personnel Report #3

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Ina Arbuckle Elementary; provide staff development to support student achievement; September 9, 2004 through June 15, 2005; not to exceed 75 hours total; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $2,528 total.

Mr. John Allen	Ms. Britta Anderson	Ms. Jackie Andrews
Ms. Mabel Armenta	Mr. Jason Atkinson	Ms. Gloria Cabrera
Ms. Nancy Cadiente	Mr. Timothy Crider	Ms. Connie Dam
Ms. Jana Dexter	Ms. Raeona Dies	Ms. Silvana Diaz
Ms. Bertha Fletes	Ms. Adriana Flores	Ms. Paul Ford
Ms. Josefina Gamez	Ms. Karen Garinger	Ms. Cathe Giles
Ms. Heidi Hayes	Ms. Gisele Helfand	Ms. Kate Jardine
Ms. Carmen Mendez	Ms. Martha Molina	Ms. Gloria Morales
Ms. Jodie Nichols	Ms. Nanette Prince	Ms. Sally Quintana
Ms. Jacque Smith	Mr. Larry Sturm	Ms. Nancy Summers
Ms. Wendy Thornton	Ms. Debbie Toten	Ms. Beth vanDenRaadt
Ms. Julie Vanderman	Ms. June VanGenuchten	Ms. Nancy Velasquez
Ms. Norma Velasquez	Ms. Leona Williams	Ms. Caren Wittkop

Ina Arbuckle Elementary; provide staff development workshops to enhance student achievement; September 2 & 25, 2004; not to exceed 2 days; appropriate daily rate of pay; Funding Source: School Improvement Program; $500 total.

Ms. Jacque Smith

Indian Hills Elementary; 2003-2004 school year extra duties; appropriate annual rate of pay; Funding Source: Unrestricted Resources; $2,410 total.

Combination Class	Ms. Lisa Cole
Combination Class	Ms. Tracy Mahan

Rustic Lane Elementary; provide extended learning opportunities for students; September 1, 2004 through June 30, 2005; average two hours per day each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $70,000 total.

Ms. Erin Adams	Ms. Annika Anderson	Ms. Gloria Arredondo
Ms. Kimberly Bargas	Ms. Kathleen Blakley	Ms. Gloria Bravo-Carmona
Ms. Donia Briones	Ms. Claudia Cortez	Ms. Linda Daniels
Mr. John Dawson	Ms. Patricia Dawson	Ms. Evelyn English
Ms. Kathlyn Garcia	Ms. Irasema Guzman	Mr. G. Brian Henry
Ms. Michelle Hesse	Mr. Luis Hernandez	Ms. Julia Hong
Ms. Mary Kahlefent	Ms. Judy Lynch	Ms. Tammy Patterson
Ms. Angela Reid	Ms. Latressa Richmond	Ms. Jennifer Robson
Ms. Tamara Rose	Ms. Debra Sanchez	Ms. Duryea Smith-Carney
Ms. Elisa Sosa	Ms. Patricia Valle-Sanchez	Mr. John Vigrass
Ms. Carole Zuloaga		

Personnel Report #3

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Van Buren Elementary; 2003-2004 school year extra duties; appropriate annual rate of pay; Funding Source: Unrestricted Resources; $605 total.

EL Facilitator — Ms. Josephina Castro

West Riverside Elementary; assist with instructional strategies; September 1, 2004; not to exceed 7.25 hours; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $244 total.

Ms. Dolores Hernandez

Jurupa Valley High School; assist with preparation of student registration; August 18-26, 2004; not to exceed 40 hours; appropriate hourly rate of pay; Funding Source: Discretionary - Allocations; $1,350 total.

Mr. Tim Hopper

Learning Center; provide instruction in Independent Study Program; June 21, 2004 through August 6, 2004; not to exceed 10 hours per week each; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $5,056 total.

Ms. Gloria Cabrera — Mr. Ron Crawford — Mr. Paul Kumamoto
Mr. Hugo Nevarez

Learning Center; compensation for case overload; May 26, 2004 through June 15, 2004; appropriate rate of pay; Funding Source: Community Day School; $1,636 total.

Ms. Diane Pearson

Resignation

Teacher	Mr. Todd Moerer 20749 Brana Rd. Riverside, CA 92508	Eff. June 30, 2004
Teacher	Ms. Kristin Sater PO Box 1005 Boulder Creek, CA 95006	Eff. July 1, 2004

MANAGEMENT PERSONNEL

Extra Compensation Assignment

Personnel Services; new principal to prepare for 2004-2005 school year; July 23-31, 2004; not to exceed 7 days; appropriate daily rate of pay; Funding Source: Unrestricted Resources; $2,671 total.

Ms. Theresa Castillo

Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Categorical Projects; assist with ELO preparation; June 21, 2004 through September 3, 2004; not to exceed 6 hours per day; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $4,731 total.

Clerk Typist	Ms. Vanessa Berghaus

Head Start/Preschool Program; provide assistance in the processing of registration and student records; July 19-23, 2004; not to exceed 8 hours per day each; appropriate hourly rate of pay; Funding Sources: Head Start, Child Development; $8,850 total.

Translator Clerk Typist	Ms. Zelda Aguilar
Bilingual Language Tutor	Ms. Maria Aguirre
Secretary/Acct. Clerk	Ms. Dora Martinez
Activity Supervisor	Ms. Amy Pace
Translator Clerk Typist	Ms. Rita Sanchez

Head Start/Preschool Program; provide trainings, home visits, conferences, parent meetings; July 1, 2004 through June 30, 2005; not to exceed 80 hours each; appropriate hourly rate of pay; Funding Sources: Head Start, Child Development; $66,914 total.

Instructional Aide-HS/PS	Ms. Delia Aguilera
Instructional Aide-HS/PS	Ms. Deana Alves
Preschool Teacher w/BA	Ms. Zenaida Amaro
Preschool Teacher	Ms. Dee Bride
Preschool Teacher w/BA	Ms. Narda Carter
Instructional Aide-HS/PS	Ms. Jamie Chapman
Instructional Aide-HS/PS	Ms. Gail Chism
Preschool Teacher	Ms. Tamara Collins
Instructional Aide-HS/PS	Ms. Valerie Constantino
Instructional Aide-HS/PS	Ms. Ana Covarrubias
Instructional Aide-HS/PS	Ms. Celia Diaz
Preschool Teacher	Ms. Andrea Flores
Instructional Aide-HS/PS	Ms. Pat Flores
Instructional Aide-HS/PS	Ms. Toni Gomez
Preschool Teacher w/BA	Ms. Patty Harrison
Preschool Teacher w/BA	Ms. Leslie Hettinger
Instructional Aide-HS/PS	Ms. Cassandra Jones
Preschool Teacher	Ms. Joan Jordan
Instructional Aide-HS/PS	Ms. Bonnie Kimmet
Preschool Teacher	Ms. Penny Kolb
Preschool Teacher	Ms. Helen Lejak
Preschool Teacher	Ms. Rikki Lightfoot
Preschool Teacher w/BA	Ms. Iris McClatchy
Preschool Teacher	Ms. Genia McKinney
Instructional Aide-HS/PS	Ms. Alicia Morin
Preschool Teacher w/BA	Ms. Martha Myers
Preschool Teacher	Ms. Debbie Provenzano
Instructional Aide-HS/PS	Ms. Susan Randleman
Preschool Teacher w/BA	Ms. Cindy Rodriguez
Instructional Aide-HS/PS	Ms. Sandra Rodriguez
Instructional Aide-HS/PS	Ms. Victoria Samano
Instructional Aide-HS/PS	Ms. Teresa Schumm

Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Head Start/Preschool Program; provide trainings, home visits, conferences, parent meetings; July 1, 2004 through June 30, 2005; not to exceed 80 hours each; appropriate hourly rate of pay; Funding Sources: Head Start, Child Development; $66,914 total. (CONTINUED)

Instructional Aide-HS/PS	Ms. Anita Smith
Instructional Aide-HS/PS	Ms. Natalie Valle
Preschool Teacher w/BA	Ms. Deborah Wasbotten
Instructional Aide-HS/PS	Ms. Cassandra Williams
Preschool Teacher	Ms. Sue Wooten
Preschool Teacher	Ms. Debra Young

Language Services; assist with testing data for CELDT scale scores; July 15, 2004 through September 3, 2004; not to exceed 8 hours per day; appropriate hourly rate of pay; Funding Source: Economic Impact Aid - LEP; $4,037 total.

Translator Clerk Typist	Ms. Irma Naranjo

Maintenance Department; assist with summer cleaning at all sites; June 25, 2004 through August 27, 2004; not to exceed 8 hours per day; appropriate hourly rate of pay; Funding Source: Routine Repair and Maintenance; $7,127 total.

Lead Night Custodian	Mr. Gerry Barber

Maintenance Department; 2003-2004 extra compensation hazardous materials responsibilities; appropriate annual rate of pay; Funding Source: Routine Repair and Maintenance; $500 total.

Painter	Mr. Ron Ferrell

Personnel Services; attend CSEA negotiations; June 24, 2004; not to exceed 4 hours; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $62 total.

Library Technician	Ms. Georgia Lindsey

Student Services, Standards & Accountability; assist with suspension and expulsion input on WestEd database; June 28, 2004 through June 30, 2004 and July 1, 2004 through August 31, 2004; not to exceed 262 hours; appropriate hourly rate of pay; Funding Source: School Safety & Violence Prevention; $3,400 total.

Clerk Typist	Ms. Melissa Samaniego

Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Textbook Warehouse; assist with processing of textbooks; June 30, 2004 through September 3, 2004; not to exceed 6 hours per day; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $3,759 total.

Special Programs Asst. Mr. Samuel Zepeda

Granite Hill Elementary; assist in ordering, inventory and distribution of instructional materials; August 31, 2004 through September 7, 2004; not to exceed 40 hours; appropriate hourly rate of pay; Funding Source: School Improvement Program; $520 total.

Elementary Media Clerk Ms. Shirley Gerwe

Ina Arbuckle Elementary; provide clerical support to curriculum for enhancing student achievement; August 14, 2004 through June 30, 2005; not to exceed 450 hours; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $5,852 total.

Clerk Typist Ms. Rosemary Perks

Ina Arbuckle Elementary; provide supervision for parent meetings and workshops; August 2, 2004 through June 15, 2005; not to exceed 105 hours total; appropriate hourly rate of pay; Funding Source: School Improvement Program; $1,900 total.

Activity Supervisor	Ms. Marie Arce
Activity Supervisor	Ms. Susan Gonzales
Activity Supervisor	Ms. Kimberly Graf
Campus Supervisor	Mr. Juan Hernandez
Activity Supervisor	Ms. Leticia Lopez
Activity Supervisor	Ms. Sharyn Miller
Activity Supervisor	Ms. Annie Patino
Activity Supervisor	Ms. Maria Perez

Ina Arbuckle Elementary; assist in focus areas as needed to support the core curriculum; August 14, 2004 through May 30, 2005; not to exceed 60 hours total; appropriate hourly rate of pay; Funding Source: School Improvement Program; $600 total.

Instructional Aide Ms. Maria Clemente

Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Ina Arbuckle Elementary; assist with English classes designed for parents; September 2, 2004 through June 15, 2005; not to exceed 104 hours total; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; $1,419 total.

Bilingual Language Tutor	Ms. Lourdes Espinosa
Bilingual Language Tutor	Ms. Leticia Lopez
Bilingual Language Tutor	Ms. Sofia McCarthy
Bilingual Language Tutor	Ms. Jessica Raya
Bilingual Language Tutor	Ms. Angelita Saldana
Bilingual Language Tutor	Ms. Victoria Samano

Rustic Lane Elementary; provide clerical support for extended learning opportunities for students; September 1, 2004 through June 30, 2005; not to exceed 3 hours per week; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $2,779 total.

Secty. Elementary Principal	Ms. Patricia Vargas

Rustic Lane Elementary; participate in inservices to provide information and resources to assist students; September 1, 2004 through June 30, 2005; not to exceed 30 hours each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $1,891 total.

Instructional Aide	Ms. Socorro Avila
Bilingual Language Tutor	Ms. Ermelinda Cruz
Instructional Aide	Ms. Pat Flores
Instructional Aide	Ms. Kathryn Hopson
Instructional Aide	Ms. Diana Martinez

Rustic Lane Elementary; provide services for students and parents; September 9, 2004 through June 24, 2005; not to exceed 80 hours total; appropriate hourly rate of pay; Funding Source: School Improvement Program; $856 total.

Activity Supervisor	Ms. Lorena Becerra
Activity Supervisor	Ms. Maria Chavez
Activity Supervisor	Ms. Emigdia Ojeda
Activity Supervisor	Ms. Janice Pellegrin
Activity Supervisor	Ms. Barbara Reyna
Activity Supervisor	Mr. Michael Ursua
Activity Supervisor	Ms. Rosanna Ursua

Rustic Lane Elementary; provide translation services; August 16 through September 7, 2004 and June 27-30, 2005; not to exceed 168 hours; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $2,407 total.

Translator Clerk Typist	Ms. Maria Rose Ortiz

Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Sunnyslope Elementary; maintain inventory, catalog materials and distribute materials; August 13, 2004 through June 30, 2005; not to exceed 500 hours; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $7,532 total.

Elementary Media Clerk	Ms. Elizabeth Franks

Sunnyslope Elementary; provide supervision and assistance as needed; September 1, 2004 through June 22, 2004; not to exceed 60 hours total; appropriate hourly rate of pay; Funding Source: School Improvement Program; $642 total.

Activity Supervisor	Ms. Gloria Acosta
Activity Supervisor	Ms. Lizetora Barnum
Activity Supervisor	Ms. Patricia Bock
Activity Supervisor	Ms. Pricilla Carlos
Activity Supervisor	Ms. Beatrice Castillo
Activity Supervisor	Ms. Gina Johnson
Activity Supervisor	Ms. Lydia Navarro
Activity Supervisor	Ms. Angela Painter
Activity Supervisor	Ms. Carol Reyes

Troth Street Elementary; provide childcare for parent workshops and meetings; September 10, 2004 through June 22, 2005; not to exceed 30 hours per week; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; $5,000 total.

Clerk Typist	Ms. Susy Aguirre
Instructional Aide	Ms. Joyce Alexander
Instructional Aide	Ms. Sherry Ball
Bilingual Language Tutor	Ms. Delia Batiz
Activity Supervisor	Ms. Maria Castillo
Bilingual Language Tutor	Ms. Veronica Chavez
Instructional Aide	Ms. Patricia Contreras
Activity Supervisor	Ms. Francisca Corcoles
Bilingual Language Services	Ms. Rita De la Torre
Activity Supervisor	Ms. Alice Gonzalez
Activity Supervisor	Ms. Dorothy Gonzalez
Bilingual Language Tutor	Ms. Maria Hernandez
Activity Supervisor	Ms. Amalia Lujan
Bilingual Language Tutor	Ms. Gloria Navarro
Instructional Aide	Ms. Susie Perla
Bilingual Language Tutor	Ms. Amelia Raya
Translator Clerk Typist	Ms. Genevieve Sanchez
Instructional Aide	Ms. Janelle Sanchez
Elementary Media Clerk	Ms. Doris Sanchez
Activity Supervisor	Ms. Brandi Stone
Bilingual Language Tutor	Ms. Janette Torres

Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Troth Street Elementary; provide assistance with focus on standards; September 1, 2004 through June 22, 2005; not to exceed 15 hours per week; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $4,000 total.

Clerk Typist	Ms. Susy Aguirre
Instructional Aide	Ms. Joyce Alexander
Instructional Aide	Ms. Sherry Ball
Bilingual Language Tutor	Ms. Delia Batiz
Activity Supervisor	Ms. Maria Castillo
Bilingual Language Tutor	Ms. Veronica Chavez
Instructional Aide	Ms. Patricia Contreras
Activity Supervisor	Ms. Francisca Corcoles
Bilingual Language Services	Ms. Rita De la Torre
Activity Supervisor	Ms. Alice Gonzalez
Activity Supervisor	Ms. Dorothy Gonzalez
Bilingual Language Tutor	Ms. Maria Hernandez
Activity Supervisor	Ms. Amalia Lujan
Bilingual Language Tutor	Ms. Gloria Navarro
Instructional Aide	Ms. Susie Perla
Bilingual Language Tutor	Ms. Amelia Raya
Translator Clerk Typist	Ms. Genevieve Sanchez
Instructional Aide	Ms. Janelle Sanchez
Elementary Media Clerk	Ms. Doris Sanchez
Activity Supervisor	Ms. Brandi Stone
Bilingual Language Tutor	Ms. Janette Torres

West Riverside Elementary; assist with translation; August 23, 2004; not to exceed September 3, 2004; not to exceed 40 hours; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $495 total.

Clerk Typist	Ms. Melissa Samaniego

Promotion

From Custodian to Stock Clerk Delivery Driver	Mr. Arron Curby 2004 E. Brookside Ontario, CA 91761	Eff. August 16, 2004
From Custodian to Lead Night Custodian	Mr. Jesse Twaite 9710 Monitoba Pl. Riverside, CA 92503	Eff. July 26, 2004

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9/11

Personnel Report #3

CLASSIFIED PERSONNEL

Regular Assignment

Computer Support Technician	Mr. Daniel Perez 4285 Glen St. Riverside, CA 92509	Eff. July 26, 2004

Remove from 39-Month Reemployment

Café Asst. II	Ms. Valerie Gemmell 5867 Delavista Riverside, CA 92509	Eff. June 25, 2004
Campus Supervisor	Ms. Penny Wilburg 15084 Cozumel Dr. Rancho Murrieta, CA 95683	Eff. July 28, 2004

Resignation

Café Asst. II	Ms. JoAnn Butler 6343 Tournament Riverside, CA 92509	Eff. July 1, 2004
Instructional Aide	Ms. Andrea Flores 6130 Camino Real #252 Riverside, CA 92509	Eff. July 16, 2004
Bus Driver	Ms. Valencia Jackson 617 Snapdragon Ln. DeSoto, TX 75115	Eff. July 19, 2004
Café Asst. I	Ms. Linda Rabadi 3018 Chablis Ave. Riverside, CA 92509	Eff. July 12, 2004
Stock Clerk Delivery Driver	Mr. Shawn VanDenHouten 9290 Darren Circle Riverside, CA 92509	Eff. July 9, 2004

Personnel Report #3

OTHER PERSONNEL

Short-Term/Extra Work

Maintenance Department; custodial duties for summer school; July 7, 2004 though August 17, 2004; not to exceed 8 hours per day each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $46,426 total.

Bus Driver	Ms. Elisa Alfaro
Instructional Aide	Mr. Ryan Bailey
Café Asst. II	Ms. Dena Danford
Café Asst. II	Ms. Rosa Del Real
Clerk Typist	Ms. Helen Frank
Activity Supervisor	Ms. Dorothy Gonzales
Bus Driver	Ms. Monica Goodwin
Bus Driver Special Students	Ms. Leticia Jackson
Activity Supervisor	Ms. Amalia Lujan
Instructional Aide	Ms. Andrea McCarty
Activity Supervisor	Ms. Sharyn Miller
Instructional Aide	Ms. Alice Perez
Activity Supervisor	Ms. Raquel Ramirez
Café Asst. I	Ms. Maria Sigala
Translator Clerk Typist	Ms. Maria Silvas
Café Asst. II	Ms. Juanita Trujillo

Special Education; provide behavior consultant services for ELO preschool program; July 7, 2004 through August 6, 2004; not to exceed 3 hours per day; appropriate hourly rate of pay; Funding Source: Special Education; $1,603 total.

Behavior Consultant	Ms. Trisha Crosby-Cooper

Student Services, Standards & Accountability; provide on-going counseling services for students; July 1-10, 2004; not to exceed 10 hours; appropriate hourly rate of pay; Funding Source: Healthy Start; $200 total.

MFT Intern	Ms. Maeva Albornoz

Troth Street Elementary; provide childcare services during parent meetings and classes; September 10, 2004 through June 22, 2005; not to exceed 30 hours per week; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; $5,000 total.

Babysitter	Ms. Andrea Avalos
Babysitter	Ms. Bertha Barajas
Babysitter	Ms. Silvia Cardenas
Babysitter	Ms. Veronica Castillo
Babysitter	Ms. Jessie Garcia
Babysitter	Ms. Elizabeth Martinez
Babysitter	Ms. Lisa Sanchez
Babysitter	Ms. Lorenzo Sells
Babysitter	Ms. Juanita Vasquez

Personnel Report #3

OTHER PERSONNEL

Short-Term/Extra Work

Troth Street Elementary; provide assistance with focus on standards; September 1, 2004 through June 22, 2005; not to exceed 15 hours per week; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $4,000 total.

Babysitter	Ms. Andrea Avalos
Babysitter	Ms. Bertha Barajas
Babysitter	Ms. Silvia Cardenas
Babysitter	Ms. Veronica Castillo
Babysitter	Ms. Jessie Garcia
Babysitter	Ms. Elizabeth Martinez
Babysitter	Ms. Lisa Sanchez
Babysitter	Ms. Lorenzo Sells
Babysitter	Ms. Juanita Vasquez

Jurupa Valley High School; provide coaching of summer programs; appropriate annual rate of pay; Funding Source: Unrestricted Resources; $20,175 total.

Head Football Coach	Mr. Chuck Armenta
Asst. Football Coach	Mr. Robert Green
Asst. Football Coach	Mr. Trent Hansen
Asst. Football Coach	Mr. Garth Jensen
Asst. Football Coach	Mr. Pete McGowan
Asst. Football Coach	Mr. Jason McMains
Asst. Football Coach	Mr. Hugo Nevarez
Basketball Coach	Mr. Mark Gard
Baseball Coach	Mr. Ric Slagle
Softball Coach	Mr. Charles Townsend
Cross Country Coach	Mr. Bill Pine
Water Polo Coach	Mr. Brady Kocher
Volleyball Coach	Mr. Paul Kumamoto
Walk On Coach	Mr. Mikel Buester
Walk On Coach	Mr. Anthony Williams

Jurupa Valley High School; provide lifeguard services for summer school; June 21, 2004 through July 29, 2004; not to exceed 96 hours; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $960 total.

Lifeguard	Mr. Chris Alfter

Personnel Report #3

OTHER PERSONNEL

Short-Term/Extra Work

Rubidoux High School; provide coaching of summer programs; appropriate annual rate of pay; Funding Source: Unrestricted Resources; $24,587 total.

Head Football Coach	Mr. Wayne Cochran
Asst. Football Coach	Mr. Charles Meyerett
Asst. Football Coach	Mr. Harrison Cole
Asst. Football Coach	Mr. John Mosher
Asst. Football Coach	Mr. Jim Rose
Asst. Football Coach	Mr. Jeff Huerta
Asst. Football Coach	Mr. Art Huerta
Asst. Football Coach	Mr. Shannon Smith
Asst. Football Coach	Mr. Jeff Jacobs
Asst. Football Coach	Mr. Curt Pieson
Asst. Football Coach	Mr. Ernie Burns
Asst. Football Coach	Mr. Jason Lundblad
Asst. Football Coach	Mr. Randon Jacobs
Cross Country Coach	Mr. Sam Gee
Cross Country Coach	Mr. Jay Hammer
Volleyball Coach	Mr. Victor Centeno
Softball Coach	Ms. Jenna Saugstad
Baseball Coach	Mr. Tim Kleveno
Basketball Coach	Mr. George Moyer
Basketball Coach	Mr. Dale Johnson

Youth Opportunity Center; Youth Opportunity Worker through WIA Program; July 1, 2004 through August 31, 2004; not to exceed 20 hours per week; appropriate hourly rate of pay; Funding Source: Work Force Investment Opportunity; $810 total.

Youth Opportunity Worker	Ms. Christina Martinez

MANAGEMENT PERSONNEL

Regular Assignment

Director of Transportation	Ms. Patricia New 8371 Hawthorne St. Alta Loma, CA 91701	Eff. August 16, 2004 Work Year A

The above actions are recommended for approval:

Lois J. Nash, Assistant Superintendent-Personnel Services

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JURUPA UNIFIED SCHOOL DISTRICT

Resolution #2005/06

Authorization to Destroy Records

Whereas, the Jurupa Unified School District, County of Riverside, State of California, has retained certain records for the period of time specified by Article 2, Section 16023 through 16028 of Title 5, California Administrative Code;

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

Whereas, the Attached description of documents is submitted to the Board of Education to authorize final disposition.

Now therefore, be it resolved that the Director of Classified Personnel be hereby authorized in the name and on behalf of the Jurupa Unified School District to schedule a date for record destruction and dispose of said records in the manner prescribed by law, and to prepare a written certification that such records have in fact been destroyed.

I, Mary Burns, Clerk of the Jurupa Unified School District do hereby certify that the foregoing is a true copy of a resolution duly and legally adopted by the Governing Board of said school district at a legal meeting of said board fully and regularly held on August 2, 2004, and that said resolution has not been revoked.

Clerk of the Board: _____

Date: August 2, 2004

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Class 3 Disposable Records

1. Classified Applications, Test Materials, Interview Rating Sheets (1997-98; 1998-99; 1999-00; 2000-01; 2001-02.

2. Certificated Applications, Interview Rating Sheets (1997-98; 1998-99; 1999-00; 2000-01; 2001-02.

The above materials comprise forty-nine (49) boxes of material.

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pg. 2

JURUPA UNIFIED SCHOOL DISTRICT
Education Services
Exemplary Services to Children through Vision, Collegiality, and Results

DISTRICT CONSOLIDATED APPLICATION

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND SCHOOL GOALS & CONCLUSIONS

2004-2005

JURUPA UNIFIED SCHOOL DISTRICT
Education Services
Exemplary Services to Children through Vision, Collegiality, and Results

Camino Real Elementary School

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND SCHOOL GOALS AND CONCLUSIONS

2004-2005

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

CAMINO REAL ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2004-2005

The following statements characterize educational practice at Camino Real School:

1. ALIGNMENT OF CURRICULUM, INSTRUCTION, AND MATERIALS TO CONTENT AND PERFORMANCE STANARDS

Introduction
Over the past five years Camino Real has used the Jurupa Unified School District (JUSD) Standards to inform instruction. These standards, formulated by JUSD teachers at each grade level and subject area generally correspond to the state curriculum standards. For the past several months, the JUSD standards review committee has been working on further tightening this alignment. Camino Real has continued the move towards state standards. Teachers instruct students in the state standards and move student achievement toward mastery of the standards at each grade level. The district adopted the new Houghton Mifflin mathematics series for grades K-6 that is aligned to state standards. Social Studies and Science adoptions are quite old and at this time are supplemented by materials that specifically address the state standards in these subject areas

Program for English Language Learners
Camino Real currently serves 42 EL students. Spanish is the dominant language spoken by English Learners at Camino Real. These students are placed with authorized teachers. At this time - of Camino Real's teachers are either authorized or are participating in training to become authorized. One part-time bilingual tutor assists teachers by providing primary language support for students. The district has adopted the *Hampton Brown* series for instruction of EL students in English Language Development (ELD).

The main goals of the English Language Learner program are for students to become fluent English speakers, have success in academic areas, and achieve at the same high levels as their English Only counterparts. In addition, the program seeks to provide professional growth for staff in the program and to involve parents and the community. Students are assessed at the District Language Assessment Center in their primary language immediately upon enrolling at their neighborhood school and are reassessed annually using the California English Language Development Test (CELDT). In addition, teachers assess their students to determine the proper instructional ELD level for each student. A profile card tracks student progress is kept for each student. Students are assigned to either a Structured English Immersion (SEI) program or an English Language Mainstream (ELD) program depending on their instructional ELD level.

Camino Real has an active English Language Advisory Committee (ELAC) that is elected from among the parents of EL students. The ELAC meets four times a year and advises the principal on the development of a master plan for English Learners and the development of the school's needs assessment. In addition, they assist with the administration of the school's language census, and in finding ways to make parents aware of the importance of regular school attendance.

Special Education Program

The Special Education Program at Camino Real Elementary School serves 86 students with a wide range of services including Language, Speech and Hearing, a Resource Specialist Program, and a Special Day Classes (upper grade). An individualized education plan (IEP) is developed to address the needs of each student. Parents participate in developing the IEP and making placement/service decisions for their children. Progress is evaluated at least annually through the IEP process. The school's goal for all Special Education students is access to the core curriculum and maximum participation in the least restrictive environment.

Gifted and Talented Program

GATE students are currently being served in regular classrooms with a variety of differentiated instructional methods. Students receive 200 minutes weekly of differentiated instruction which may include special individual project studies, enrichment activities, an after school program, and directed higher level questioning through daily lessons. Teachers are selected to teach GATE students based on their experience, demonstrated ability to work with GATE students, and coursework that they have taken that would provide them with a background conducive to differentiating instruction and enriching the curriculum. Teachers that are GATE certified are preferred. Students are identified through parent, teacher input, observations, special honors or recognition received, language spoken at home, availability of enrichment experiences provided in the home, and scores on standardized tests. Camino Real is currently serving 82 students K-6.

Teachers and parents participate on the GATE committee, which met once this year to organize and establish a GAC (Gifted Advisory Council) to assess the effectiveness of the program and to make suggestions on improving the program. A survey will be given to GATE parents and teachers annually to assist the GATE committee in making recommendations. In addition, the academic success of the program is assessed by ongoing formative evaluation and by growth scores on the district's Criterion Referenced Test.

2. ALIGNMENT OF STAFF DEVELOPMENT TO STANDARDS, ASSESSED STUDENT PERFORMANCE, AND PROFESSIONAL NEEDS

Alignment with Standards

During the past school year (2003-2004) teachers and staff at Camino Real Elementary School participated in staff development in the areas of writing and mathematics. Teachers participated in staff development activities related to Excel Mathematics, a supplemental program being implemented to enhance core math instruction. Also, four of our teachers and the principal received a training of trainers program for Step Up To Writing. All teachers had the opportunity to receive staff development in the Step Up To Writing Program in February. The program offers a structural cross-grade level approach to teaching writing that will help ensure student have the skills to communicate understanding of standards through writing.

Assessed Student Performance

Student performance on the norm referenced Stanford ninth edition test (SAT9), the criterion referenced California Standards Test (CST), and the district's Criterion Referenced Test (CRT) indicated a need to improve teaching techniques to better meet the needs of all students. Therefore, teachers participated in conferences directed at student achievement and implementing a standards-based curriculum.

Professional Needs

New teachers, of which we have none, participate in the Beginning Teacher Support and Assessment (BTSA) program and in the California Formative Assessment and Support System for Teachers (CFASST). This is a full year program that places mentor teachers and beginning teachers together to insure a smooth start in the teaching profession. Our teachers each

attended regular staff development activities offered on site, as well as activities offered by the district. Fifteen teachers participated in SB-395 training this year.

4. SERVICES PROVIDED BY THE REGULAR PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

Teachers at Camino Real Elementary School use multiple learning techniques such as cooperative learning, whole language strategies, cross-age tutors, peer tutors, sustained silent reading, English-assisted instruction, bilingual tutor and parent volunteers to assist under-performing students. Children have access to computers, calculators, and other technology to assist them in learning. Our library offers a rich selection of books that are labeled according to reading level. This assists low-achieving students in selecting books to read that are at an appropriate level within their zones of proximal development (ZPD).

Finally, Camino Real School and the Jurupa Unified School District utilize a number of alternative programs to serve a wide variety of children with differing needs. The Youth Service Center and the Family Service Association assist with Outreach Counselors at all elementary schools as well as providing assistance and counseling for parents

5. SERVICES PROVIDED BY CATEGORICAL FUNDS TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

The primary services provided to under-performing students using categorical funding are in the form of additional academic materials, technology to assist students, incentives for achievement and attendance, and professional development for teachers. These items are discussed in item two above under the sub-categories of **English Language Learner Program**, **Special Education Program**, **Gifted and Talented Program**. Other categorical programs that assist students in meeting standards are:

Extended Learning Opportunity (ELO)
Our grades K-6 supplemental program for students at risk of retention includes a primary emphasis on Language Arts (Reading). The focus is on essential standards in grades K-3 and on minimum standards in grades 4-6. Students' current levels of achievement in both Mathematics and Language Arts are assessed and the individual need of each child is addressed through whole group and individualized instruction. Students are retested and re-taught until mastery has been attained. Our extended learning programs include Summer (ELO), and an ELO Session.

Drug, Alcohol, Tobacco Education TUPE/SDFSC
The goal Camino Real is to prevent students from developing favorable attitudes toward drugs/tobacco. The Tobacco Use Prevention Education Program (TUPE) and the Safe and Drug Free Schools and Communities program (SDFSC) provide students opportunities to express themselves through sports, drama, music, and art; increase their knowledge of the negative effects of tobacco, alcohol and other drug use; increase their self confidence; develop positive peer relationships and engage in positive activities.

Students learn self-esteem, decision-making, refusal skills, and coping strategies. Students also learn information regarding nicotine, drugs, chemical dependency, consequences of using drugs and violence prevention through the District adopted Here's Looking At You 2000 curriculum, special programs, and counselors from the Youth Service Center.

6. USE OF STATE AND LOCAL ASSESSMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT ACHIEVEMENT

The faculty at Camino Real Elementary was trained to look critically at data to make instructional decisions. The data that is used includes the results of the norm referenced Stanford ninth edition test (SAT9), the criterion referenced California Standards Test (CST), and the district's Criterion Referenced Test (CRT). Teachers will be trained during the 2002 2003 school year to use the SAT9 Analyzer to analyze individual and group results and modify instruction to meet individual needs and to insure that every grade level standard has been taught and learned. In addition, classroom formative and summative assessment results are analyzed to inform instruction. Teachers will meet in a planning sessions to look at student work, examine student progress, and to make instructional decisions.

7. NUMBER AND PERCENTAGE OF TEACHERS IN ACADEMIC AREAS EXPRIENCING LOW STUDENT PERFORMANCE

All of our teachers work with students at their grade levels that are experiencing low academic performance. Teachers are continuously re-teaching and reinforcing grade level content so that all students have opportunity to master grade level standards. Teachers refer students to our Student Study Team to assist them with intervention and strategies to meet the needs of their at-risk students. Students are also grouped for English Language Development (ELD) by ELD level (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced levels).

8. FAMILY, SCHOOL, DISTRICT, AND COMMUNITY RESOURCES AVAILABLE TO ASSIST THESE STUDENTS (School resources to assist low performing students have been discussed above in question 2 and question 5.)

Parent and Community Resources and Involvement

There are five parents on the School Site Council, and 532 of our parents belong to the PTA. During the 2002-2003 school year, parents attended planned ELAC meetings, and the School Site Council then assumed ELAC responsibilities and advised the principal on a number of issues related to the education of English Language Learners. Camino Real is developing an active ELAC program, the ELAC meetings were better attended and the school hopes to increase that involvement next year. Eight parents served on the PTA Executive Board during the 2002 – 2003 school year. The PTA has fund-raising activities for field trips, supplies and equipment, assemblies, and incentives and rewards for students. They provide school-wide activities for students and families, including Book Fairs, fall and spring pictures, Red Ribbon Week, Skills Day, International Festival, and various assemblies. Parents volunteer in various capacities and the number of volunteer hours for 2002-2003 was in excess of 2000 hours. We will continue to encourage parental participation through PTA activities, serving as classroom volunteers, serving on the School Site Council, English Language Advisory Committee, the Community Based English Tutoring program (CBET), and helping with other school programs.

Community Involvement was continued through activities such as Back-to-School Night, Fall and Spring Picnic, Jump Rope for Heart, Read Across America, Colonial Day, Ancient Egypt Day, Skills Day, and band activities, Principal for a Day, school-business partnerships and a variety of student performances. One of the highlights this year was a partnership with the Riverside Philharmonic. Students enjoyed a concert in downtown Riverside presented by the entire Philharmonic. These programs bring our students in contact with community members that enrich their educational experience.

9. SCHOOL, DISTRICT, AND COMMUNITY BARRIERS TO IMPROVEMENTS IN STUDENT ACHIEVEMENT

a. Interruptions/Disruptions negatively impact classroom instruction and academic learning time.

b. There is not enough time for grade level planning.

c. Curriculum adoptions do not address state standards thoroughly.

d. Students need immediate access to materials for reading programs to be effective.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

CAMINO REAL ELEMENTARY SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2004-2005

1. SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

Goal #1: Improve Student Performance in Literacy in all grades.

Goal #2: Improve Student Performance in Mathematics in all grades.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services
Exemplary Services to Children through Vision, Collegiality, and Results

Glen Avon Elementary School

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND SCHOOL GOALS AND CONCLUSIONS

2004-2005

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

GLEN AVON ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2004-2005

The following statements characterize the educational practice at Glen Avon Elementary School:

1. ALIGNMENT OF CURRICULUM, INSTRUCTION, AND MATERIALS TO CONTENT AND PERFORMANCE STANDARDS

Glen Avon Elementary is working towards the alignment of its curriculum, instruction and materials designed to meet the California State Standards. Progress in this area is reflected in a strong focus on standards and assessment used to drive decision making for curriculum, instruction, and materials. Glen Avon staff development will focus on the new district language arts adoption, Accelerated Reader, EL learners, GATE, Step Up to Writing, at-risk children, Data Analysis and flexible grouping. These strategies when fully implemented will enhance the effectiveness of classroom instruction and improve the quality of curriculum delivery. To achieve this goal, training will continue to be provided to teachers during staff development days and grade level release time, with the assistance of an external support provider and the District office.

Core and supplemental materials used at Glen Avon further the process of alignment to meet the California State Standards. Glen Avon and Jurupa Unified School District's core curriculum includes Houghton Mifflin Reading/Language Arts Program, Step up to Writing, Accelerated Reader, Houghton Mifflin Guided Reading Series, Open Court Phonics Program, D.C. Heath Mathematics, K-1, Houghton Mifflin Mathematics, 2-5, Houghton Mifflin Social Studies Program, MacMillan/McGraw-Hill Science Program. To supplement Glen Avon's core program, supplemental materials were selected by teachers that align with the content and performance standards. These materials are being used to enhance instruction and improve student achievement. In language arts, teachers are utilizing SRA (Science Research Associates) Reading Comprehension Kits, and Accelerated Reader that meet the needs of each individual student by improving reading comprehension skills. Houghton Mifflin English Program, used in grades 2-6, provides students with specific instruction in standards-based grammar and writing skill development. In Mathematics, Excel Math was purchased for use in grades K-6. This program provides a spiral review of skills throughout the year by giving teachers daily feedback on what previously taught skills have been mastered and retained.

2. AVAILABILITY OF STANDARDS-BASED INSTRUCTIONAL MATERIALS APPROPRIATE TO ALL STUDENT GROUPS

Needs assessment data from our 2003 – 2004 comprehensive needs assessment showed that Glen Avon Elementary School students demonstrated low language and mathematics achievement, especially with English learners and lower socio-economic students, that there was a need to utilize standards-based instructional materials, communicate higher expectations, learn about research on effective schools and classrooms, and improve parent communications and parental involvement. To address these and other identified areas of school and classroom improvement, the following programs (organized according to Glen Avon's three comprehensive school reform goals) have been developed and implemented. To

supplement these series we have adopted the "Four Blocks Model" of language arts instruction. The "Four Blocks" approach provides a balanced structure to the school day by addressing reading, phonics, word knowledge, and writing. Primary teachers continue to use the District-adopted Open Court Phonics program to promote student mastery on phonics-related standards, which fits well into the instructional framework of the "Four Blocks Model." To supplement these current standards-based materials, we have purchased several programs. The first purchase included SRA Reading Comprehension Kits for each grade level. SRA meets the needs of each individual student by providing leveled reading with comprehension questions that follow each lesson. Accelerated Reader is utilized at all the grade levels and provides books at each student's reading level. This program also incorporates reading quizzes that allow students to progress at their own pace. In addition to these two programs, Glen Avon Elementary has purchased Houghton Mifflin's Leveled Reader Program. This program allows for individualized reading instruction within the classroom as a way to improve fluency, as well as reading comprehension. In mathematics we will continue to use our State-adopted textbooks as the materials base to support our focus on California State Standards. To supplement this text, however, we have purchased Excel Math. This program provides a spiral review of skills throughout the year and gives teachers daily feedback on what previously taught skills have been mastered and retained over time. This program also facilitates teachers' efforts toward mastery learning by identifying students in need of re-teaching and leading them to form small groups for such. Teachers will continue to use SDAIE and CLAD strategies in conjunction with our District adopted ELD materials. To further assist our English language learners, we have purchased a supplemental Hampton Brown English Development program entitled "Lakeside School." This program, designed for "Newcomer" students with little or no English background, provides intensive immersion in the English language. We have recently purchased Step Up to Writing. This will enable students to learn specific strategies and styles of writing.

3. ALIGNMENT OF STAFF DEVELOPMENT TO STANDARDS, ASSESSED STUDENT PERFORMANCE AND PROFESSIONAL NEEDS

As a result of the Pulliam Group's 2002 comprehensive needs analysis of Glen Avon's schoolwide program, the teachers identified three objectives to help improve the current staff development program and ultimately student achievement. The first objective was to provide for group/grade level planning time. By working together teachers would be better able to organize standards in order to meet the needs of students. Secondly, the teachers were looking for more effective and efficient ways to reach low performing students. Large groups, as opposed to small ability groupings, were no longer effective in helping students achieve grade level standards. In addition to looking for these new teaching approaches, the staff also reported a need for new teaching materials and supplies to help focus student learning and more closely align with the California State Standards. Lastly, the teachers requested to be made aware and informed of students' performance at each grade level. That is, providing teachers with the time and training to analyze students' testing data as a way to improve student achievement would be a key component of future staff development training sessions. Glen Avon staff will focus on the following areas: The new Houghton Mifflin language arts adoption, Accelerated Reader, GATE, EL, Step Up to Writing, at-risk, data analysis, and flexible grouping. Given this information, as well as the recent staff development surveys, staff development activities for the 2004-2005 school year have been organized. Information about these programs is listed below. Based upon the 2003-2004 staff development surveys, professional development activities have been planned for the 2004-2005 school year.

Professional Development Plan Implementation for the 2004-2005 School Year

In an effort to meet the needs of teachers as identified in the recent teacher survey administered in March 2004, several professional development initiatives were implemented. First, the teachers will meet nine times. As a grade level, teachers are 1) creating strategies for grouping high risk readers based on diagnostic assessment data, 2) using literature to develop rich and varied learning tasks in the classroom, flexible grouping of students, and grade level lesson plans for core materials as well as supplemental materials. Teachers will be involved in specific training in order to do CRT analysis, Step Up to Writing, Self-selected Reading (Accelerated Reader), Guided Reading, differentiated instruction for EL, GATE, and at-risk, tuning protocol method for teacher articulation and other proven literacy strategies (i.e., anticipation guides, graphic organizers, interactive journals, summarizing and retelling, and assessment). Ongoing monitoring of student progress will help teachers know which strategies are effective as they continuously revise the selected tasks.

Secondly, programs in both language arts and math were purchased to assist students in mastering their grade level standards. Grade level collaboration in the use of SRA (a supplemental reading comprehension program) and Excel Math (a supplemental math program) will be part of our on going Title I teacher planning days, as a way to increase student performance and understanding of grade level standards. Teachers also received training on evaluating the effective implementation of these programs in the classroom through the analysis of student results from these programs. A new Houghton Mifflin language arts adoption was purchased to assist students in meeting the State standards.

Lastly, teachers have been given the opportunity and training, during the monthly grade level training sessions, to analyze and evaluate student performance data using district and State generated reports through the on-line IDMS (Instructional Data Management System). Teachers are able to identify the strengths and weaknesses of their students, disaggregate data according to different subgroups, and plan for future intervention strategies.

Glen Avon teachers developed an evaluation survey on the effectiveness of all the Title I staff development programs attended during the 2001-2002 and 2002-2003 school year. This evaluation was completed in February 2003 and March 2004. A summary of findings from this survey indicated that most of the staff development opportunities were considered effective. The teachers indicated that on-site literacy training and grade level planning were highly effective. The results from this survey indicate that the planned staff development activities were effective at meeting the professional needs of the teachers. Teachers do not feel that we need new program materials. However, they want to continue having collaborative teacher planning-time.

4. SERVICES PROVIDED BY THE REGULAR PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

See Base Program description.

5. SERVICES PROVIDED BY CATEGORICAL FUNDS TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

The Title I program is designed to provide remedial instruction for identified students in the areas of language arts and math. They receive instruction from our classroom teachers and Title I teachers. To facilitate this program, reduction of the student/teacher ratio is accomplished with flexible and cluster grouping strategies within the regular school day. The Title I teachers and classroom teachers work collaboratively with students using the SRA Reading Comprehension Program and Excel Math. In the upcoming school year, the teachers will continue with these programs and incorporate Houghton Mifflin's Leveled Reader Program, as well as the Accelerated Reader Program. This year the Step Up to Writing program will be

fully implemented. Lakeside School by Hampton Brown, a literacy program, will assist upper grade students who are new to our country by providing age appropriate materials to acquire English. Our primary goal for students is to assure that every child meets the ELD standards and are able to move up at least one proficiency level a year.

Instructional aides, bilingual language tutors, an instructional resource teacher, and a Title I resource teacher provide opportunities for student support within the school day. The Instructional Aides meet with students in the classroom, individually or in small groups, to provide remedial instruction and improve standards acquisition. The bilingual language tutors provide support to our English learners by previewing and reviewing classroom lessons, supporting English immersion exercises, and providing emotional and social support. The Instructional Resource Teacher models literacy lessons and observes instructional practices providing teachers feedback on the effectiveness of their instructional practices. The Title I resource teacher works with underperforming students using a standards-based instructional approach in language arts and mathematics.

The before- and after-school ELO program offers supplementary direct instruction by credentialed teachers. Teachers work in conjunction with both core and supplemental materials to provide standards-based instruction. This program typically lasts for 15-20 weeks and provides one hour of before or after school instruction.

We have utilized various alternative assessments to determine students' eligibility in the At-Risk/Underperforming Student programs. For 1st and 2nd grade, teacher recommendation for student participation in Title I is based on student's daily classroom performance and his/her scores on the reading components of District CRT Tests. Student scores are compiled and candidates are identified. At each of the grade levels (first and second), students who are at the bottom third of the ranking list are deemed eligible.

In grades three through six the assessment process includes observation, collection of data by the teacher, and the results of the District and State testing. Parent input is also collected through parent-teacher conferences and written communication sent to their home. Students in 3rd through 6th grades are eligible if they fall below the 30th percentile on the CAT-6 and/or CST reading assessment scores and receive teacher recommendation. A special emphasis is placed on at risk of retention students scoring below the 16th percentile in reading and language arts. Extended Learning Opportunity (ELO) programs provide after school remediation for at risk of Retention (ARR) and low performing students.

Program Future

Our Leadership Team Committee met together in spring 2004 to evaluate the achievement of our past goals and review needs and ideas for the future. Staff Development will continue to provide training in effective teaching strategies, as well as further training in the alignment of curriculum, materials and instruction with the State Standards. Pending District and State funding, our after-school ELO program will also continue during the 2004-2005 school year.

Staff Professional Development:

Professional Development Plan for the 2004-2005 School Year

The Glen Avon staff will continue to 1) group high risk readers based on diagnostic assessment data using flexible grouping strategies through nine sessions and Title I grade level planning time throughout the school year, 2) we will use literature to develop rich and varied learning tasks in the classroom utilizing the wide range of strategies developed through the Literacy Training Program and the Differentiated Learning Program during the 2002-03 and 2003-04 school years; and 3) We will continue to align the California State Standards with the Jurupa Unified School District's standards through a process of curriculum mapping using the new Houghton Mifflin language arts adoption. Further, the staff will continue to implement Leveled

Readers and fully implement Accelerated Reader and Step Up to Writing programs during the 2004-2005 school year. These two programs, when used in conjunction with the core and other supplemental materials (e.g., SRA) are intended to increase student motivation and success in all content areas by improving students' reading comprehension abilities.

Student Identification for Underperforming/At-Risk Students

In order to comply with the California State law, AB 1626, which requires school districts to establish a promotion and retention policy, Jurupa Unified School District has established proficiency expectations that each student must meet in order to be promoted to the next grade level.

Students are identified as Underperforming and/or at risk of retention on the basis of multiple measures that include, but are not limited to the following criteria: classroom grades, the end of the year District Criterion Referenced tests, CAT-6 and CST test results, student records and other assessments.

Programs for Underperforming/At-Risk Students

We have taken an aggressive approach in helping students increase scores and achieve success in the classroom through incorporating supplemental support programs to identified children at risk. The programs available are as follows:

1. ELO (Extended Learning Opportunity) - This is a districtwide after school program which allows for us to design and instruct students in strategies for improving reading and writing skills. Teachers and aides will use the Core Curriculum program, LIPs, visualizing, verbalizing and Seeing Stars program.
2. Title I - Our Title I program is designed to provide identified student's remedial instruction to at-risk students in the first through sixth grades. Selected students participate in a small group, after school program (ELO co-funded).
3. Kindergarten Assisting Teachers - Kindergarten teachers assist other Kindergarten teachers each day for one hour, working with small groups, as well as individual students to reinforce skills in Language Arts and Math.
4. English Language Development - All English language learners are provided with 20 minutes of language instruction in K-1, and 30 minutes in grades 1-6 each day. Teachers identify English language learners who are not meeting District and State standards. The teacher implements an intervention plan to help that student meet his/her academic goals.
5. SELO (Summer Extended Learning Opportunity) – This is a districtwide summer program to remediate standards for At-Risk and/or Under-Performing students. Eligibility is based on multiple measures and contingent upon District funding.

Parent Participation - Links with the Community

Each year, the parents are provided a copy of the "Title I Parent Involvement Policy." This document outlines information about Title I meetings, parent involvement opportunities (e.g., DAC, DELAC, SSC, ELAC, and PTA), availability of translators for meetings and workshops, assessment information, parent training to assist in their child's education, community involvement in the school, and opportunities for parents to evaluate and assess the school's program.

Additionally, parents, students, and teachers are asked to read and sign a "Title I Learning Agreement" during parent conferences. This document outlines how students, parents, and teachers all contribute to a successful educational experience for each student and the responsibilities of each party.

6. USE OF STATE AND LOCAL ASSESSMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT ACHIEVEMENT

Systems of Assessment and Colleague and Parent Communication that Use Data to Inform Teaching and Learning

Currently, staff development in planning and implementing effective assessment programs is provided by a district-assigned Instructional Resource Teacher, a site-based Assessment Coordinator, and a Teacher on Special Assignment for assessment for the areas of formal and informal assessment. Teachers evaluate mathematics and language arts CRT data to inform teaching and learning in grade level teams.

Teachers use the IDMS (Instructional Data Management System) to chart progress by each student toward mastery of individual standards. Low-scoring standards are discussed in grade level groups, and strategies for re-teaching these standards are developed. These efforts align with research on effective teaching and effective schools. This correlates with how key effective schools monitor student progress. Case studies of schools that have used effective formal and informal student assessment to drive school improvement, or specific data analysis strategies aimed at unpacking grade-level student achievement by standard, student group, or individual students outline and emphasize the use of a profile of student performance, goal setting, and benchmarks for student performance, and this emphasis coincides with district and site interests. Glen Avon teachers will continue to create more effective assessments such as rubrics, direct assessment, and informal and formal assessment to improve the teaching and learning process. An ongoing communication with parents and teachers will provide interpretation of test results for both state and local tests. This information is given during teacher parent conferences in November. Parents are also informed of assessment results on a quarterly basis through the report card system, the High School Exit Exam (HSEE) and through the Student Study Team/Retention committee meetings. To facilitate communications translators are provided as needed.

Our School Accountability Committee has compiled additional data to create a profile of our school. This profile supplements the *Year-by-Year Demographic, Student Achievement, and Other Dependent Variable Data Report* developed by staff from JUSD's Research and Categorical Projects Office. To focus on how the program is influencing Glen Avon students, staff, and community, Glen Avon Elementary School uses multiple measures to chart growth in Language Arts, Mathematics, and ELD achievement. Growth on all tests is charted for each of our four subgroups: White, Hispanic, Low SES (Title I), and EL. We use quarterly and annual JUSD CRT benchmarks in mathematics and language arts and the JUSD grades 2-6 writing assessment as a local measure. Benchmark growth targets on the CRT follow JUSD goals of 40% in the first quarter, 55% in the second quarter, 70% in the third quarter, and 85%-100% in the fourth quarter. The California State Academic Performance Index (API), a measure of Glen Avon's overall performance CAT-6 and CST, provide a measure of end-of-the-year growth. STAR also provides an annual measure of fourth grade writing proficiency. Growth in the JUSD English Language Development (ELD) Standards is measured by classroom teachers twice a year, and annually on the California English Language Development Test (CELDT). Other indicators of school performance come from attendance rates, retention rates, performance of at-risk students in the after-school Extended Learning Opportunities (ELO) on the JUSD ELO minimum standards test, classroom report cards, PTA enrollment rates, monthly volunteer rates, and GATE students' performance. Data has been collected from which Glen Avon's current leadership team has set a 5% growth target for all areas and subgroups.

7. FAMILY, SCHOOL, DISTRICT, AND COMMUNITY RESOURCES AVAILABLE TO ASSIST THESE STUDENTS

School and District Resources

Glen Avon Elementary Staff has pledged to proceed with a long-term commitment to comprehensive whole school reform. A School Leadership Team (SLT) has been created, consisting of teachers. These members support and inform all staff and community members of training and important school information. Data regarding school effectiveness will be collected from staff, parents and community members through surveys. Data from testing will be collected in the form of local quarterly Criterion Referenced Tests (CRT) based on State Essential Standards, California STAR test data, and teacher-generated student performance measures using the Instructional Data Management System (IDMS).

Glen Avon Elementary School has created school wide planning time to adequately implement school reform and will continue this practice in the school year 2004-2005. Monitored and facilitated by the instructional resource teacher,and the principal, each grade level will spend two hours together every other week for a total of nine weeks. Teachers will use this time for training, planning and collaborating. This release time is possible through the use of Title I credentialed substitute teachers working six hours per week. These teachers will see all grade level students for curriculum rotations and maintain this schedule throughout the duration of the schoolwide planning program.

In addition, Glen Avon Elementary will fund a full-time Title I resource teacher to provide support to the entire school community. This teacher will provide support and assistance by working with students who are at risk of not meeting District and State performance guidelines, assisting teachers with classroom differentiation and planning, coordinating future funding and schoolwide programs outlined in the Site Based Coordinated Plan, and implementing any identified staff development from these plans. The District-based instructional resource teacher also works with the staff providing lesson demonstrations, peer coaching, in-class modeling, as well as staff development on such topics as differentiated lessons, Step Up to Writing assessment analysis/implementation, and literacy development.

Staffing

In the 2003-2004 Glen Avon Elementary created two new positions to further facilitate student achievement and improve home-school communication. Using leveraged funds, such as Title I and SIP, we hired a four-hour translator clerk-typist. She is responsible for translating workshops, fliers, phone calls, and providing supplemental assistance to improve parent involvement at Glen Avon while also improving home-school communication. In the 2004-2005 school year Glen Avon will be adding an eight hour position as well. This is in response to the increased need for Spanish translation both verbal and written. In addition, we will have a full-time Title I resource teacher. This teacher provides support and assistance by working with students who are at risk of not meeting District and State performance guidelines, assisting teachers with classroom differentiation and planning, coordinating future funding and school wide programs outlined in the Site Based Coordinated Plan, and implementing any identified staff development from these plans. The resource teacher also helps coordinate parent/community involvement activities in conjunction with other group leaders on campus. This position will be paid by using Title I and SI funds.

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Parent/Community support

Glen Avon Elementary has created a Parent Participation Plan that includes the following components: Title I informational and open house meetings, Back-to-School Night, parent-teacher conferences, quarterly workshops, the Parent Teacher Association (PTA), School Site Council (SSC), English Language Advisory Council (ELAC), Community Based English Tutor (CBET) Adult Language classes, student attendance incentives, award assemblies, and school pride activities. Each of these activities is designed to open and facilitate positive interactions with our students' immediate and extended families, as well as other community members. We take pride in knowing that all of our students' families are provided the opportunity to become involved in their child's educational experience. Each of these components are outlined in further detail below:

Programs:

Title I Informational and Open House Meetings

Held three times a year, these Title I meetings provide parents with an understanding of Glen Avon's Title I program, its components, and affect on the students. The first meeting, to be held in the fall, will provide an overview and introduction of what is meant by "Title I" and what services the children receive under the Title I guidelines. The second meeting, held in the winter, will be designated as a Title I Open House, where the parents are invited to a formal meeting to discuss current Title I issues and then are taken on a walking tour of the school. During the walking tour, the parents are introduced to the Title I teachers, observe the students involved with the Title I programs, and provide input into future improvements to the program. The third meeting, held in the spring, is designed to summarize the events from the school year and discuss the school plan for the following school year.

Back-to-School Night

Each year Glen Avon Elementary invites parents and family members to an evening program to meet the teachers, tour the school, and receive information about our school program. Each teacher introduces the California State Standards to the parents, provides an introduction to his/her classroom, discusses the parent workshops, promotes attendance, and encourages school pride.

Parent-Teacher Conferences

Parent-Teacher conferences are held in November of each school year and provide an opportunity for teachers and parents to communicate about the student's performance. Teachers pass out grade level California State Standards in both English and Spanish, promote quarterly workshops, have sign up sheets for parent participation in the classroom, have parents and students sign Glen Avon's Parent/Student/School Compact, and promote quarterly attendance awards. This compact gives parents and their student(s) a better

understanding of the importance of education and their responsibilities at Glen Avon Elementary.

Parent Quarterly Workshops
Each grade level will present a quarterly workshop for parents. The workshops will be California State Standards based. Teachers will present strategies to help master the California State Standards. Parents will learn how to reinforce these standards at home. Teachers will offer samples of good work, examples of how the California State Standards are being taught in the classroom, and have make-it-take-it activities for the parents to use at home. To promote parent attendance at workshops, Glen Avon Elementary will provide free babysitting and door prizes. Parents will be notified of these workshops during Back-to-School Night, parent-teacher Conferences, through fliers, and will be posted in the monthly school calendars printed in English and Spanish.

Parent/Teacher Association (PTA)
The PTA at Glen Avon Elementary is run entirely by volunteers who dedicate their time to helping our students and teachers. These volunteers work in the classrooms, organize fundraisers, and coordinate many of the student activities that occur during the year. With the money that is raised, the PTA helps sponsor fieldtrips that provide enriching experiences.

School Site Council (SSC)
The School Site Council, is comprised of the Principal, teachers and parents, is responsible for discussing and approving Glen Avon's School Plan. The Council also approves allocations of Title I funds, SIP funds, and other funds. The SSC is also responsible for modifications to schoolwide programs, and also acts as a liaison to the community at-large.

English Language Advisory Committee (ELAC)
This committee is represented by parents to support our English Language Development program here at Glen Avon Elementary. These parents receive training in parliamentary procedures. They are informed about the EL program at Glen Avon. Parents are encouraged to be involved. The community provides a forum to give input as well as to share information about school programs. The members act as a liaison to the community at-large.

CBET Classes
Glen Avon Elementary offers adult second language learners the opportunity to take English language development classes taught by a credentialed Glen Avon teacher. These classes provide our second language learner parents the opportunity to become more involved in their child's educational experiences by providing training in helping with homework, communicating with the teacher, and basic language development skills. This program further strengthens the bond between home and school by providing a more effective means of communication between the parents and teacher.

Student Attendance Incentives
Student attendance will be rewarded quarterly. The class with the highest attendance will be rewarded with a popcorn party. Students with perfect attendance for the entire year will receive a certificate at the end of the year.

Awards Assemblies
Glen Avon Elementary awards students who are excelling through regularly scheduled awards assemblies. Each student is recognized with a certificate, punch and cookies. The parents of these award recipients are invited to attend the assembly, as well as other family members.

School Pride Activities
During award assemblies there will be a 10-20 minute presentation with classes or grade levels promoting school pride. The assembly presentations will be California State standards based.

For example, Glen Avon will use patriotic songs, reciting poems, and acting out stories. School pride will be promoted on a quarterly basis. Students will also be encouraged to wear their school shirt or school colors on Friday. Classes will be rewarded for the highest participation. Each grade level will demonstrate school pride by keeping a section of the campus clean.

8. SCHOOL, DISTRICT AND COMMUNITY BARRIERS TO IMPROVEMENTS IN STUDENT ACHIEVEMENT

A comprehensive needs assessment was completed during the 2003-2004 school year. Students, parents and staff were asked their opinion of what they felt were the major barriers to improving student achievement at Glen Avon Elementary School. Teachers reported that there was a need for improving the process of individualizing reading and mathematics instruction for all grade levels. Specifically, the teachers reported a need for individualization and differentiation of instruction for English language learners, GATE students, and at-risk students.

Additionally, teachers reported that the extra training and support materials for reading and math instruction such as Accelerated Reader and Excel Math have been beneficial to student achievement and growth. Teachers are enthusiastic about using these programs. However, additional training in the use of Accelerated Reader is needed to work out the logistics of the program. In order to make Accelerated Reader operate successfully there is a need for more classroom computers, printers, and classroom collections of books. In addition, our school librarian is transitioning the library for a more successful implementation of the program.

Another barrier noted by parents and staff was a need to encourage greater collaboration between home and school. Teachers and current parent volunteers would like to see an increase in the number of parents involved in their child's education, as well as in the daily operations in the school community.

Teachers will continue to receive updated staff development training during the 2004-2005 school year. The staff development will consist of further training in: Implementation of the new Houghton Mifflin language arts adoption, Step Up to Writing, and improving quarterly Parent Workshops. Teachers will also have an opportunity to meet with the GATE coordinator, English learner facilitator, and the coordinator of the Extra Learning Opportunity program. Meetings scheduled with the various coordinators will allow teachers to work on meeting the needs of the various subgroups at We have also scheduled monthly grade level collaboration meetings between teachers to gain further insight into teaching methods and student behavior observances and techniques. Glen Avon, identifying students who are at-risk, creating intervention plans, reviewing student data, and discussing strategies for meeting student needs.

The district has purchased two new language arts programs, Houghton Mifflin and Step up to Writing. Teachers will receive training for the new language arts adoption. This new adoption offers components to meet the needs of all students. It offers a phonemic awareness component, it contains leveled readers, materials to differentiate lessons, and it is closely aligned with the California State Standards. The Houghton Mifflin Language Arts Program addresses the needs of EL students, GATE students, and at-risk students. Step Up to Writing is a K-6 writing program that offers a structured writing format. The program introduces K-6 students to an organized way of developing an outline format prior to writing. This program provides a very systematic way for students to begin writing and it is easy to implement across grade levels. The various styles of writing are developed over time and across grade levels. Step up to Writing provides students with the fundamental steps of writing at their own ability level and helps students to develop into better writers.

9. LIMITATIONS OF THE CURRENT PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

Home school communication is an area that continues to be a focus. We have actively worked to improve in this area by hosting quarterly parent workshops and by providing free baby-sitting. We give out parent materials for use at home with students and door prizes. The information provided during the workshops is standards based, and it provides reinforcement of previously taught concepts, and materials that can assist parents with helping their students at home. Attendance at parent workshops averages about 5%. Increased attendance and parent support for underperforming students will lead to more success at meeting standards. Glen Avon will continue to encourage participation of teachers, students and parents through the School Leadership Team, School Site Council, English Language Advisory Council, and the Parent Workshop program.

Coordination with Other Plans and Services

Glen Avon staff, administration, and community, with JUSD's School Board and District office support, are committed to student mastery of California standards. Glen Avon's reform efforts will include the School-based Coordinated/Schoolwide Title I (SBCP/SWB) plan, and the State's Coordinated Compliance Review findings. These plans have the goal of improving student achievement through focused instruction and effective schoolwide practices. The underlying goals, data, and objectives presented in these plans will be incorporated into Glen Avon's 2004-2005 school plan.

The following resources will be used to sustain our proposed educational program: Title I, School Improvement program, and other adjusted distributions of U.S. Department of Education funds, such as Title II (Eisenhower Professional Development Funds). JUSD's School Board endorses site-based management of allocated funds. Funds from the various sources listed above will be integrated into the existing school budget. As other funding sources become available, the School Site Council and the Student Leadership Team will review allocations on a case-by-case basis to determine their best use. To support school wide programs in the 2004-2005 school year two of our Title I and School Improvement positions will be increased in hours; four-hour bilingual clerk position will be increased to eight hours. A seventy percent resource teacher will become a full-time position. These positions are planned for and funded by leveraged funds. Teacher planning and training time will be provided two hours per week, every other week, for 10 weeks. During this block of release time there will be Title I teachers working with two grade level teams for two hours a week, using among other programs, Step Up to Writing, Accelerated Reader, Leveled Readers, and the Excel Math programs. This will allow teachers from each grade level to receive staff development training in literacy methods, and other effective teaching methods, as well as ways to meet the needs of our sub-groups.

Leveraged funds will continue to support a Translator/Clerk-Typist who is responsible for translations, parent and staff communications, and record keeping and report processing required by the district. Additionally, we will fund full-time Resource Teacher. The person in this position will continue to coordinate school-wide programs outlined in the Site-based Coordinated Plan, work with students identified as at-risk, and assist with staff development. Glen Avon will be using Title I Program Improvement funds for the Resource Teacher's salary in order to keep this key position. Students not meeting District and/or State standards can be referred to Glen Avon's Student Study Team. The Student Study Team consists of certificated teachers who work with other staff members to provide educational alternatives to students who are struggling to meet standards.

An Analysis of Glen Avon Elementary School's Instructional Needs

On average, Glen Avon Elementary School has shown improvement on State measures over the past three years. Glen Avon Elementary has exceeded it's API growth target overall (+ 73 points over three years). Likewise, in each numerically significant subgroup (Hispanic/Latino, White, Socio-economically Disadvantaged) there has been a significant improvement in standardized test scores over the past three years. Case in point, the Hispanic/Latino subgroup made a 46-point gain, the White group made a 15-point gain, the Socio-economically Disadvantaged group made a 95-point gain.

These same groups have not shown similar growth on local CRT measures. For example, the Hispanic/Latino group gained 6.3 percentage points; the White subgroup gained .5-percentage point. The Socio-economically Disadvantaged group decreased by 4.2 percentage points. These two overall measures seem to present conflicting data as to subgroup performance. A further detailed analysis of disaggregated subgroup performance is therefore required.

Overall Glen Avon has shown improvement in language arts, although our overall mathematics scores have decreased by several in each subgroup. In order to meet our API expectations, we need to continue to increase our language arts and mathematics scores. STAR tests, including SAT 9/CAT 6, fourth grade writing proficiency, and CST mathematics and language arts, CELDT, and writing assessments scores indicate that we are in need of improvement in language arts and mathematics. Glen Avon experienced a 2-point decrease in the API in mathematics, to a score of 619, and 37-point gain in language arts, to a score of 607.

The GATE student subgroup shows an average achievement level of 99-points above the school average, but this group trails its peers in progress toward mastery of standards. According to State CAT 6 and State CST measures, the group with the least amount of growth in language arts is the GATE student subgroup. This group showed an average 87-point drop on both measures.

In conclusion, Jurupa Unified School District averages show a 3.7% increase in progress toward mastery of mathematics standards, and a 1.7% increase in language arts. An analysis of disaggregated subgroup data for CRT results show that English-only, GATE, Special Education, Hispanic, ESEA Title I and Socioeconomically Disadvantaged students all experienced an increase in mathematics CRT progress. Overall Glen Avon has shown improvement in language arts, although our overall mathematics has decreased by a few points in each subgroup.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

GLEN AVON ELEMENTARY SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2004-2005

Conclusions from Parent, Teacher, and Student Input

The Pulliam Group conducted a schoolwide survey of school needs for student achievement during the 2001-2002 school year. In summary, parents, teachers, and students felt that there was a need at Glen Avon Elementary School to promote attendance, provide quarterly parent workshop, improve home school communication, increase parent involvement, provide teacher training on individualization and differentiation of instruction for English language learners and at-risk students, purchase more materials and supplies for at-risk programs and technology, provide training and resources to improve student behavior and classroom management, provide training in Teacher Expectation Theory (TESA), schedule planning time for teachers, and improve our intra-school communication to improve student achievement at Glen Avon. During the 2002-2003 school year, Glen Avon Elementary has begun the implementation phase of this school wide improvement plan.

School Goals for Improving Student Achievement

As identified in the Glen Avon Elementary School Student Academic Achievement Profile and the Glen Avon parent, student, and staff surveys, the following school goals are established for improving student achievement:

Goal #1: Improve the process of communication between teachers, students, parents, and administration in the progress of student achievement in all academic areas for Glen Avon' identified student subgroup populations.

Goal #2: Increase staff development training and release time for the improvement of instruction and increasing expectations in the meeting of the academic needs in differentiation of instruction for Glen Avon's English learner and G. A. T. E. students.

Goal #3: Improve parent involvement and participation that results in better student achievement at Glen Avon Elementary School.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services
Exemplary Services to Children through Vision, Collegiality, and Results

Granite Hill

Elementary School

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND SCHOOL GOALS AND CONCLUSIONS

2004-2005

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

GRANITE HILL ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2004-2005

The following statements characterize educational practice at this school:

1. ALIGNMENT OF CURRICULUM, INSTRUCTION, AND MATERIALS TO CONTENT AND PERFORMANCE STANDARDS

Granite Hill has used state standards to guide instruction. In addition, teachers have utilized the Pulliam Group's "Essential State Standards" list to prioritize the amount of time spent teaching each standard. See districtwide base program description.

Our needs assessment shows that there is a need to continue to improve reading and mathematics achievement, especially among English learners and lower socio-economic students.

2. AVAILABLITY OF STANDARDS-BASED INSTRUCTIONAL MATERIALS APPROPRIATE TO ALL STUDENT GROUPS

All students at Granite Hill have access to the core curriculum, including RSP, SDC, LSH, GATE, and EL students. The Jurupa Unified School District's standards and the California State Standards guide the curriculum. Differentiated curriculum is provided through a variety of teaching strategies and learning patterns such as small and large group experiences, homogeneous and heterogeneous settings, collaboration with teachers to develop academic tasks, completion of academic tasks with various production methods, and opportunities that encourage the development of self-directed, in-depth inquiry.

Parent involvement is a continuing concern at Granite Hill. Our School Site Council (SSC), reflecting appropriate parity, has the opportunity to provide input on all aspects of the school program. Members of the PTA and the English Learners Advisory Committee (ELAC) are also afforded opportunities to become involved, provide input and voice concerns about programs.

Categorical funding is primarily spent to provide under-performing students additional academic materials, technology to assist students, incentives for achievement and attendance, professional development for the staff, and assistance to parents. These items are discussed in the sub-categories of English Learners, Special Education, Gifted and Talented Education, and Title I.

English Learners
Slightly more than a third of Granite Hill's pupils are English learners (ELs). Spanish is spoken by 99% of our ELs. These students are placed with authorized (SB 395, CLAD, BCLAD, LDS or BCC) teachers. All of Granite Hill's teachers are either authorized or participating in training to become authorized. Four part-time bilingual tutors assist students with primary language support. The district has adopted the Hampton Brown Into English series for daily English Language Development.

Each English learner receives a program of instruction in English language development designed to increase proficiency in English as rapidly and as effectively as possible. English learners are grouped in classrooms based on their fluency level to maximize their access to the

core curriculum. Daily ELD lessons are designed to promote the acquisition of listening, speaking, reading and writing in English. During content instruction, teachers provide differentiated instruction using strategies appropriate to each language proficiency level represented in the class. Students with little proficiency receive instruction in Structured English Immersion classes, and teachers use SDAIE techniques.

Granite Hill has an active parent group, the English Language Advisory Committee (ELAC). The ELAC meets regularly and advises the principal on the development of a master plan for English learners, and the development of the school's needs assessment. In addition, they assist with the administration of the school's language census, and in finding ways to make parents aware of the importance of regular school attendance.

Special Education

The special education program at Granite Hill serves students with a wide range of services, including Language, Speech and Hearing, a Resource Specialist program, Special Day Class and adaptive Physical Education. Through the Riverside County SELPA, services are provided for severely handicapped students and students with low incidence handicaps requiring specialized services. An individualized education plan (IEP) is developed to address the needs of each student. Parents participate in developing the IEP and making placement / service decisions for their children. Progress is evaluated at least annually through the IEP process. The school's goal for all special education students is access to the core curriculum and maximum participation in the least restrictive environment.

Gifted and Talented Education

GATE students are currently being served in regular classrooms with a variety of differentiated instructional methods. All GATE students receive core curriculum in their regular classrooms, including differentiated curriculum that engages the academic and social/emotional development of the gifted learner. Students receive 200 minutes weekly of differentiated instruction which may include special individual project studies, enrichment activities, and directed higher level questioning through daily lessons. District accelerated curriculum standards that have been designed specifically to challenge GATE and high achieving students are addressed.

Title I

Granite Hill is a School-wide Title I school. Using multiple measures, teachers identify areas of strength and need, and provide students with additional opportunities to achieve mastery of skills, through classroom instruction, practice on selected software and through the Extended Learning Opportunities programs held after school and during the summer. In addition, students and their families receive supplemental follow-up contacts on attendance, academic and behavioral issues through telephone calls home, home visits, written correspondence, etc.

Supplementary materials are available in classrooms to modify instructional programs in order to meet the needs of students. Strategies such as using one-on-one help, small group instruction, cooperative learning, peer tutoring, hands-on activities, and technology-assisted instruction are used as interventions in helping students succeed.

Students who are experiencing difficulty in learning to read and write have opportunities to participate in the district Extended Learning Opportunities program which is offered after school and during the summer. Title I funding is used to lower the teacher-student ratio in the after-school classes, to provide off-norm teachers to work with small groups of children, and to provide bus transportation so that all students requiring assistance have an opportunity to attend.

Parent conferences provide time for the teacher, student, and parent to set goals in order to see progression and achievement, as well as to discuss the child's assessment data. Parents,

students and staff sign a compact, identifying each person's responsibilities in helping the child be successful.

3. ALIGNMENT OF STAFF DEVELOPMENT TO STANDARDS, ASSESSED STUDENT PERFORMANCE AND PROFESSIONAL NEEDS

Staff development has been directly linked to needs identified in our last analysis of student achievement data:

- August 28, 2003: Review of student achievement during 2002-2003 and development of strategic plan for program improvement in 2003-2004. Our goal is to determine the effectiveness of strategies used during the past year to improve instruction, and to determine "next steps" for the 2003-2004 school year.
- September 2, 2003: Calendaring of standards and determination of what constitutes "mastery of standards" on a standard-by-standard basis. Based on the insights gained on August 28, we will develop a plan for ensuring the mastery of standards by all students in 2003-2004. In addition, we will continue to develop pre- and post-assessments to assist in determining mastery of standards.
- April 24, 2004: We will significantly upgrade the technology available to every classroom in 2003-2004. We will focus on the use of technology in classroom instruction, in order to ensure that all staff members are able to effectively use tools such as Accelerated Reader, Accelerated Math, LCD projectors, DVD players, laser disk players, etc.
- Grade level meetings with the Principal: Review student progress, conduct additional staff development (effective methodologies for teaching English learners, sexual harassment, child abuse, writing across the curriculum, restructuring the after-school program to provide a more specific focus on specific reading, writing, and mathematics standards, etc.), and plan for instruction
- Weekly focused teacher-planning meetings: Grade levels review student progress, plan for instruction, calendar standards, develop interim assessments, analyze assessment data to guide instruction, and share best approaches to teaching the standards.
- New teachers participated in the Beginning Teacher Support and Assessment (BTSA) program and in the California Formative Assessment and Support System for Teachers (CFASST). This is a full year program that places mentor teachers with beginning teachers to ensure a smooth start in the teaching profession.
- Teachers in grades K-3, who had not previously been trained, participated in workshops designed to maximize the effectiveness of class size reduction.

For the 2004-2005 school year, Granite Hill proposes the following staff development days:

- September 1, 2004: Review of student achievement during 2003-2004 and development of strategic plan for program improvement in 2004-2005. Our goal is to determine the effectiveness of strategies used during the past year to improve instruction, and to determine "next steps" for the 2004-2005 school year. Calendaring of standards and determination of what constitutes "mastery of standards" on a standard-by-standard basis. In addition, we will continue to develop pre- and post-assessments to assist in determining mastery of standards.
- September 2, 2004: Use of technology in classroom instruction. We will significantly upgrade the technology available to every classroom in 2003-2004. We will focus on the use of technology in classroom instruction, in order to ensure that all staff members are able to effectively use tools such as Accelerated Reader, Accelerated Math, LCD projectors, DVD players, laser disk players, etc.
- September 7, 2004: Overview of the new Houghton-Mifflin language arts series. (mandatory district staff development)

- Grade level meetings with the Principal: Review student progress, conduct additional staff development (effective methodologies for teaching English learners, sexual harassment, child abuse, writing across the curriculum, restructuring the after-school program to provide a more specific focus on specific reading, writing, and mathematics standards, etc.), and plan for instruction
- Weekly focused teacher-planning meetings: Grade levels review student progress, plan for instruction, calendar standards, develop interim assessments, analyze assessment data to guide instruction, and share best approaches to teaching the standards.
- Support and guidance similar to that of previous years will continue to be provided to new teachers.

4. SERVICES PROVIDED BY THE REGULAR PROGRAM TO ENABLE UNDER-PERFORMING STUDENTS TO MEET STANDARDS

All students at Granite Hill have access to the core curriculum, including RSP, SDC, LSH, GATE, and EL students. The Jurupa Unified School District's standards and the California State Standards guide the curriculum. Differentiated curriculum is provided through a variety of teaching strategies and learning patterns such as small and large group experiences, homogeneous and heterogeneous settings, collaboration with teachers to develop academic tasks, completion of academic tasks with various production methods, and opportunities that encourage the development of self-directed, in-depth inquiry. Students receive additional assistance through cross-age tutors, peer tutors, instructional aides, bilingual language tutors and parent volunteers.

Parent involvement is a continuing concern at Granite Hill. Our School Site Council (SSC), reflecting appropriate parity, has the opportunity to provide input on all aspects of the school program. Members of the PTA and the English Learners Advisory Committee (ELAC) are also afforded opportunities to become involved, provide input and voice concerns about programs.

Preschool Transition Plan

All pre-kindergarten children are invited to Granite Hill each spring. In May, these students and their parents participate in our annual Kindergarten Orientation. They receive information about kindergarten and visit the kindergarten classes. Parents receive materials and ideas to work with their children over the summer. Prior to the start of the school year, kindergarten teachers individually assess each incoming kindergarten student in the areas of language arts and mathematics. Finally, just prior to the start of the school year, incoming kindergarten students and their parents are invited to come to class for additional orientation.

Regular Education Students Requiring Program Modifications

Regular educational students who need modifications in the regular program receive assistance through the development of a 504 Program Modification Plan, developed with their teachers, parents, health care workers and others to meet their special needs.

Technology Plan

Objectives for technology are consistent with school and district goals. Teachers expose students to a wealth of information available through technology to enhance the teaching of standards. Granite Hill strives to use technology to enhance and enrich learning, increase our effectiveness as educators and prepare all students for academic success.

5. SERVICES PROVIDED BY CATEGORICAL FUNDS TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

All students at Granite Hill have access to the core curriculum, including RSP, SDC, LSH, GATE, and EL students. The Jurupa Unified School District's standards and the California State Standards guide the curriculum. Differentiated curriculum is provided through a variety

of teaching strategies and learning patterns such as small and large group experiences, homogeneous and heterogeneous settings, collaboration with teachers to develop academic tasks, completion of academic tasks with various production methods, and opportunities that encourage the development of self-directed, in-depth inquiry.

Parent involvement is a continuing concern at Granite Hill. Our School Site Council (SSC), reflecting appropriate parity, has the opportunity to provide input on all aspects of the school program. Members of the PTA and the English Learners Advisory Committee (ELAC) are also afforded opportunities to become involved, provide input and voice concerns about programs.

Categorical funding is primarily spent to provide under-performing students additional academic materials, technology to assist students, incentives for achievement and attendance, professional development for the staff, and assistance to parents. These items are discussed in the sub-categories of English Learners, Special Education, Gifted and Talented Education, and Title I.

Immediate Intervention / Under-performing School Program (II/USP)
Granite Hill volunteered to participate in the state's II/USP program. This is a three-year commitment, including one planning year (2001-2002), and two implementation years (2002-2003 and 2003-2004). The school has developed a plan to raise student achievement in the areas of reading comprehension and mathematics achievement. Funding has been used to purchase materials, off-norm teachers, teacher planning time, computers, etc. to improve student achievement in language arts and mathematics. Funding remaining from the 2003-2004 school year will continue to be used for these purposes.

6. USE OF STATE AND LOCAL ASSESSMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT ACHIEVEMENT

Teachers use a variety of assessments to modify instruction and improve students achievement, including the results of the norm referenced Comprehensive Achievement Test - 6 (CAT-6) (that replaces the formerly used Stanford Achievement Test - 9); the criterion referenced California Standards Test (CST); and the district's Criterion Referenced Test (CRT). Teachers use the services of the Pulliam Group's IDMS program to analyze individual and group results to modify instruction to meet individual needs and to ensure that every grade level standard has been taught and learned. In addition, classroom formative and summative assessment results are evaluated to inform instruction. Teachers meet by grade level once per week to look at student work, examine student progress, and to plan for instruction.

7. NUMBER AND PERCENTAGE OF TEACHERS IN ACADEMIC AREAS EXPERIENCING LOW STUDENT PERFORMANCE

All Granite Hill teachers work with students at their grade level that are experiencing low academic performance. Teachers plan interventions and instructional strategies aimed at these students during weekly planning meetings.

8. FAMILY, SCHOOL, DISTRICT AND COMMUNITY RESOURCES AVAILABLE TO ASSIST THESE STUDENTS

Granite Hill School provides a safe, orderly environment for learning. There have been no expulsions during the past three years, and fewer suspensions than average for elementary schools in the district.

Students requiring additional assistance may participate in the services provided by the district's Student Assistance Program, Strengthening Families Program, Healthy Start, Student Study Team, Child Protective Services and School and Community Outreach Team Program.

9. SCHOOL, DISTRICT AND COMMUNITY BARRIERS TO IMPROVEMENTS IN STUDENT ACHIEVEMENT

Granite Hill annually conducts a self-review that involves parents, teachers and other community members. The following barriers have been identified:

- Nearly 75% of the students at Granite Hill are scoring below the Proficient and Advanced levels on the California Standards Test in language arts. Slightly less than 1/3 of the students are scoring above the 50%ile on the CAT-6 test in reading / language arts. Teachers have identified that students have the greatest difficulty in reading comprehension and functional reading. In language arts, students experience difficulty in mechanics, writing skills, study skills and understanding.

- Slightly less than 2/3 of the students at Granite Hill are scoring below the Proficient and Advanced levels on the California Standards Test in mathematics. Slightly less than 1/2 of the students are scoring about the 50%ile on the CAT-6 test in mathematics. Through data analysis, teachers identified that students experienced the most difficulty with computation, number sense, and problem solving.

- Teachers continue to need structured planning time to discuss the standards, review assessment data to guide instruction, and align standards-based instructional practices, materials and programs.

- Many parents do not speak English (or are limited English speaking), making it difficult to communicate with the school and to help their child(ren) with homework.

- Thirty-seven percent of the students are English learners and have difficulty with grade level material.

- There is a continuing need for professional development focuses on teaching strategies and approaches that foster academic achievement among English learners and socioeconomically disadvantaged students.

- There is limited parental involvement in the academic program. Many parents attend school programs, but few parents are partners in their child's education. There is a consistent group of parents that work closely with the school, but many parents are not involved with the academic program.

- Additional interventions are needed to address specific skill needs for at-risk students. Intervention programs need to be more explicitly targeted.

10. LIMITATIONS OF THE CURRENT PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

In addition to the barriers listed above, the staff has noted that there are systemic barriers to student achievement:

- Achievement is based on age rather than skill level. A child may be ahead or behind the norm, but for students to properly master all of the standards, they must master each sequential standard before moving to the next.

- California's economic problems have limited program implementation, as funding for various programs is uncertain.

- While restructuring the program to allow for weekly teacher-planning time has helped, additional time is needed for teachers to thoroughly plan for instruction and assessment to enable all students to meet standards.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

GRANITE HILL ELEMENTARY SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2004-2005

Conclusions from Student Performance Data

All Students
Current No Child Left Behind (NCLB) legislation provides that all schools demonstrate "adequate yearly progress" (AYP) so that all students perform at or above the "proficient" level in reading/language arts and mathematics by 2014. California has defined "proficient and above" in reading/language arts and mathematics in grades 2-8 based on the percentage of students scoring at the proficient or advanced level on the California Standards Tests (CSTs). These tests assess how well students are mastering the state's rigorous academic content standards, which lay out what students should know and be able to do at each grade level.

California has set has set the standard for all schools as minimum of 24.4% of each subgroup scoring at the Proficient or Advanced level in language arts and 26.5% in mathematics to meet Adequate Yearly Progress (AYP) standards in 2004-2005. Granite Hill currently meets AYP standards in both reading/language and mathematics, but continues to score below the district average on measures of achievement such as the CAT-6 and District Criterion Referenced Tests (CRTs).

English Learners
CAT-6 scores show that English learners continue to lag behind in the area of reading, demonstrating uneven progress from year-to-year. Though progress in both language arts and mathematics has generally increased, English learners continue to lag behind other students with regard to the number of students scoring at or above the 50th percentile. To fairly evaluate student progress, one must consider that 42 students were redesignated during the past two years, so their scores are no longer calculated with the El students.

When District CRTs are considered, there is only a small gap between English learners and other students in reading and mathematics.

Economically Disadvantaged Students
Research indicates that economic disadvantage is the single most significant factor in determining student achievement. A review of CAT-6 and CRT scores shows that while economically disadvantaged students are scoring slightly below other students, they continue to make similar growth gains as others.

GATE Students
As might be expected, GATE students scored very well on district criterion referenced tests, scoring in the top 20% of students.

General Conclusions
While students have generally made academic gains from 1999-2000 to present, further increases are necessary in all subject areas. In mathematics, students need to improve in the areas of computation, number sense, and problem solving.

Reading/language arts is a much more difficult area for students to obtain competence. They need to make significant gain in reading comprehension and functional reading. In the area of

language arts, students are experiencing difficulty in mechanics, writing skills, study skills and basic understanding.

English learners have a dual challenge of increased exposure to oral and written English both in and out of the school setting. The classroom setting provides students with opportunities for English language development (ELD), oral language exposure, and access to the core curriculum using Specially Designed Academic Instruction in English (SDAIE) strategies, but additional quality and quantity of language enrichment must be increased for these students.

In addition to other challenges, students living in poverty have needs at the basic end of Maslov's hierarchy. The school must work closely with parents to involve them in the educational process, and assistance them in supporting their children's education.

Conclusions from Community Input

While parents generally express positive perceptions of the school and its academic program, this year parents who answered the survey in Spanish expressed similar confidence about the success of their children at school. For example, last year about a third of the Spanish-speaking parents expressed concerns about their child's ability to learn the material taught in class, while no English-speaking parent believed this was an issue. This year no parent disagreed with the statement, "I am confident that my child can learn the material taught in class. While 35% percent of the Spanish-speaking parents disagreed that "Standardized tests accurately measure what my child is taught in school," in last year's needs assessment, only 4% believed that to be true this year.

These data indicate that the school needs to continue to work hard to communicate effectively with all of its constituents to improve both perceptions and conditions that might have contributed to those perceptions.

Goals and Planned Improvements in Student Performance

The content of this school plan is aligned with Granite Hill's goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. In addition, the five performance goals delineated in No Child Left Behind (NCLB) Act of 2001 were examined. Those goals are as follows:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

The School Site Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The Council also obtained and considered the input of the school community. Based upon this analysis, the Council has established the following performance improvement goals, actions and expenditures.

GOAL #1: For Improving Student Achievement:

Improve student achievement in literacy (including reading, writing, oral communication, language development, and spelling).

GOAL #2: For Improving Student Achievement

Improve student achievement in mathematics.

GOAL #3: For Improving Student Achievement:

Increase opportunities for parent involvement in the educational process.

GOAL #4: For Improving the Learning Environment:

Surround students with an environment that promotes and encourages academic achievement, student attendance, and student leadership and responsibility.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services
Exemplary Services to Children through Vision, Collegiality, and Results

Ina Arbuckle

Elementary School

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND SCHOOL GOALS AND CONCLUSIONS

2004-2005

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

INA ARBUCKLE ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2004-2005

Demographics and Funding

Ina Arbuckle Elementary School is one of sixteen K-6 elementary Schools in the Jurupa Unified School District, and is located in a rapidly growing unincorporated area of Riverside County. The population of our community is very mobile. The majority of the students live within walking distance of the school in apartments, mobile home parks or rented homes, which contribute to a high transience rate. The school has a diverse ethnic population of 734 students including the following ethnic groups: 7.1% African American, 83.2% Hispanic or Latino, .8% Pacific Islander, .1% American Indian or Alaska Native, .7% Asian, and 7.8% White not Hispanic. According to the CAT 6 data 91% of the students are on free or reduced price lunch, 51% are English Learners, 4% are GATE students, 4% are special day students, and 2% of students are in the resource specialist program.

Ina Arbuckle School is currently a schoolwide Title I school. Additional funding include (but is not limited to) EIA bilingual, Library Grant, Governor's Award Funds, GATE, TUPE, and CBET.

Student Achievement

An Analysis of the California Standards Tests results indicates that even though our students are not making significant academic gains compared to the state, Ina Arbuckle students continue to show growth. The CSTs results indicate that 24% of second grade students are achieving at the Proficient or Advanced level, an increase from last year's 16%, while 27% are achieving at the district level and 36% at the state. Third grade made gains from 12% to 17% while district resulted in 23% gains and 33% at the state level. Fourth grade had an increase from 2002 to 2003 of 5% to 15%. Fifth grade decreased from 9% to 7%. Sixth grade gained from 8% to 18% of students achieving at the Proficient or Advanced level. Though Ina Arbuckle no longer qualifies under II/USP program, we continue to implement successful and sound instructional strategies developed by the II/USP process. Ina Arbuckle Elementary School staff continues to study, analyze and discuss student data pertaining to student academic achievement, which guides the instruction by making sound instructional decisions based on student's strengths and areas of improvement. The five identified focus areas to improve student achievement are as follow: A) reading, language arts and mathematics emphasizing: phonics, vocabulary development and comprehension, spelling, writing, and grammar; B) Instructional strategies and best practices, addressing multiple ability levels; C) Schoolwide discipline/morale plan; classroom management; attendance and tardiness plan. D) Teacher collaboration/planning time and support; Data analyses, planning and instruction; curriculum alignment agreed upon instructional strategies, materials, interim assessments and interventions programs. E) Interventions for students not meeting grade level standards; implement and assess a pre- and post-test component; develop and implement a standards-based instructional program; implement a communications system for providing progress reports to teachers, parents and students.

Standards and Assessment

Analyses of CRT benchmark results indicate the majority of students are making steady progress in meeting curriculum standards. Though kindergarten went from 93.9% correct in their language arts to 92.3% kindergarten exceeded the 80% mastery level. In math they went from 94.% to a decrease of 90.% The following indicates the average score per grade level (First

to sixth) and the average gains from the previous year in language arts and mathematics: First grade, language arts, average score of 88.0% with an increase of +4; math, average score of 92.3% with gains of +.6; second grade, language arts, average score of 82.6% with gains of +2.4; math, average score of 92.0% with gains of +6.3; third grade, language arts, average score of 76.2% with an increase of +4.7; math, average score of 87.6% with an increase of + 4.0 ; fourth grade, language arts, average score of 64.6% with gains of +3.7; math, average score of 67.8% with gains of +9.8; fifth grade, language arts, average score of 65.1% with gains of +1.2; math, average score of 65.5% with gains of +5.3; sixth grade, language arts, average score of 60.% with gains of +1.5; math, average score of 54.5% with a decrease of –5.7. Year-to-year CRT results indicate steady progress in kindergarten through first grades.

Kindergarten through sixth grade teachers have analyzed their CRT benchmark results and completed an "Item Analysis" of their language arts and mathematics standards. They identified areas of strength and areas of need. Teachers discussed and shared teaching strategies addressing specific standards. Kindergarten and first grade teachers met as a grade level team to share strategies that have been proven to be effective in their classroom. Teachers shared teaching strategies to ensure consistency across grade levels.

Ina Arbuckle will continue to implement the Research Based Instructional (RBI) model for Reading. The instructional model incorporates strategies such as guided reading, explicit phonemic awareness and phonics instruction, writer's workshop, ELD, SDAIE and other teaching strategies. This model includes direct daily teacher instruction in language arts. Daily review, reading and homework are incorporated.

The assessment will include administration of pre- and post-Criterion Reference Tests to measure mastery of the curriculum standards in reading and mathematics, as well as ongoing benchmark tests to monitor student progress in meeting grade level curriculum standards.

Staff Development

During the 2003-2004 school year, Ina Arbuckle staff participated in a variety of workshops and training that focused on the implementation of curriculum standards, effective teaching practices and strategies in meeting the unique needs of our diverse student population. The successful implementation of the literacy training was a key factor in our student achievement. The literacy training addressed instructional strategies and best practices across the grade levels. It provided an on-going high-quality professional development aligning curriculum standards, assessment, effective instructional strategies and practices. In addition, as part of our continued staff development efforts, our monthly staff meetings gave each teacher the opportunity to become "experts" in one of the seven chapters in Results: The Key to Continuous Improvement by Mike Schmoker. Each grade level presented a summary of the chapter to the rest of their colleagues reinforcing the success factors being implemented throughout our school. Through the partnership of the Jurupa Unified School District's Education Services and Riverside County Office of Education's Riverside County Achievement Team (RCAT), we have worked collaboratively to improve student achievement and teacher success. In addition to participating in the "Curriculum and Alignment" training, we received staff development in "Differentiated Instruction" and the "Step Up to Writing" program.

Staff members were invited to participate in workshops presented by the district's Language Services Resource Teacher that assisted staff in the process of identifying and assessing English learners using the district's ELD standards. The workshops focused on guiding teachers in developing ELD lessons that would meet the different proficiency levels of their students.

Staff will continue to receive staff development in the areas of curriculum development, Specially Designed Academic Instruction in English (SDAIE), technology, Literacy Training, Step Up to Writing, parent involvement, English Language Development (ELD), and differentiating instruction for at-risk students, high-achievers, GATE students, and students with special needs.

Ina Arbuckle School will continue to implement a math program entitled, "NSF Mathematical ACTS: Achievement Via Collaboration with Teachers and Students", with teachers in grades four through six. This program will target math and will provide training and support for teachers to better meet the needs of their students. The training will focus on strategies, methodology, and data to ensure student achievement.

Parent Involvement

Parents and community are encouraged to become involved at Ina Arbuckle School by volunteering in classrooms, attending school and district functions, becoming members in the PTA, School Site Council, Title I School Advisory Council, CBET, Strengthening Families Program, Student Assistance Program and English Language Learners Advisory Council. Parents are offered workshops and in-services to provide an opportunity for them to acquire ideas and strategies in improving their children's academic achievement, such as English As A Second Language classes, and CBET/Family Literacy classes.

In addition, a monthly newsletter is sent home, monthly informal meetings are held with parents to promote effective communication about school related concerns; important upcoming events and dates are communicated. Bulletins, monthly calendars, the parent handbook and individual telephone calls home are also used to continue to provide home/school communication. Parents are invited to participate in Student Study Team meetings to provide additional information and background knowledge to help the team determine appropriate interventions for their child.

In the Community Based English Tutoring program, English language development classes and "The Family Literacy Program" were provided. The programs assist parents in becoming more involved in the education of their children. We will continue to provide opportunities for parents to acquire skills that will assist them to reinforce and enhance the education of their children.

Our Young Authors Committee set up workshops at Christmas and Valentine's Day so parents could make cards for their children and have them delivered to their child at school. Our parents are very creative. The Young Authors committee once again encouraged staff and students to submit written work for our annual Young Authors Anthology.

Teaching and Learning

Our Title 1 Literacy Intervention program continues to serve kindergarten through sixth grade at-risk students. The program is overseen by the reading resource teacher and assisted by the bilingual language tutors. Participating students receive daily small group instruction. Instruction is focused on guided reading strategies, using leveled literature books to develop and strengthen the students' three cueing systems: graphophonics, syntax, and semantics.

Students in grades first through sixth, not meeting minimum curriculum standards, are provided supplemental reading and math instruction through our extended day program.

Students meet two or three days per week, for one or one and a-half hour sessions. Teachers report that intervention (extended day) programs aligned to grade level standards or classroom instruction enhances continuity in student learning. Teachers had the opportunity to work with their own students during extended day labs allowing for higher student achievement. Teachers are utilizing CRT scores to assess and monitor the effectiveness of their extended day lab. This assessment component evaluates student progress and provides student progress results to students, regular classroom teachers, and parents.

Teachers monitor their own attendance by calling parents to remind them about their child attending the extended day lab. Student attendance is essential to a successful extended day lab. Based on Criterion Referenced Test results, the majority of students served by the extended day program have made improvements towards meeting the curriculum standards.

Students fourth through sixth grade have three to four computers in their classrooms as part of the TLCG grant. Teachers receive training from our school's technology coordinator and are able to utilize purchased software to enhance and reinforce the curriculum standards. Ina Arbuckle School has developed a technology plan that builds on the district's "Building Bridges to the Future Technology Use Plan" to meet the needs of the school's diverse population. Ina has piloted the Accelerated Reader in several classes and is planning to fully implement AR in the upcoming school year. This program targets student's reading level and moves them through several books in order to move to the next level. Title I funds will continue to provide technological support to enhance student academic achievement.

English language learners received supplemental small group instruction in reading and vocabulary development from our bilingual tutors on a daily basis under the supervision of our Title I Reading Resource Teacher. All supplemental instruction focuses on helping students meet the curriculum standards including English Language Development Curriculum Standards. CRT benchmark results indicate that our English language learners are making good gains comparable to our English only students. As part of the monitoring process, the English Language Learners review indicated teachers needed to implement additional strategies. Differentiated instruction is a key component in student achievement among English Language Learners according to the Comité Review.

Gifted And Talented Education (GATE) students at Ina Arbuckle are cluster-grouped in classrooms. Students are provided differentiated curriculum in the classroom through the use of enrichment activities that incorporate higher level thinking skills. In addition, GATE students are provided instruction through several all day activities that present an in-depth focus. The site GATE coordinator monitored and organized all the activities.

Special need services for identified students are provided by a fully certified Special Education staff at Ina Arbuckle School, that includes two Special Day Class teachers (primary and upper communicatively handicapped classes), a full-time Resource Specialist and a Speech Pathologist. The Student Study Team is composed of primary and upper grade representatives, the Speech Pathologist, a classroom teacher, and the Principal or Assistant Principal. The Student Study Team uses the Jurupa Unified Student Study Team process for discussing and recommending intervention strategies using regular school resources and personnel. The team may coordinate referrals for students whose needs cannot be met with modification of the regular program. Individual Education Plans (IEPs) or 504 plans are developed as determined by district assessment policies and procedures. Special Day Class (SDC) and Resource

Specialist Program (RSP) teachers provide instruction on the core curriculum at the appropriate level and in the least restrictive environment. General education teachers participate in the development of goals and objectives in the IEP process.

All teachers participate in the Safe and Drug-Free Schools and Communities (SDFSC) program. During Red Ribbon Week, materials were provided to enhance learning about drug use prevention. Newly adopted materials have been purchased that are aligned with state standards and focus on enhancing self-esteem and promote a safe and drug free school. Ina Arbuckle School has a Safety Coordinator on site that monitors and assists teachers in delivering lessons that teach children about drugs and violence. The Safety Coordinator worked in updating the Safe Schools Plan, which contains additional resources on drugs and violence, and it also gives a profile of the school in regards to these issues. The School Site Council approved the Safe Schools Plan in March.

In addition, teachers in grades four through six participate in the Tobacco Use Prevention Education (TUPE) program. TUPE funds are used to provide students with the knowledge and skills necessary to make sound decisions in relation to the use of tobacco and drugs, as well as to develop positive self-esteem.

Personnel are employed to supplement the core curriculum. One Resource Teacher is assigned as a Reading Specialist. A part-time clerk assists in monitoring schoolwide projects, and materials that support student academic instruction. A district Teacher on Special Assignment (TSA) supports our language arts instructional program by providing staff development in methodology and the implementation of the RBI model. Students are provided extra help in the areas of health through supplemental services of our school nurse (.5 days), and a part-time health clerk. A counselor provides counseling services one day per week from the Youth Service Center Program.

Additional support is given to parents and students through the skills of a full-time clerk typist translator in the attendance office. A part-time computer support technician, biweekly, maintains the local area network and classroom computers at our school site making instruction through the use of technology possible for all Ina Arbuckle students.

The goal at Ina Arbuckle Elementary School is to provide an environment that is physically and emotionally safe and that promotes positive character traits.

Evaluation and Accountability

In December 2000, Ina Arbuckle's certificated staff, classified staff, parents, and students completed surveys as part of the II/USP process to evaluate the effectiveness of the school's instructional program and the school climate. As a result of the II/USP process five areas of focus (barriers) were identified and improvement strategies were developed to overcome the barriers. In addition to the base program provisions, the II/USP academic improvement strategies were implemented in the 2001-2002 school year and continued to be implemented during the 2002-2003 school year in addition to the 2003-2004 school year. During the 2001-2002 school year, the II/USP plan was implemented and the five barriers have become focus areas where improvement is needed in order to accomplish student achievement.

For each strategy, Ina Arbuckle's leadership team developed a separate action plan defining specific steps that must be taken to implement the strategy as well as defining the person or

position responsible for taking the lead in implementation. The leadership team, under the direction of the principal, will be responsible for maintaining the timelines of the plan.

Each teacher will be responsible for administering grade-level standards-based assessments to their students. Teachers will engage in collaborative planning time to analyze student achievement and to prescribe needed interventions. Interim and annual assessments will be used to monitor the II/USP Action Plan goals and objectives.

The Principal, Assistant Principal, Leadership Team and Teacher on Special Assignment will continually meet to ensure that all supplemental programs and II/USP Action Plan strategies meet the needs of all students and that all funds designated for this purpose are utilized accordingly. Ongoing assessment of student progress in meeting district and state standards is used to evaluate, develop, and adjust curriculum and instruction. Certificated staff, classified staff, parents and students will complete yearly surveys to evaluate the effectiveness of our school-wide plan.

School Mission

The mission of Ina Arbuckle is to educate students to achieve and demonstrate academic excellence and become confident, collaborative and competitive in a global society, by utilizing state-of-the-art technologies and innovative teaching strategies within a well-maintained, secure learning environment, where we value our traditions while welcoming change.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

INA ARBUCKLE ELEMENTARY SCHOOL

SCHOOL GOALS AND CONCLUSIONS
2004-2005

CONCLUSIONS

Results of Our Annual Comprehensive Needs Assessment for 2003-2004:

In 2002-2003, Ina Arbuckle Elementary School certified staff, classified staff, parents and students were invited to participate in a comprehensive needs assessment as part of the II/USP implementation process. The II/USP planning process has provided Ina Arbuckle Elementary School with an opportunity to study, analyze, and discuss data pertaining to student academic achievement, staff, student and parent opinions regarding schooling, and demographic factors that may affect student achievement. During this process, the staff and planning committee identified five focus areas to improve student achievement. The findings were written into the II/USP action and integrated into our school-wide plan.

Five Focus Areas to Improve Student Achievement:

1. Reading, language arts and mathematics
2. Instructional strategies and best practices
3. Schoolwide discipline Plan
4. Teacher collaboration/planning time and support
5. Interventions for students not meeting grade level standards

Strengths:

- School leadership is shared among administrators, teachers.
- Principal's concern for academic achievement and attendance is communicated
- High teacher expectations for academic achievement
- An increase of parent communication and involvement (formal and informal parent meetings, after school parent workshops and classes (CBET, Family Literacy, ESL)
- Teacher on Special Assignment (model lessons, coaching, staff development in language arts, guided reading, RBI, writer's workshop, new teacher workshops)

Needs:

- Barrier A: Lack of consistent reading, spelling, grammar and mathematics programs
- Barrier B: Lack of consistent implementation of research based instructional strategies and best practices
- Barrier C: There is not a consistently implemented school-wide or classroom based discipline program and student disruptions and interruptions interfere with learning
- Barrier D: Lack of teacher collaboration, planning time and support to provide a consistent academic program for students
- Barrier E: Inconsistent Intervention program for students not meeting grade level standards
- Increase parent involvement in addressing student discipline and attendance issues

The following programs are coordinated and utilized to meet the instructional needs of students at Ina Arbuckle Elementary School:

- School Improvement
- Title I
- Economic Impact Aid
- Gifted and Talented Education
- Special Education

JURUPA UNIFIED SCHOOL DISTRICT
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Indian Hills
Elementary School

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND SCHOOL GOALS AND CONCLUSIONS

2004-2005

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

INDIAN HILLS ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2004-2005

The following statements characterize educational practice at Indian Hills Elementary School:

1. ALIGNMENT OF CURRICULUM, INSTRUCTION, AND MATERIALS TO CONTENT AND PERFORMANCE STANARDS

- District adopted texts include:
  - Houghton-Mifflin "Reading" CA edition (2004)
  - Houghton-Mifflin "Mathematics" (2002)
  - Hampton Brown "Into English" (1977)
  - Houghton-Mifflin Social Studies (1991)
  - Macmillan McGraw-Hill Science (1993)
- Mathematics text is aligned to mathematics standards.
- Language arts text is aligned to standards.
- Social studies and science texts are out-of-date and not aligned to standards.
- Supplemental materials are available for check out by the teachers.
- Teachers supplement the core text through the use of teacher created materials.
- Grade levels meet regularly to discuss the curriculum and standards (once per month/minimum day).

2. AVAILABILITY OF STANDARDS-BASED INSTRUCTIONAL MATERIALS APPROPRIATE TO ALL STUDENT GROUPS

- *Step Up to Writing* is utilized schoolwide to supplement and enrich the writing program.
- SRA McGraw-Hill "Open Court" Phonics (1995) is available for supplementation.
- Guided reading materials appropriate for emergent readers are available.
- Manipulatives, workbooks, computer software, leveled readers, big books, book sets, posters, science lab materials and teacher resource books are all available to supplement and enrich the curriculum.
- Accelerated Reader books and software are available for schoolwide use.
- Classroom libraries have been made available in the primary grades.
- Additional standards-based materials are needed for teaching the following language arts standards: Multiple meanings, cause/effect, main idea, supporting details and homographs.
- Each teacher was provided with a notebook that contains standards-based instructional strategies.

3. ALIGNMENT OF STAFF DEVELOPMENT TO STANDARDS, ASSESSED STUDENT PERFORMANCE AND PROFESSIONAL NEEDS

- Grade levels met prior to school starting to analyze STAR and CRT data and to set grade level goals for the school year.
- Grade levels met during minimum days to analyze CST data and chart individual student progress on a chart of regression. Grade levels also utilized the CST and framework to map out instructional goals for the school year.

- Ten teachers participated in *Step Up to Writing* training that was offered by RCOE. These teachers will be a resource for the staff as we implement *Step Up to Writing* schoolwide.
- Staff development was offered to all teachers (*Step Up to Writing*), and the use of these strategies (student work), was shared.
- Seven teachers participated in Effective Reading Strategies training offered by JUSD and were trained to become site facilitators.
- Minimum Days occurred on each Wednesday, providing teachers the opportunity to collaborate as grade level teams.
- Teachers would like to have time to collaborate **across** grade levels.

4. SERVICES PROVIDED BY THE REGULAR PROGRAM TO ENABLE UNDER-PERFORMING STUDENTS TO MEET STANDARDS

- ELD/SDAIE strategies
- RSP/SDC
- Differentiated instruction
- Small group instruction
- DRP (Developmental Reading Program/Volunteer Tutors)
- Modified assignments and homework
- Peer tutoring
- Ability grouping for instruction

5. SERVICES PROVIDED BY CATEGORICAL FUNDS TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

- Guided Reading-Guided (leveled) reading materials
- Accelerated Reader
- ELO (Extended Learning Opportunities)
- SELO (Summer Extended Learning Opportunity)
- DRP (Developmental Reading Program/Volunteer Tutors)
- Title I Tutoring
- Title I pull-out for intensive reading instruction
- *Step Up to Writing*
- Resource materials available for teacher check-out
- Parent workshops/family nights
- Literacy bags

6. USE OF STATE AND LOCAL ASSESSMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT ACHIEVEMENT

- Quarterly CRT's are regularly reviewed and analyzed at grade level meetings.
- Standards with low mastery (indicated on CRT) are targeted for instruction.
- Grade level teams map out standards-based instruction based on CST and frameworks.
- STAR and CRT results are shared with parents at conference time and quarterly thereafter.
- Local assessments (CRT) provide quarterly benchmarks that assist teachers in assessing standards mastery.
- Each teacher maintains a chart detailing student quarterly progress on the CRTs and yearly progress on the CST. These charts are submitted to the principal.
- Many teachers use the Accelerated Reader computerized assessment to assess individual student reading level.
- K and first grade teachers assess student reading levels by running records and maintain charts, which show student progress.

7. NUMBER AND PECENTAGE OF TEACHERS IN ACADEMIC AREAS EXPERIENCING LOW STUDENT PERFORMANCE

- Fourth grade has fair scores but slow growth in reading/language arts (3/5 teachers experienced low student performance).
- Sixth grade has fair scores but slow growth in reading/language arts (2/3 teachers experienced low student performance).
- Fifth grade has very low scores and slow growth in mathematics (4/4 teachers experienced low student performance).
- Sixth grade has lower scores but good growth in mathematics (2/3 teachers experienced low student performance).
- RSP students have very low scores and show no growth in reading/language arts.
- RSP students have very low scores and show no growth in mathematics.
- LEP students have low scores and slower growth in reading/language arts.
- LEP students have low scores and slow growth in mathematics.
- FEP-R student have low scores and slow growth in mathematics.

8. FAMILY, SCHOOL, DISTRICT, AND COMMUNITY RESOURCES AVAILABLE TO ASSIST THESE STUDENTS

- ELO/SELO
- RSP
- DRP
- Title I Tutoring
- Parent Education (science, mathematics and reading)
- Public Library
- Business Partnerships
- ESL Adults Education Classes (CBET)
- Newcomer's Program for 4-5 grade English learners.
- Youth Service Counselor
- PTA
- Riverside Community College summer reading program.
- UCR summer reading program.

9. SCHOOL, DISTRICT, AND COMMUNITY BARRIERS TO IMPROVEMENT IN STUDENT ACHIEVEMENT

- Funding shortages
- Lack of parental involvement
- Emotional issues (divorce, abuse, poverty)
- Unsupervised/Latch-key children

10. LIMITATIONS OF THE CURRENT PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

- Funding
- Limited funding/lack of teacher interest for after school intervention programs
- Limited parent support
- Too many students in the classroom
- Ineffective use of the instructional day
- No early intervention program in reading
- Limited programs to address social/emotional issues of the child
- Limited counselor time

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

INDIAN HILLS ELEMENTARY SCHOOL

SCHOOL GOALS AND CONCLUSIONS
2004-2005

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

Goal #1:

Indian Hills Elementary School's API needs to be 800. We will meet or exceed our 2004 growth target as set by the state of California.

Goal #2:

All students will make adequate yearly progress. For the school years 2004-05, we will increase the number of students performing at the Proficient and Advanced levels by at least 5% in mathematics and 6% in English language arts. We will follow the Adequate Yearly Progress timeline as outlined.

Goal #3:

All EL students will become proficient in English and attain proficiency or better in English language arts and mathematics.

Goal #4:

By 2005-06, all students will be taught by "Highly Qualified" teachers.

Goal #5:

All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Conclusions from Student Performance Data

Most students are making good progress in all areas.

Conclusions from Parent, Teacher and Student Input

CRT Math

- The gains in mathematics are greater than the gains in language arts.
- All grades except for grades 5 and 6 exceed District expectations.
- Targeted students scored better and are progressing at a greater rate than the whole school.
- EL student scores are lower than the whole school and these students are progressing at a slower rate than the whole school and GATE students' scores exceed District expectations.
- RSP students' scores are lower than the whole school, they are making negative progress in every area.
- Grades 2, 3, and 4 made good progress.

CRT Language Arts

- DRP Tutors are not trained in skills needed for testing.
- Targeted students scored better and are progressing at a greater rate than the whole school.
- EL student scores are lower than the whole school and these students are progressing at a slower rate than the whole school and GATE students' scores exceed District expectations.
- RSP students' scores are lower than the whole school, they are making negative progress in every area.

CST Language

- The EL students have a language barrier, which hampers their ability to understand the concepts.
- The economically disadvantaged students need more experiences.
- A homework club would help the economically disadvantaged.
- CART club would benefit both the upper and lower grades.
- A focused program for high school and college aged students to come and tutor students on individual standards would be very beneficial.
- Parent workshops would help the parents to understand what is expected of their child.
- Team teaching and ability clustering allows greater flexibility for ability.
- We cannot determine growth trends from year to year as the state reporting has varied from year to year.
- Fourth grade needs to be included in the pullout program.

CST Mathematics

- This is a difficult test for EL students as instructions are in English. These students have a lower score than the whole school due to their lack of skills in English not their lack of math skills.
- Increasing experiences and exposure to vocabulary for EL students will increase their math scores.
- Students who have limited reading ability will have difficulty with this test.
- Parents need help understanding concepts. We need to have more parent workshops.
- A homework club would benefit students.
- A focused program for high school and college aged students to come and tutor students on individual standards would be very beneficial.
- We need to implement a supplemental math program for underperforming students.
- Team teaching and ability clustering allows greater flexibility for ability.
- We cannot determine growth trends from year-to-year as the state reporting has varied from year-to-year.
- The MATE program looks promising.

Overall Conclusions

- Our programs are working.
- The DRP and small group pullout programs are helping students to read.
- We need to continue to focus our efforts on the EL, RSP, and economically disadvantaged students.
- We need to help EL students learn the language of mathematics.
- We need to increase parent participation and involvement. We have had some success with the Parent Nights.
- We need to encourage volunteers to tutor students in math and reading.
- Team teaching and ability clustering has benefited students in every subject area.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services
Exemplary Services to Children through Vision, Collegiality, and Results

Mission Bell Elementary School

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND SCHOOL GOALS

2004-2005

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

MISSION BELL ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2004-2005

This page lists the elements found by educational research and professional practice to be essential to the success of plans to improve student achievement. In combination with conclusions from a comprehensive analysis of student performance and other data, this page is used to help prioritize school needs and to identify school goals and objectives.

1. ALIGNMENT OF CURRICULUM, INSTRUCTION, AND MATERIALS TO CONTENT AND PERFORMANCE STANDARDS

Over the past six years Mission Bell has used the Jurupa Unified School District (JUSD) Standards to inform instruction. These standards, formulated by JUSD teachers at each grade level and subject area generally correspond to the state curriculum standards. For the past several months, the JUSD standards review committee has been working on further tightening this alignment. In the past few school years a concerted effort was made to purchase materials that would address the standards. Our school used II/USP funding to purchase the 2002 edition of the Open Court program, which is highly aligned with the state standards, to supplement the base language arts program of Houghton-Mifflin. In addition, the district adopted the new Houghton-Mifflin mathematics series for grades K-6 that is aligned to state standards. Social studies and science adoptions are quite old and at this time are supplemented by materials that specifically address the state standards in these subject areas. In all cases, teachers instruct students in the state standards and move student achievement toward mastery of the standards at each grade level.

California has adopted high academic standards in reading/language arts, mathematics, science, and socials studies. These standards serve as the framework for directing District and school goals, objectives, and expected learning outcomes towards essential standards mastery. The teachers use the standards to articulate curriculum and learning expectations from grade level to grade level. The school staff implements curriculum and assessments aligned to the standards along with reporting strategies that reflect student success in relation to the standards and associated exit criteria. Teachers meet regularly to improve instruction. Lesson plans reflect standards-based lessons and are regularly reviewed by the principal. Formal and informal observations by the principal are conducted weekly. Standards are posted in each classroom. Teachers have a standards binder, which includes all content standards for all grade levels.

2. AVAILABILITY OF STANDARDS-BASED INSTRUCTIONAL MATERIALS APPROPRIATE TO ALL STUDENT GROUPS

Mission Bell School complies with the District policy to provide students access to standards aligned textbooks that support the core curriculum. Selection of textbooks and materials are based on District goals and objectives. Supplemental materials are selected based on alignment to the standards. Students have access to standards-based materials in their classroom. Many supplemental materials used in the classroom and at home to extend learning time require photocopying.

Current Core Textbook Adoptions
SRA Open Court Language Arts
McGraw Hill Social Studies
McMillan/McGraw Hill Science
Houghton Mifflin Math
Hampton Brown ELD

Supplemental Materials
Accelerated Reading
Accelerated Math
Mountain Math/Language
Excel Math
Step Up to Writing
Wright Group
Core Literature Sets
Touch Math
Scholastic News
Weekly Readers
Rigby Reading
SRA Corrective Reading
AIMS
Windows on Science

3. ALIGNMENT OF STAFF DEVELOPMENT TO STANDARDS, ASSESSED STUDENT PERFORMANCE, AND PROFESSIONAL NEEDS

Over the past couple of school years teachers and staff at Mission Bell Elementary School participated in staff development in the Step Up to Writing workshops (tied to reading/writing standards) and in an Open Court symposium (tied to reading/writing standards). In addition, teachers participated in release days to define "mastery of the standards" on a standard-by-standard basis. These days resulted in an extensive collection of assessments that can be used formatively by teachers to determine if students have mastered the curriculum standards. Finally, teachers participated on district and site committees that examined the standards, reviewed our essential standards, and connected assessment with standards mastery.

Student performance on the norm referenced California Achievement Test Sixth Edition, the criterion referenced California Standards Test (CST), and the district's Criterion Referenced Test (CRT) indicated that a much stronger emphasis needed to be placed on Reading and Writing instruction. Therefore, in addition to the Step Up to Writing and the Open Court training mentioned above, teachers participated in conferences directed at student achievement, and participated in a weekly minimum day whose purpose was to examine student work and to make instructional decisions based on student data. Teachers also learned how to access the Accelerated Reader Management Reports and to set reading goals for students based on their progress in this program. Finally, teachers participated in the Instructional Literacy and Differentiated Instruction programs conducted first by the Riverside County Office of Education for a few lead teachers, and then presented by them to the staff leaders.

New teachers participated in the Beginning Teacher Support and Assessment (BTSA) program and in the California Formative Assessment and Support System for Teachers (CFASST). This is a full year program that places mentor teachers and beginning teachers together to ensure a smooth start in the teaching profession. In addition, teachers attended professional growth conferences on classroom management, accelerated math and on working with the difficult at-risk students. Last Spring the second grade team attended the State Reading Conference.

4. SERVICES PROVIDED BY THE REGULAR PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

Teachers at Mission Bell Elementary School use multiple learning techniques such as cooperative learning, whole language strategies, cross-age tutors, peer tutors, sustained silent reading, English-assisted instruction, instructional aides, bilingual tutors, parent volunteers and transition partners to assist underperforming students. This school also places a high priority on technology. Children have access to computers, laser-disk players, calculators, and other technology to assist them in learning. In addition early reading and language support programs such as Accelerated Reader, Project Read, Reach for Reading, and "Book Buddies" are used to assist children in both English and Spanish. Our library offers a rich selection of books that are labeled according to reading level. This assists low-achieving students in selecting books to read that are at an appropriate level within their zones of proximal development (ZPD).

Finally, Mission Bell School and the Jurupa Unified School District utilize a number of alternative programs to serve a wide variety of children with differing needs. The Youth Service Center and the Family Service Association assist with Outreach Counselors at all elementary schools as well as providing assistance and counseling for parents. Seven schools have an early intervention for School Success (EISS) Program; four participate in the Primary Intervention Prevention (PIP) program and to offer a "Healthy Start" school-community program.

Services provided by the regular program to assist underperforming students include: Language Assessment Center-translations and initial testing for placement, materials center-distribution of all materials ordered, Resource Program (RSP)-assist Special Education students to meet goals, Special Day Classes, Speech and Language Specialist-serve Special Education students with speech/language needs, District TSA for instructional support, Student Study Team (SST)-three-tiered intervention program to meet the needs of struggling students, Health Center-provide nurses and training in health issues, Curriculum Department-identification of essential standards and curriculum support, Library Clerk-assist students in checking out of library materials, psychologist-support staff and test students for qualification of Special Education, Student Assistance Program Safe & Drug Free Schools and Communities, Youth Service Center (YSC) Counselors-provide individual or group counseling, in class lessons/presentations.

5. SERVICES PROVIDED BY CATEGORICAL FUNDS TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

A School Based Coordinated Program (SBCP) is operational at Mission Bell and provides flexibility for the coordination of categorical programs/funds in an effort to have all students achieve grade level standards. SBCP programs are comprised of School Improvement (SI), Economic Impact Aid/English Language Learners (EIA/EL), Gifted and Talented Education (GATE), and Special Education. Teachers, other school staff members, principal, and parents work together to develop and implement a program in which resources are coordinated and utilized to ensure that all students are striving to meet grade level standards. This affords Mission Bell the opportunity to coordinate services provided to GATE, at-risk, and special needs students with overall school Improvement services and staff development. Categorical funds provide personnel, staff development, materials, and equipment to supplement the District core curriculum. Title I provides additional support to all students in language arts and math. Categorically funded expenditures are directly related to the core curriculum and student achievement.

Services provided by categorical funds to enable underperforming students to meet standards include:

Computer Lab
Extended Learning Opportunities
Kindergarten workshops
Conferences
On-site educational learning experiences
Parent education workshops
Resourse Teacher
Teacher on Special Assignment
Instructional Bilingual Tutors
Study Trips
Recognition/Motivation awards
After-school tutoring

6. USE OF STATE AND LOCAL ASSESSMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT ACHIEVEMENT

The faculty at Mission Bell Elementary was trained to look critically at data to make instructional decisions. The data that is used includes the results of the norm referenced California Achievement Test, sixth edition (CAT6), the criterion referenced California Standards Test (CST), and the district's Criterion Referenced Test (CRT). Teachers use the IDMS system to analyze individual and group results and modify instruction to meet individual needs and to ensure that every grade level standard has been taught and learned. In addition, classroom formative and summative assessment results are analyzed to inform instruction. Teachers meet in a planning session once a week on Friday for one and a half hours to look at student work, examine student progress, and to make instructional decisions.

7. NUMBER AND PERCENTAGE OF TEACHERS IN ACADEMIC AREAS EXPERIENCING LOW STUDENT PERFORMANCE

All teachers at Mission Bell are fully credentialed. Time and training are given to support teachers using vertical teaming, coaching, and observations of high quality teachers. Regular grade level meetings provide additional training to teachers. Fully credentialed teachers by grade level are as follows:

Kindergarten-4, 1st Grade-4, 2nd Grade-4, 3rd Grade-3
4th Grade-3, 5th Grade-3, 6th Grade - 3, Special Ed-3

In an effort to improve services to EL students all teachers at Mission Bell hold a CLAD certificate or authorization or are currently in training. When hiring, the District makes it a priority to hire teachers with a CLAD Certificate.

8. FAMILY, SCHOOL, DISTRICT, AND COMMUNITY REOURCES AVAILABLE TO ASSIST THESE STUDENTS

Parent involvement is highly encouraged at Mission Bell School. Parent advisory groups are valued to provide input.

The following include efforts to involve parents at the *site*:

Teacher conferences
School/PTA newsletter
Progress reports
Back-to-School Night
SSC, GATE, and ELAC parent meetings
Parent Involvement Log Sheets
Parent/Student School Handbook
Parent Resource Library & Materials
Fliers to inform parents of trainings, events, programs
Community Business Partners
Parent/Teacher/Student Association (PTSA, PTA)
Translations
Parent/Teacher/Student Compact (Title I)
Phone calls
Annual Title I meeting
Parent Trainings
The Parent Institute
SAP Coordinator
Teacher classroom newsletters
National Dairy Council
Peer Mediation

The following include efforts to involve parents from the *district*:
SARB
Intervention Program
Professional development conferences and trainings
After school program (Park and Recreation)
YSC counselor for individual and group counseling, in class lessons/presentations
Translators and childcare for parents
Suspension/Expulsion

The following include efforts to involve parents from the *county*:
Riverside County Office of Education Collaborative
Parks and Recreation
Riverside County Substance Abuse Program

9. SCHOOL, DISTRICT, AND COMMUNITY BARRIERS TO IMPROVEMENTS IN STUDENT ACHIEVEMENT

Current barriers toward improving academic achievement include:

Need for additional translators
Growing number of English language learners requires increase for bilingual tutors
Instructional minutes to cover required curriculum
Student attendance
Consistent and accurate completion of homework
Inconsistent attendance at after school tutoring and intersession
Improving staff understanding of data and its purpose in analysis

10. LIMITATIONS OF THE CURRENT PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

Mission Bell Elementary conducted a self-review that involved parents, teachers, and community members. The goal was to identify barriers to improvements in academic achievement. The following barriers were identified and progress toward addressing each of them has been noted in parenthesis following the barrier:

- *Teachers need planning time to coordinate and align standards-based instructional practices, materials and programs.* (Planning time has been provided for grade levels on each Friday by creating a minimum day. The time can also be used for staff development, as needed.)
- *There needs to be additional training and supplementary language arts materials provided so that the staff can fully implement the district language arts standards.* (Professional Development will take place this year on *Step Up to Writing and Implementation of the new Language Arts adoption – Houghton Mifflin*)
- *Staff needs to insure that students read appropriate leveled books.* (The Accelerated Reader program was purchased. Part of the program is the Star Reading program that tests students and assigns a reading level. This was very helpful to teachers, parents, and students in choosing the proper books to read. However, the program was implemented with varying intensity.
- *There needs to be additional interventions to address specific skill gaps for at-risk students. This year the TSA/Resource Teacher provided small group intervention in the area of literacy.* (Mission Bell provides ELO opportunities for students. However, these Extended Learning Opportunities need to be refined to target specific students who are having difficulties with specific standards.)
- *Teachers need planning time to coordinate and align standards-based instructional practices, materials and programs.* (Addressed above)

- *Students intervention programs should be more explicitly targeted.* (The effort in this regard was less than satisfactory. The faculty recommends further effort and staff development to produce the most effective ELO results.)
- *Hispanic or Latino students and second language learners often do not have the literacy skills to do grade level standard-based work.* (This year we will continue with the CBET program, and intensified our efforts in providing quality ELD.)
- *A lack of agreement between teachers and parents as to a definition of parent involvement.* (Teachers are working with parents to define the level of involvement they would like. Grade levels met with parents to discuss homework and class work and to assist parents in helping their students succeed. Nevertheless, this continues to be a concern.)
- *Many parents unable to assist their students with work at home.* (See comment above and Below.)
- *Appropriateness of assigned homework.* (The faculty began to discuss the appropriateness of assigned homework this year. Further discussions are needed as well as classes for parents regarding how to help their students with particular types of homework assignments.)

While remedies to many of these areas have been addressed, an ongoing discussion of possible solutions has been the topic of staff and parent meetings. Therefore, solutions to these barriers are incorporated into this plan and reflected in the budget.

11. DESCRIBE THE SCHOOL'S EFFORT TO DIFFERENTIATE CORE CURRICULUM TO ENSURE EQUAL ACCESS TO ALL STUDENT GROUPS

All students are expected to meet or exceed the grade-level expectations set forth in the standards. Differentiated instruction aims to optimize learning opportunities and outcomes for all students by tailoring instruction to meet their instructional level of knowledge. Specifically, at-risk, special education, EL, and GATE students are in need of differentiated instruction. Characteristics of differentiated instruction that occur in each classroom include: opportunities for intensive, systematic teaching, time to practice and learn skills and strategies, opportunities for acceleration and enrichment, the development and proficiency in English through daily instruction taught at the students proficiency levels, adapted instruction for students with multiple needs, collaboration with the resource specialist and special education staff, and special week activities such as: Yellow Ribbon Week, Red Ribbon Week, and Violence Prevention Week.

12. DESCRIBE THE EXTENDED DAY LEARNING OPPORTUNITIES FOR STUDENTS AT RISK OF NOT MEETING GRADE LEVEL STANDARDS

Mission Bell provides extended learning opportunities for students who are retained or who are at risk for being retained. Such instruction will be provided as early in the school year, and as early in the student's school career, as practicable. The project specialist oversees the intervention program which includes computer assisted instruction and tutoring after school and in weeklong blocks of intersession targeting specific skill areas.

JURUPA UNIFIED SCHOOL DISTRICT

Education Services

MISSION BELL ELEMENTARY SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2004-2005

GOAL: IMPROVE ACADEMIC ACHIEVEMENT OF ALL STUDENTS TOWARD MEETING STATE CONTENT STANDARDS

FOCUS AREA: *Language Arts/ Writing*

Description:
Mission Bell's English-Language Arts program reflects a balance between the skills and practice necessary to promote effective readers and writers and a literature base that encourages personal reading and writing for the future. The foundation of the Mission Bell Curriculum is the language arts standards adopted by the state. All students receive instruction from the district adopted K-6 *Houghton Mifflin Reading/Language Arts* program. Open Court materials support phonics instruction and state standards mastery. Supplemental materials include: The Accelerated Reader program, *Scholastic News, Weekly Reader,* and various other resource materials.

The program promotes an integration of reading, writing, speaking, skill development and practice, and considers all components recommended by the California Reading Initiative and included in the state reading/language arts standards. Jurupa Unified Schools are in the fifth year of curriculum standards implementation. These standards combined with assessment materials, assist teachers in monitoring the progress of all students and adjusting teaching strategies and materials to ensure mastery of the state standards.

Mission Bell's Language Arts program emphasizes early intervention and assists students in grades 1-6 who are having difficulty learning to read. Certificated teachers plan and implement interventions for students who are struggling with reading. The goal of these programs is to help all of our students become fluent readers.

Summary of the Result:
In 2002 5.6% of the fourth grade students taking the CST-LA in Writing scored 6-8 and in 2003 4% scored 6-8.

Analysis:
The analysis of test scores indicates writing must be a primary focus for Mission Bell students and teachers in expository writing; with an emphasis on topic sentences, supporting details, content, responding to a variety of writing genres, and English language conventions.

FOCUS AREA: *Language Arts/English Language Development*

Description:
EL students receive daily instruction in ELD grouped according to proficiency level utilizing cross-class and/or cross-grade vertical teaming. Teachers use ELD standards, Hampton Brown's Into English, literacy scaffolding, chants, poems, TPR, regalia, listening centers, computer assisted instruction, and manipulatives. Teachers receive training on ELD/ELA standards, effective methods of instruction, assessment, and reclassification for EL students.

Summary of the Results:
28% of EL students scored at the early advanced or advanced levels overall on CELDT in 2002 and 41% in 2003.

Analysis:
An analysis of CST test scores for EL students indicate that this subgroup has made some growth over a four-year period and have raised the percentage of Proficient and Advanced to 13.6%.. Many EL students however, remain below the proficient level and Mission Bell must address these needs through comprehensive ELD instruction at the students' proficiency levels utilizing meaningful activities tied to the ELD/ELA standards. Specific training in appropriate strategies and differentiation must be addressed.

FOCUS AREA: *Mathematics*

Description:
Students receive mathematics instruction in the fundamental concepts of each strand of mathematics: Functions, algebra, geometry, statistics and probability, discrete mathematics, measurement, number, and logic and language. Students develop computation skills, problem solving skills, mental arithmetic, estimation and calculator/computer technology as is presented in the state adopted standards and supported by the district's mathematics adoption (*Houghton Mifflin*). Supplemental mathematics materials are used to support the learning of standards including *Excel* math and *Accelerated* math. Jurupa Unified Schools have fully implemented the state curriculum standards. Assessment materials assist teachers in monitoring the progress of all students and in adjusting teaching strategies and materials to ensure mastery of the standards.

The focus of instruction is upon students developing mathematical power. Students learn and use skills and concepts within larger mathematical units and tasks that are frequently open-ended and have multiple solutions. Assessment of student progress is evaluated through both formal (CAT6, CRT tests) and informal (end of chapter tests, teacher-made tests, STAR Math) measures. Performance-based assessment appears in student work in the form of open-ended problems and investigations in which students are asked to explain their thinking orally and in writing. Certificated staff members assist students who are struggling with mathematics. Specific interventions are employed in before- and after-school programs. The goal of these programs is to help all of our students learn both basic skills and problem solving.

Summary of the Results:
Students scoring proficient and advanced on the 2002 CST-Mathematics were 34% at grades 2 -6. Students scoring proficient and advanced on the 2003 CST-Mathematics were 32.2% at grades 2-6.

Analysis:
Analyses of CST-math scores indicate a majority of students scoring at the Below Basic and Basic proficiency levels. Grades 2 and 3 have the highest percentage of students scoring at the proficient and advanced levels. Grades 5 and 6 have the lowest percentage of students scoring at the proficient and advanced levels of proficiency. Teachers will focus on mastery of basic facts for all students and understanding of math problem solving and measurement.

FOCUS AREA: *Social Studies/English Language Arts*

Description:
Students receive instruction designed to develop historical, ethical, cultural, social, geographical, economic, and political literacy as well as behavior and values that are essential to a democratic society. Primary sources and various genres of literature are used to facilitate

students' understanding of historical periods, events, places, and people as presented in the state-adopted standards and supported by the district adopted K-8 *Houghton Mifflin Social Studies Program.* The adopted texts are supplemented by a variety of materials to insure student mastery of the state social studies standards.

Assessment of student progress is evaluated through both formal and informal measures. Instruction includes performance assessment opportunities for students to apply what they know through oral and written tasks and projects as well as formal and informal observations of students working individually and cooperatively.

Summary of the Results:
Students in grades 2-6 scoring at the Proficient and Advanced levels in language arts on the California Standards Test in 2002 was 20.9% and 22% in 2003.

Analysis:
A four-year analysis of results on the California Standards Test shows greater gains for 2000 to 2003, with minimal growth reported in 2002-2003. This analysis was used to determine that Word Analysis, Vocabulary, Reading Comprehension and Literary Response strategies will be used daily with a focus in History/Social Science in order to increase the number of students achieving at the Proficient/Advanced performance levels.

FOCUS AREA: *Science/English Language Arts*

Description:
Students receive instruction in life, earth, and physical science as presented in the state adopted standards and supported by the K-6 *Macmillan/McGraw-Hill Science Program.* Six major themes (energy, evolution, patterns and change, stability, systems and interactions, scale and structure) are integrated throughout instruction in each of the disciplines. The scientific thinking processes of comparing, ordering, relating, inferring, and applying are developed in the activity-based program through inquiry and investigation as they are required and presented in the state standards. Student progress is evaluated through formal and informal measures, oral and written projects, and performance-based assessments which include hands-on activities, investigations, and open-ended questions. Students at all grade levels participate in the district's science fair each year, with the primary grades doing class projects and upper grades conducting individual experiments.

Summary of the Results:
Students in grades 2-6 scoring at the Proficient and Advanced levels in Language Arts on the California Standards Test in 2002 was 20.9% and 22% in 2003.

Analysis:
A four-year analysis of results on the California Standards Test shows greater gains for 2000 to 2003, with minimal growth reported in 2002-2003. This analysis was used to determine that Word Analysis, Vocabulary, Reading Comprehension and Literary Response strategies will be used daily with a focus in history/social science in order to increase the number of students achieving at the Proficient/Advanced performance levels.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services
Exemplary Services to Children through Vision, Collegiality, and Results

Pacific Avenue

Elementary School

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND CONCLUSIONS

2004-2005

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

PACIFIC AVENUE ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2004-2005

Demographics, Special Programs, and Funding

Pacific Avenue Elementary is located in one of several unincorporated communities served by the Jurupa Unified School District. According to the 2003-2004 CBEDS count, Pacific Avenue School serves 568 students, with an additional 30 students being served by two Head Start classes. The CBEDS report also shows the ethnic distribution as 77% Hispanic, 13% African American, 11% White and 2% other. Approximately 78% of the students receive free or reduced cost lunches according to the office of food services. Many are bused from a high-poverty area approximately two miles away.

Pacific Avenue School provides special education services and a GATE program to meet the needs of its special needs students. The special education and GATE programs are funded by the state and are supported by the district through the offices of Educational Support Services and Student Services, Standards and Accountability. The Pacific Avenue special education program includes two Special Day Classes (SDC). The first class is for primary grades K-3 and the second class is for the intermediate grades 4-6. Two SDC teachers and four instructional aides serve the Special Day classes. The Special Education program also provides two programs for special needs students who do not need as much intensive help. These programs are the Resource Specialist Program (RSP) and the Speech and Language Services program. The RSP program provides additional academic support through a combined pullout and inclusion model wherein the RSP teacher pull students out of their regular classroom to provide additional instruction and two instructional aides go into the regular classroom to provide additional support. The speech and language program provides services to students who have difficulty with developing language skill such that the problem impedes their ability to learn effectively in the classroom. The Speech program is also a pullout program and is served by one LHS teacher.

Pacific Avenue School provides other services to help maintain student physical and mental health. A licensed nurse is present 1 day per week and a health clerk provides services 3 hours daily. A licensed therapist provides counseling services for students and families 3 days per week to help students cope with issues that will impede their ability to be academically and socially successful in school. The counselor provides 1:1 and group counseling services for the students as well as family counseling for cases where this service is needed. Furthermore, Riverside County Children's Services provides additional counseling services through one counselor's intern 1 day per week.

Pacific Avenue School receives state and federal funding that helps the school provide necessary services and resources to the students. State funding includes School Improvement Program (SIP) that provides dollars for ancillary materials and services to improve and support the instructional program of the school. State funding also includes such services as Economic Impact Aide (EIA) for supporting our English language learners, TUPE and SDFS for drug, alcohol, and tobacco awareness and education, and CBET a program for non-English speaking parents to learn to speak English and learn skills to help them and other English learners with their homework and studies. Federal funding comes in the form of Title I and Title III programs. Title I funding is provided to the school directly and Title III funding goes to the district and services are provided to the schools through the district office. Pacific Avenue

School has been identified as a schoolwide Title I school. This identification means that all students in the school benefit from Title I funding, regardless of the their socioeconomic status.

Instructional Program and Student Achievement

Student achievement at Pacific Avenue School has risen significantly over the last 5 years. This statement is supported by the rise in the Academic Performance Index (API) during the time period. Pacific Avenue began with an API of 465 in 1999, the first year that API scores were developed published. Pacific Avenue had an API score of 632 for 2003, five years after the first API. That score differential represents an increase of 167 points during the time period. Nevertheless, Pacific Avenue School continues to need to focus on improved academic achievement. This need will continue until the school reaches an achievement level of 800 or better. Pacific Avenue was identified as a program improvement (PI) school at the end of the 2002-2003 school year, and the identification will remain until the school is able to demonstrate 2 consecutive years of improved achievement. Due to the school's PI status, the school has worked to change its school plan in order to demonstrate what improvements are being made in curriculum, instruction, and assessment.

Language Arts: The long term goal for this discipline is that all students will improve reading fluency, comprehension, and written expression to meet school growth targets necessary to increase the amount of students at proficient level or above on the CST. This goal will be met by employing several key strategies which include development of a standards-based pacing chart, using research based instructional strategies, building uninterrupted reading instruction into the schedule, and reinstating a reading intervention strategy, which calls for additional reading instruction from a credentialed teacher for first grade students who are having difficulty acquiring key reading concepts.

Mathematics: The long term goal for this discipline is that all students will improve their achievement in mathematics by using a comprehensive curriculum that addresses the California State Standards with an emphasis on problem solving, reasoning and algebraic thinking (grades 4-6) to increase the number of students at the proficient or above level of the CST. This goal will be met by employing several key strategies that include development of a standards-based pacing chart, providing additional manipulatives to be used as part of differentiated instruction, scheduling 75 minutes daily for mathematics instruction, and most importantly, professional development for improved methodology and pedagogy.

Professional Development: The goal for professional development is for the school to provide an outgoing professional development program that will supplement teacher knowledge and ability to implement language arts and mathematics standards using research based strategies and district adopted instructional materials. Teachers will be provided training in the effective use of the newly adopted Houghton Mifflin reading series. Effective reading strategies will be an integral part of the inservice training. Intermediate grade teachers will participate in specialized training for teaching mathematics. As a part of a grant through the National Science and Foundation, our teachers will participate in a year long professional development training sequence that begins in the summer and carries on through the end of the 2004-2005 school year. Finally, teachers will be provided year-long training in the process of peer coaching. This process will strengthen teacher learning as they plan and reflect given collegial input.

Besides these year long professional development strategies there will be other professional development opportunities through School Based Coordinated Program (SBCP) buy back days that will focus on further training for the new reading series and our annual review of state standards. Furthermore, additional professional development opportunities may be provided through our weekly teacher collaboration days. These days are provided so that teachers have an opportunity to meet with grade level colleagues to discuss assessment and classroom data, discuss instructional effectiveness, and build interim assessments and analyze results.

Parent Involvement

Parental involvement and education is provided through a variety of efforts that include the English Learner Advisory Committee (ELAC), School Site Council (SSC), and the Parent Teacher Association (PTA). Although parent participation in organizations and committees is important, we believe that the most effective form of parental involvement is the parent participation activities that directly impact student achievement. These activities include helping children with their homework nightly and continued contact with the teacher to ensure that the child is on target for mastery of district standards. To that end we use a portion of our Title I funds to provide a program for parents called the Parent Institute for Quality Instruction. Through this six-week program, offered in various phases, parents learn the importance of their participation in the instructional process. Parents learn how to instill a vision of education for their children's future (high school graduation and college attendance), assist their children with homework, and develop and maintain open lines of communication between themselves and school personnel. Parents will also be invited to attend annual presentations such as Back to School Night and programatic informational meetings aimed at acquainting parents with Title I and SIP programs and state standards for the various grade levels.

Conclusion

Pacific Avenue School is committed to developing a culture of learning and respect for all members of the school community. We intend to make this school an exciting place to be so that children want to come to school and think of the school as their community. High student achievement is the most important element of the schooling process and the Pacific Avenue School community expects our students to be the best.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

PACIFIC AVENUE ELEMENTARY SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2004-2005

ANALYSIS OF DATA

Summary of 2002-2003 Year-end Data

Pacific Avenue Elementary School students have made significant progress over time when looking at data for the previous five year period. When comparing the achievement scores for all of the achievement instruments the outcomes are mixed. Schoolwide there was an increase on the API of 25 points. For the 2002-2003 school year there were 4 statistically significant subgroups: African-American, Hispanic, English learners, and socio-economically disadvantaged. The Hispanic students increased their achievement by 38 points, while the socioeconomically disadvantaged group increased by 31 points. These increases were over the 8 points expected growth for each group. The other two subgroups did not meet their targets. An analysis and explanation will be given in the next section.

Other achievement data (California State Test, CST; Norm Referenced Test, NRT; and local assessments) show up and down results. For example, on the CST the school increased the percentage of students scoring proficient or advanced from 13 percent to 19 percent in Language Arts and from 28 percent to 29 percent in mathematics. However, achievement on the NRT was down compared to the previous year. Reading was down 3 percentile points from 26 to 23 and math was down 10 points from 51 to 41. The percentile points used in this analysis indicated the percent of students who scored at the 50th percentile or above in each subject area. Local interim assessments (district criterion referenced test, CRT) indicate that achievement was down in some grade levels and up in others for both reading and mathematics. Overall, there was good growth made for the previous school year regarding schoolwide API and AYP. All but one subgroup met its target for API growth and two of four subgroups made their targets for AYP. The school will need to continue professional development and improve instruction for specific subgroups to ensure that all students meet their improvement targets.

Analysis and Explanation of Why the School's API Targets and AYP Targets Were or Were Not Met

Although Pacific Avenue School met its schoolwide target the API was not met because one subgroup failed to meet its target. The African American subgroup had a target of 8 points but had a growth score of –2. Also, the school was identified as not having met its Annual Yearly Progress (AYP) per NCLB guidelines. Under NCLB the school and all subgroups must demonstrate that 13.6 percent of the school and each subgroup score in the proficient or advanced levels in reading, and 16.0 percent of the school and each subgroup score in the proficient or advanced levels in mathematics. Our African-American subgroup scored 9.6 percent in reading and the EL subgroup scored 9.4 percent in reading. All groups made the target in mathematics. Because these subgroups did not meet their targets in the 2002-2003 school year and the school did not meet its API target for the 2001-2002 school year, Pacific Avenue School was identified as a program improvement school.

Results of Planned Interventions Implemented During the 2002-2003 School Year

Year-end data from 2002 demonstrate that there was not much growth in reading. In fact, the achievement results have remained stubbornly low. The continued lack of growth in reading, particularly in light of the large growth in mathematics over the previous three years, indicated that the teaching staff needed to improve their ability to effectively teach reading. An in depth analysis of the achievement data demonstrated that the need was most apparent in teaching reading comprehension. Therefore, the decision was made to provide professional development in the area of reading comprehension. The areas of emphasis were on teaching vocabulary development, fluency, and comprehension questioning. Pacific Avenue School contracted with Riverside County Office of Education, who in turn sub-contracted with a professor of reading from Cal Baptist University, to provide the necessary professional development in reading comprehension. The professional development was provided over the course of the school year during optional professional development days provided by the state and other professional development time provided during collaborative planning days and after school.

The results were that the percentage of students identified as proficient or advanced increased as compared to the previous year. The subgroups of White (not Hispanic), Hispanic, and socioeconomically disadvantaged were close to or exceeded the schoolwide percentage. Pacific Avenue School achieved an API improvement of 25 points, which was a greater increase than the 8 points target set by the state. The 2002-2003 school year was the training year. The 2003-2004 school year is the implementation year, wherein the strategies that have been learned are monitored by administration to ensure that implementation has taken place. The results from the 2003-2004 year end data will serve as an indicator as to how effective the implementation of the strategies have been.

Overall Summary:

Guiding Question: What is working, what is not working, and for which groups of students?

The emphasis on reading comprehension seems to have had some impact on achievement as indicated by the 25 point gain in API scores. Along with the API gain, the student school-wide are meeting or exceeding the percentage of proficient or advanced for AYP purposes. Nevertheless, there are still subgroups for which the instruction is not working. Our African-American and EL subgroups are not benefiting from the instruction in the same manner as the other subgroups are. This information indicates that there is a need for teachers to ensure that the instruction is differentiated and that there is ongoing analysis of student work, especially for students in these subgroups. Teachers will be receiving training in instructional equity as part of the professional development for the 2004-2005 school year as indicated in the action section of this plan. One of the main goals for the 2004-2005 school year will be to close the achievement gap between all subgroups. All programs will be monitored as to their effectiveness and changes will be made as it is determined that given programs are ineffective. Conversely, programs that have demonstrated a history, through research, of being effective in approving achievement in reading will be implemented for the 2004-2005 school year. Examples of such programs are Accelerated Reader and Read Naturally for improving achievement in reading comprehension and reading fluency respectively.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services
Exemplary Services to Children through Vision, Collegiality, and Results

Pedley

Elementary School

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND SCHOOL GOALS AND CONCLUSIONS

2004-2005

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

PEDLEY ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2004-2005

The following statements characterize educational practice at Pedley Elementary School.

1. ALIGNMENT OF CURRICULUM, INSTRUCTION AND MATERIALS TO CONTENT AND PERFORMANCE STANDARDS

All Pedley Elementary School students have access to and participate in a rigorous core curriculum. Our base program has been developed to ensure all students are meeting established grade level standards. Teachers meet monthly in grade level team meetings to ensure successful and equitable implementation of the base program and supplemental programs.

2. AVAILABILITY OF STANDARDS-BASED INSTRUCTIONAL MATERIALS APPROPRIATE TO ALL STUDENT GROUPS

English Language Development

Pedley Elementary School currently serves 318 English language learner students. Spanish is the dominant language that the ELL students at Pedley Elementary School speak. These students are placed in Structured English Immersion classrooms with authorized teachers (CLAD, BCLAD, SDAIE, SB 1969 or SB 395) whenever possible. ELL students also receive ELD instruction from an authorized teacher and the support of a bilingual tutor. These students utilize the district-adopted series of Hampton Brown to provide ELD instruction 30 minutes daily.

Special Education Program

The Special Education Program at Pedley Elementary School provides a wide range of services including: Language, Speech, and Hearing, Resource Specialist Program and two Limited Cognitive Functioning (mild to moderately handicapped) classes. Through the Riverside County SELPA, services are provided for severely handicapped students and students with low incidence handicaps requiring specialized services. An individualized education plan (IEP) is developed to address the needs of each student. Parents participate in developing the IEP and making placement/service decisions for their child. Progress is evaluated at least annually through the IEP process. The school's goal for all Special Education students is access to the core curriculum and maximum participation in the least restrictive environment.

Gifted and Talented Education Program - GATE

GATE students are currently being served in their regular classrooms with a variety of instructional methods. Students receive 200 minutes weekly of differentiated instruction which may include special individual project studies, enrichment activities, and/or directed higher level questioning through daily lessons. In addition, the students participate in an extended day GATE program. GATE students stay after school for an hour one-day a week with a credentialed teacher to receive above and beyond enrichment activities. Students are identified through the use of standardized achievement tests, results of IQ tests, parent and

teacher input, observations, special honors or recognition received, language spoken at home and availability of enrichment experiences provided in the home environment. Pedley Elementary School is currently serving 14 gifted students in grades 2-6.

3. ALIGNMENT OF STAFF DEVELOPMENT TO STANDARDS, ASSESSED STUDENT PERFORMANCE AND PROFESSIONAL NEEDS

Alignment with standards

Teachers participate in grade level release days after each benchmark CRT to analysis data and focus on standards-based instruction. The grade level teams work cooperatively to share their results, focus on underperforming students, and develop a weekly team focus in language arts and math.

Assessed student performance

Student performance on the norm referenced California Achievement Test, Sixth Edition (CAT-6), the criterion referenced California Standards Test (CST) and the district criterion referenced test (CRT) indicated that a much stronger emphasis needed to be placed on upper grade math instruction and literacy. Teachers worked together to examine student work and make instructional decisions based on data.

Professional needs

New teachers participated in the Beginning Teacher Support and Assessment (BTSA) program and in the California Formative Assessment and Support System for Teachers (CFASST). This is a full-year program that places mentor teachers and beginning teachers together to ensure a smooth start in the teaching profession.

4. SERVICES PROVIDED BY THE REGULAR PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

The primary services provided to underperforming students using categorical funding are in the form of additional instructional materials, technology to assist students, incentives for achievement and attendance, and professional development for staff. These items are discussed in item two above under the subcategories of English Language Learner program, Special Education, Gifted and Talented program. Other categorical programs that assist students in meeting standards are:

CBET

The purpose of the CBET program is to provide adult tutoring to students having difficulty with English language development. Pedley Elementary School offers instruction in adult ESL and tutoring skills to Spanish speaking adults from the community. Credentialed teachers provide instruction in the beginning, intermediate and advanced classes. Parents or other adult participants in the program sign an agreement in which they promise to tutor one or more EL students.

Title I/ELO

Pedley Elementary School is a schoolwide Title I school as of the 2001-2002 school year. We identify at-risk students schoolwide. As a Title I schoolwide school, our focus is on literacy skills in all grades. Students are offered extended day activities to develop reading skills. Credentialed teachers and instructional aides work with students in our extended day reading, writing and math program throughout the school year. Teachers utilize Watch Me Read and Soar to Success materials available through the Houghton Mifflin language arts series in

addition to other resource materials for mathematics review and instruction. Students in grades K-6 are supported in the classroom with supplementary instructional materials and varied instructional strategies.

Drug, Alcohol, Tobacco Education (TUPE/SDFSC)

The goal of the Pedley Elementary School staff is to give students the knowledge to make healthy life choices. The TUPE and SDFSC programs provide students opportunities to express themselves through sports, drama and art; increase their knowledge of the negative effects of tobacco, alcohol, and other drug use; increase their self-confidence; develop positive peer relationships and engage in positive activities.

Students learn self-esteem, decision-making, refusal skills and coping strategies. Students also learn information regarding nicotine, drugs, chemical dependency, consequences of using drugs and violence prevention through the district-adopted Too Good for Drugs curriculum. The violence prevention curriculum is Get Real About Violence.

Alternative Programs and Curricular Delivery Systems

Pedley Elementary School staff believes that we must look at children holistically to best serve their needs. A number of programs and services are in place to help ensure the success of all students. Supplemental instruction is funded through Title I, GATE and Community Based English Tutoring programs.

The Jurupa Unified School District utilizes a number of alternative programs to serve a wide variety of children with differing needs. The Youth Service Center and the Family Service Association assist with outreach counselors at all elementary schools as well as providing assistance and counseling for parents. Seven schools have an Early Intervention for School Success (EISS) program; four participate in the Primary Intervention Program (PIP), and two offer a "Healthy Start", school-community program. Early reading and language support programs such as Reading Recovery, Project Read, Reach for Reading, and "Book Buddies" are used to assist children in both English and Spanish. Schools use multiple learning strategies such as cooperative learning, SDAIE, whole language strategies, cross-age tutors, peer tutors, sustained silent reading, instructional aides, bilingual tutors and parent volunteers. All schools place a priority on technology. Students have access to computers, laser disk players, CD ROM, and other resources.

5. USE OF STATE AND LOCAL ASSESSMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT ACHIEVEMENT

The staff at Pedley Elementary School has been trained to look critically at data to make instructional decisions. The data that is used includes the results of the norm referenced California Achievement Test, Sixth Edition (CAT-6), the criterion referenced California Standards Test (CST), and the district's criterion referenced test (CRT). Teachers use analysis reports from the Instructional Data Management System (IDMS) to identify grade level and individual class strengths and weaknesses. Teachers participate in grade level release days for this type of analysis. Pedley School also utilizes its own performance and minimum standards assessments at each grade level. These are site-based assessments. Once a semester, teachers exchange and review student work at their grade level using a rubric to score the assessments.

6. NUMBER AND PERCENTAGE OF TEACHERS IN ACADEMIC AREAS EXPERIENCEING LOW STUDENT PERFORMANCE

All of Pedley's teachers work with students at their grade levels that are experiencing low

academic performance. Teachers plan instructional strategies aimed at these students in their quarterly release days and monthly meetings. Students are also grouped for English Language Development (ELD) by ELD level (i.e. Beginning, Early Intermediate, Intermediate, Early Advanced or Advanced).

7. FAMILY, SCHOOL, DISTRICT, AND COMMUNITY RESOURCES AVAILABLE TO ASSIST THESE STUDENTS

School resources to assist low performing students have been discussed above in items two and five.

8. PARENT AND COMMUNITY RESOURCES AND INVOLVEMENT

There are five parents on the School Site Council and 338 parents belong to PTA. During the 2002-2003 school year thirty parents attended monthly ELAC meetings. Four parents served on the PTA executive board. The PTA held fund raising activities for field trips, assemblies and meeting the needs of the school. Classroom volunteers are honored at the end of the year volunteer tea. We will continue to encourage parent participation through PTA activities, serving as classroom volunteers, serving on School Site Council, serving on English Language Advisory Council, Community Based English Tutoring and helping with other school programs or activities.

Community involvement activities include Pedley family picnic, Family Math night, Family Reading night, First Aid workshop for parents, Title I parent meetings, GATE parent meetings, Young Author/Artist showcase, Red Ribbon Week, book fairs, Skills Days, Principal for a Day and the partnership with the Riverside Philharmonic.

9. SCHOOL, DISTRICT, AND COMMUNITY BARRIERS TO IMPROVEMENTS IN STUDENT ACHIEVEMENT

- Interruptions/disruptions negatively impact classroom instruction and academic learning time.
- All parents are not learning partners in the educational process.
- Staff development is not geared toward the entire staff.
- There is not enough time to work together.
- The school perceives limited district support is provided..
- The socio-economically disadvantaged sub group achieves significantly below the school and the other sub groups on the Academic Performance Index.
- Academic progress for the upper grades is not as positive as lower grades.

10. LIMITATIONS OF THE CURRENT PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

- Current Mathematics adoption is not affordable for grades K-2 on a yearly basis.
- Grades 4-6 have insufficient time and resources to teach reading in small groups or use guided reading leveled books.
- There are not enough teachers in the ELO program to assist all of our at-risk students.
- There are not enough volunteers in the classroom to assist all of our at-risk students.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

PEDLEY ELEMENTARY SCHOOL

SCHOOL GOALS AND CONCLUSIONS
2004-2005

Conclusions from Student Performance Data

The school API score has increased from 470 in 1999 to 615 in 2003 for a total of 145 points in growth.

School goals for improving student achievement

Goal #1: Improve student performance in literacy (including reading, writing, oral communication, language development, and spelling).

Goal #2: Improve student performance in mathematics.

Goal #3: Improve the home-school partnership and strengthen certificated and classified staff to develop as a community of learners in the educational process.

NOTE: All three goals are included in the single action plan as they are seen as integrated and inseparable.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services
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Peralta

Elementary School

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND SCHOOL GOALS AND CONCLUSIONS

2004-2005

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

PERALTA ELEMENTARY SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2004-2005

The following data is provided as background information in keeping with the federal mandate under Title I to conduct a Local Annual Review to determine Adequate Yearly Progress (AYP) for all students in our school. A wide range of key stakeholders completed an analysis of the data. These included our School Site Counsel, English Learner Advisory Committee (ELAC), as well as certified and classified staff members. A summary of the conclusion of the Local Annual Review can be found in the "Conclusions" section following the presentation data.

Conclusions from Student Performance Data

All students are moving toward mastery of the rigorous state standards that are a focus of the school. Peralta's progress towards closing the gap between our targeted English Learner AYP goal and their actual performance increased by 4.1%, but it is still 2.6% away from targeted goal (13.6%). Our socio-economically disadvantaged students have made tremendous academic gains, and are currently 19.6% over their targeted goal. They have also made a gain of 8.8% this past year.

Focus needs to remain on reading instruction, with the development of instructional strategies to meet the needs of our second language learners and the challenges facing students from low socio-economic backgrounds. Our GATE program has expanded in the area of resources available to students, parents, and teachers. It is evident from the performance data analysis that increasing the numbers of students that demonstrate basic proficiency on state academic standards is an ongoing need. An analysis of the gap indicates a need for the development of a systematic program of reading intervention and language development.

Conclusions from Parent, Teachers, and Student Input

Parent Survey 2003-2004 Summary:
Approximately 95 parents responded to the Parent Survey. School strengths, as indicated in the parent's survey, include being courteously greeted when visiting the campus. 89% of parents responding strongly agreeing with that statement. Home/School communication received high marks as well. 88% of the parents strongly agreed that they are notified about school activities and policies. 77% of the respondents state that they understood how to become involved in school activities. Under Teaching and Learning, 79% of the parents responding indicated that their children were making good progress in reading and math. Only 67% of the parents responding strongly agreed that they are offered classes to help with effective reading skills.

A review of the survey data indicates that we met our 5% growth target of improving parent perceptions that they know and understand how to become involved in their child's education. Focus need to continue on the areas of communicating parent training and workshop opportunities, and the development of core parent programs that effectively assist parents in supporting their child's mastery of high academic standards.

Teacher Survey 2002-03 Summary:
Teachers agree that Peralta provides a safe, supportive environment in which high expectations are held for all. Data driven, individualized instruction is provided to each student, and the school community has indicated that the schools focus on continuous improvement has been

effective. Teachers indicate a continued need to strengthen the staff development program to include multiple opportunities to focus on specific areas (as indicated from student achievement data) that enable teachers to help students reach high academic standards. Teachers also indicate a need for increased support in the areas of instructional technology and the adequate supply of materials.

Student Survey 2002-03:
95 students completed the survey instrument. 99% of the students reported that they feel their teacher cares about them, and that their teacher believes that they can do well in school. 82% of the students feel that they are included in key classroom decisions, and 80% would not consider attending another school. 85% of the students believe that the STAR tests are an accurate reflection of their achievement levels, and 79% believe that students take the testing seriously.

Students generally indicated a strong level of support from the home regarding schoolwork and activities. 79% of the students reported that their parent/s praises them for accomplishments, makes sure they get to school on time, encourages them to work hard at school and take personal responsibility for things they have done.

Survey data indicates that almost 20% of our student population has no one waiting for them at home after school, and that less than 60% of our students have an adult that regularly helps the with homework. Students feel safe at school, but 10% expressed concerns regarding safety traveling to and from school.

Areas of need in language arts include developing student capacity to write research papers, and more than half of the students indicated that they seldom or never write in a journal. 40% of the students indicated that they seldom or never rewrite papers after getting teacher comments, or have an opportunity to prepare for and participate in oral presentations.

In mathematics, areas of need included opportunities to work/solve problems in small groups (60%), and more time spent of understanding more difficult topics.

Adequate Yearly Progress (AYP)

Peralta did not meet its API goals for the 2002 school year and failed to meet its AYP goal for the 2003 school year. Due to this, our school has entered Program Improvement status.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

PERALTA ELEMENTARY SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2004-2005

Goals for Improving Student Achievement

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all student including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures for reading, math, social development, and parent involvement.

Goal #1: Reading

All students will attain proficiency on grade level reading standards as measured by the California Standards Test (CST).

Goal #2: English Language Learners

Will attain proficiency on grade level reading standards as measured by the California Standards Test (CST).

Goal #3: Math

All students will attain proficiency on grade level math standards as measured by the California Standards Test (CST).

Goal #4: Social Development

Peralta Elementary School will develop the capacity of every student to be self-directed, independent learners who are able to work individually and in teams.

Goal #5: Parent Involvement

Peralta Elementary School will provide parents with a variety of opportunities to become involved with their child's education.

JURUPA UNIFIED SCHOOL DISTRICT
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Rustic Lane Elementary School

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND SCHOOL GOALS AND CONCLUSIONS

2004-2005

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

RUSTIC LANE ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2004-2005

This page lists the elements found by educational research and professional practice to be essential to the success of plans to improve student achievement. In combination with conclusions from a comprehensive analysis of student performance and other data, this page is used to help prioritize school needs and to identify school goals and objectives.

1. ALIGNMENT OF CURRICULUM, INSTRUCTION, AND MATERIALS TO CONTENT AND PERFORMANCE STANDARDS

California's SBE has adopted high academic standards in reading/language arts, mathematics, science, and social studies. These standards serve as the framework for directing District and school goals, objectives, and expected learning outcomes towards essential standards mastery. The teachers use the standards to articulate curriculum and learning expectations from grade level to grade level. The school staff implements curriculum and assessments aligned to the standards along with reporting strategies that reflect student success in relation to the standards and associated exit criteria. Teachers use district adopted and supplemental resources to assist student mastery towards the standards. Teachers meet regularly to improve instruction. Lesson plans reflect standards-based lessons and are regularly reviewed by the principal. Formal and informal observations by the principal are conducted on an ongoing basis. Standards are posted in each classroom. Teachers have a standards binder, which includes all content standards for all grade levels.

2. AVAILABIITY OF STANDARDS-BASED INSTRUCTIONAL MATERIALS APPROPRIATE TO ALL STUDENT GROUPS

Rustic Lane Elementary complies with the District policy to provide students access to standards aligned textbooks that support the core curriculum. Selection of textbooks and materials are based on District goals and objectives. Supplemental materials are selected based on alignment to the standards and identified need based on student data analysis. Students have access to standards-based materials in their classroom and available for checkout. Many supplemental materials used in the classroom and at home to extend learning time require photocopying.

Current Core Textbook Adoptions
Houghton-Mifflin Language Arts
Hampton Brown ELD
Houghton-Mifflin Math
Science
Social Studies
Too Good For Drugs

Supplemental Materials

Zoo Phonics (K)	Elsie Nelley & Annette Smith
Rigby PM Benchmark Kit	Rigby
Alpha Kids Guided Readers	Sundance Publishing
Second Chance Reading	Excel
Excel Math	

Project Wisdom	Asset Development
Language!	Sopris West
SuccessMaker	Pearson
Step Up to Writing	
Writing Up a Storm	Wilda Storm

Specifically, the faculty at Rustic Lane addresses the needs of all students by diversifying instruction, providing additional specialized assistance, and using materials that are appropriate to student needs.

Program for English Language Learners

Rustic Lane currently serves 390 (2003 R-30) EL students. Spanish is the dominant language spoken by English learners at Rustic Lane Elementary. These students are placed with authorized (SDAIE, CLAD, BCLAD) teachers. At this time, all of Rustic Lane's teachers are either authorized or are participating in training to become authorized. Six part-time bilingual tutors assist teachers by providing primary language support for students. The district has adopted the Hampton Brown series for instruction of EL students in English Language Development (ELD).

The main goals of the English Language Learner program are for students to become fluent English speakers, have success in academic areas, and achieve at the same high levels as their English only counterparts. In addition, the program seeks to provide professional growth for staff in the program and to involve parents and the community. Students are assessed at the District Language Assessment Center in their primary language immediately upon enrolling at their neighborhood school and are reassessed annually using the California English Language Development Test (CELDT). In addition, teachers assess their students to determine the proper instructional ELD level for each student. A profile card that tracks student progress is kept for each student. Students are assigned to either a Structured English Immersion (SEI) program or an English Language Mainstream (ELD) program depending on their instructional ELD level.

Rustic Lane has an active English Language Advisory Committee (ELAC) that is elected from among the parents of EL students. The ELAC meets at least four times a year and advises the principal on the development of a master plan for English learners and the development of the school's needs assessment. In addition, they assist in finding ways to make parents aware of school programs and the importance of regular school attendance.

Special Education Program

The Special Education Program at Rustic Lane Elementary serves qualifying students with a wide range of services including language, speech and hearing, a Resource Specialist program, and a Special Day Class (grades 4-6). Through the Riverside County SELPA, services are provided for severely handicapped students and students with low incidence handicaps requiring specialized services. An individualized education plan (IEP) is developed to address the needs of each student. Parents participate in developing the IEP and making placement/service decisions for their children. Progress is evaluated at least annually through the IEP process. The school's goal for all Special Education students is access to the core curriculum and maximum participation in the least restrictive environment.

Gifted and Talented Program

GATE students are currently being served in regular classrooms with a variety of differentiated instructional methods. Students receive differentiated instruction that may include special individual project studies, enrichment activities, and directed higher level questioning through daily lessons. Teachers are selected to teach GATE students based on their experience, demonstrated ability to work with GATE students, and coursework that they have taken that would provide them with a background conducive to differentiating instruction and enriching the curriculum. Students are identified through parent, teacher input, observations, special

honors or recognition received, language spoken at home, availability of enrichment experiences provided in the home, and scores on standardized tests. Rustic Lane is currently serving 16 students in grades 3-6.

Teachers and parents participate on the GATE committee to make suggestions on improving the program. A survey is given to GATE parents and teachers annually to assist the GATE committee in making recommendations. In addition, the academic success of the program is assessed by ongoing formative evaluation and by growth scores on the District's Criterion Referenced Test.

Program for Title I Students

Rustic Lane Elementary is a schoolwide Title I School. The focus is to provide an intensive effort to increase student achievement in reading and mathematics. Students having difficulty with the standards were identified by their teachers and were recommended for the after school Extended Learning Opportunity (ELO) program. This program concentrated on remediation in the standards addressed in the student's classroom in both reading and mathematics and, in addition, provided an hour of intensive reading instruction. Supplemental materials for language arts and mathematics development were purchased with Title I funding to assist students in mastering the state curriculum standards. A Teacher on Special Assignment (TSA) is partially funded through Title I to assist teachers in the classroom as they worked with low achieving students. This teacher provided materials, instructional ideas, and professional development for teachers who work with Title I students.

Meetings for Title I parents are held periodically during the year. During these meetings discussions are held regarding how the Title I program can be improved, what assistance can be offered to Title I parents, and what role parents play in the education of their student(s). A survey of Title I parents is conducted once a year and the information gathered is used to improve the Title I program. Parents sign the parent compact and agree to assist their student in improving their academic performance.

3. ALIGNMENT OF STAFF DEVELOPMENT TO STANDARDS, ASSESSED STUDENT PERFORMANCE AND PROFESSIONAL NEEDS

Monthly staff development meetings and SB 1193 days are planned based on state mandates; the comprehensive needs assessment, and the school's goals and objectives in order to improve teaching of academic subjects and to help all children meet District performance standards. Professional staff development activities are based on data analysis, including significant subgroups, identifying weaknesses schoolwide and at each grade level. The main emphasis is to improve student achievement in all academic areas with particular emphasis in reading/language arts, mathematics, and ELD as noted in our planned improvements for student improvement. Our TSA teacher mentors provide teachers with on-going coaching and assistance in the development of balanced literacy instruction with an emphasis on student reading comprehension and writing across content areas and ELD instruction. The Language Arts and Math programs are further supported though grade level articulation--TEAMS Time, District sponsored Literacy Training and Differentiated Instruction Training, conferences and staff training funded through T-1 funds. Teachers receive training on adopted curriculum/supplemental materials and teaching methods for differentiated instruction. New teachers participate in a three-day site staff development focused on RLE best practices and procedures as well as on-going professional support through an assigned BTSA support provider (SMART teacher), site TSA, and District provided new teacher training.

4. SERVICES PROVIDED BY THE REGULAR PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

Services provided by the regular program to assist underperforming students include:
- Identification of Minimum, Essential, and Enrichment Standards
- District Literacy Specialists
- Bilingual Language Tutors
- ELO
- RSP
- SDC
- Speech and Language
- Health Aide
- Youth Service Counselor
- Media Clerk
- Psychologist
- SST
- TEAMS Time

5. SERVICES PROVIDED BY CATEGORICAL FUNDS TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

A School Based Coordinated Program (SBCP) is operational at Rustic Lane Elementary and provides flexibility for the coordination of categorical programs/funds in an effort to have all students achieve grade level standards. SBCP programs are comprised of School Improvement (SI), Title I, Gifted and Talented Education (GATE), and Special Education. Teachers, other school staff members, Principal, and parents work together to develop and implement a program in which resources are coordinated and utilized to ensure that all students are striving to meet grade level standards. This affords Rustic Lane Elementary the opportunity to coordinate services provided to GATE, at-risk, and special needs students with overall School Improvement services and staff development. Categorical funds provide personnel, staff development, materials, and equipment to supplement the District core curriculum. Title 1 provides additional support to all students in Language Arts and math and meets the goals of the Local Improvement Plan and the District Strategic Plan. Categorically funded expenditures are directly related to the core curriculum, advance the goals in the Local Improvement Plan and achievement of student outcomes in the District Strategic Plan.

Services provided by categorical funds to enable underperforming students to meet standards include:
- Elementary Operations Manager
- Technology Assistant
- Literacy Specialist (TSA)
- Computer Lab
- Computer Assisted Instruction
- CARES
- After School Tutoring/ELO
- Bilingual Clerk
- Parent Education Workshops
- Pre-Kindergarten Workshops
- Computer Support Technician
- Conferences
- Study Trips
- Childcare During Parent Trainings
- Translators
- Literacy consultants
- Incentive programs for students, parents, and staff

6. USE OF STATE AND LOCAL ASSESSMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT ACHIEVEMENT

Teachers utilize a variety of state and local assessments to determine students' success. Data analysis from these assessments provides teachers, students, and parents, information needed to drive informed instruction. The data also informs individual and group instruction needed to remediate and/or address areas of weakness. Time is provided for principal, teachers, and support staff to analyze disaggregated student information throughout the year. The principal, Leadership Team, and grade level team leaders plan activities to analyze data reports from STAR and local assessments at staff development and grade level meetings to determine and review goals and monitor objectives.

7. NUMBER AND PERCENTAGE OF TEACHERS IN ACADEMIC AREAS EXPERIENCING LOW STUDENT PERFORMANCE

The majority of Rustic Lane Elementary teachers are fully credentialed. Currently there are five teachers completing coursework/testing to become fully credentialed. Time and training are given to support teachers using vertical teaming, coaching, and observations of high quality teachers. Weekly grade level meetings, TEAMS Time, provide additional training to teachers

In an effort to improve services to ELL students the all of teachers at Rustic Lane Elementary hold a BCC, BCLAD, CLAD or SDAIE certificate or are currently in training. Currently 28 teachers are authorized to teach in SEI classes and 4 teachers are in training or their CLAD is pending based on completion of their teaching credential. Our District attempts to hire teachers with a CLAD or a Certificate and they are given a priority.

8. FAMILY, SCHOOL, DISTRICT, AND COMMUNITY RESOURCES AVAILABLE TO ASSIST THESE STUDENTS

Parent involvement is highly encouraged at Rustic Lane Elementary. Parent advisory groups are valued to provide input. The following include efforts to involve parents:

- Teacher conferences
- Translations
- School newsletter with calendar of events
- Parent/Teacher/Student Compact (Title I)
- Progress reports
- Phone calls
- Back-to-School Night
- PTA, SSC, GATE, Title I, and ELAC parent meetings
- Parent Volunteer Involvement Log Sheets
- Parent Trainings
- Parent/Student School Handbook
- CBET
- Parent Resource Library
- Community Volunteers
- Teacher newsletters
- Fliers to inform parents of trainings, events, programs

9. SCHOOL, DISTRICT, AND COMMUNITY BARRIERS TO IMPROVEMENTS IN STUDENT ACHIEVEMENT

Current barriers toward improving academic achievement include:

- Instructional minutes to cover required curriculum
- Student attendance
- Consistent and accurate completion of homework
- Inconsistent attendance at after school tutoring
- Improving staff understanding of data and its purpose in analysis
- Larger computer lab to allow access to the entire student body
- Build on literacy software for the computer lab to increase student learning opportunities
- Transportation of students when they participate in after school programs.

10. LIMITATIONS OF THE CURRENT PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

Limitations of the current program to enable underperforming students to meet standards include:

- Increase familiarity of materials and programs for implementation by staff
- Technology training for staff
- Benchmark report analysis training
- Formative assessment training

11. DESCRIBE THE SCHOOL'S EFFORT TO DIFFERENTIATE CORE CURRICULUM TO ENSURE EQUAL ACCESS TO ALL STUDENT GROUPS

All students are expected to meet or exceed the grade-level expectations set forth in the standards. Differentiated instruction aims to optimize learning opportunities and outcomes for all students by tailoring instruction to meet their instructional level of knowledge. Specifically, at risk, special education, ELL, and GATE students are in need of differentiated instruction. Characteristics of differentiated instruction that occur in each classroom include:

- Opportunities for intensive, systematic teaching
- Practice to learn skills and strategies
- Opportunities for acceleration and enrichment
- Development and proficiency in English by proficiency levels through daily instruction
- Adapted instruction for students with multiple needs
- Collaboration with resource specialist and special education staff

12. DESCRIBE THE EXTENDED DAY LEARNING OPPORTNITIES FOR STUDENTS AT RISK OF NOT MEETING GRADE LEVEL STANDARDS

Rustic Lane Elementary provides extended learning opportunities for students who are retained or who are at risk for being retained. Such instruction will be provided as early in the school year, and as early in the student's school career, as practicable. The ELO Coordinator oversees the intervention program that includes tutoring after school and summer school ELO provided at the District level in core skill areas.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

RUSTIC LANE ELEMENTARY SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2004-2005

LONG TERM GOAL: *All students will be 100% proficient on the California CST by 2013- 2014.*

FOCUS AREA: *Language Arts/ Writing Objective*
Rustic Lane School will increase the percentage of students performing at Proficient or Advanced to 25% on the 2006 Language Arts CST.

Description: Students receive the recommended daily instructional minutes in language arts: kindergarten - 60 minutes, 1-3 grades - 150 minutes, and 4-6 grades - 120 minutes. Writing instruction is included within this time. Direct, whole and small group instruction is provided in phonemic awareness, phonics, spelling, writing skills and strategies and their applications for grades K-3. Grades 4-6 receive instruction in spelling and writing skill strategies and their application. Instructional materials and programs used include State/District standards, Houghton Mifflin's Reading, Wilda Storm's "Write Up a Storm," and Step Up to Writing. Differentiated instruction includes collaboration with resource specialist and special education staff, opportunities for intensive, systematic teaching, opportunities for enrichment and acceleration and adapted instruction for students with multiple needs. Classroom practices include language arts Best Practices, to include instruction at appropriate levels, cooperative learning, peer editing, instructional time maximized through appropriate independent work and materials, writers' workshop, modeled writing rubrics, and prompts. Teachers meet in grade level groups to assess student prompts and plan strategize to improve student expository and narrative writing. District Instructional Resource Teachers (TSA's) or consultant teachers provide assistance with training and teaching in reading and writing strategies through ongoing trainings, coaching, and modeling.

LONG TERM GOAL: *All students will be 100% proficient on the California CST by 2013- 2014.*

FOCUS AREA: *Language Arts/ELD Objective*
Rustic Lane School will increase the percentage of EL students performing at Proficient or Advanced from 7.7% to 25% on the 2006 Language Arts CST.

Description: ELL students receive daily instruction in ELD grouped according to proficiency level utilizing Cross-cultural Language and Academic Development (CLAD) strategies for ELD instruction and Specially Designed Academic Instruction in English (SDAIE) strategies for core content areas. Teachers use ELD standards, Hampton Brown's Into English, Houghton Mifflin's Handbook for English Language Learners, literacy scaffolding, chants, poems, TPR, regalia, listening centers, computer assisted instruction, and manipulatives. Teachers receive training on ELD/ELA standards, effective methods of instruction, assessment, Extended Learning Opportunities (ELO) and reclassification for ELL students.

LONG TERM GOAL: *All students will be 100% proficient by 2013- 2014.*

FOCUS AREA: *Mathematics Objective:*
Rustic Lane School will increase the percentage of students performing at Proficient or Advanced to 27% on the 2004 Math CST.

Description: - Students receive the recommended instructional time of 60 minutes daily for math. Instructional programs and materials utilized include an integrated and balanced Mathematics program that is based on California Standards, Houghton Mifflin Curriculum, Excel Math, SuccessMaker, and teacher-made materials. Instructional grouping with whole-group, heterogeneous grouping, homogeneous grouping, tutoring (peer and adult), cross-class or cross-grade grouping, centers and independent activities, small group computer instruction as well as primary language (Spanish) assistance is facilitated by Bilingual Aides. Differentiated instruction includes opportunities for intensive, systematic teaching, practice of skills and strategies, opportunities for acceleration and enrichment, and adapted instruction for students with multiple needs. Classroom and instructional management practices maximize classrooms interaction and provide instruction, constructive feedback, and high levels of engagement with appropriate activities and resources. Teachers use whole and small-group lessons, independent work, assessment tasks and instructional materials so that students are actively engaged. Instructional time is maximized. Professional Development for teachers include Houghton Mifflin new adoption training, conferences in effective math strategies, Excel Math training, data analysis, and goal setting.

LONG TERM GOAL: *All fourth grade students will achieve a score of advanced (8) on CST writing assessment by 2013-2014.*

FOCUS AREA: *To increase the percentage of fourth grade students performing at 6-8 on the writing proficiency of the 2004 CST Writing Assessment to 15% school wide.*

Description: - Students receive the recommended daily instructional minutes in writing as part of their language arts block: kindergarten - 60 minutes, 1-3 grades - 150 minutes, and 4-5 grades - 120 minutes. Direct, whole and small group instruction is provided in vocabulary development, spelling, writing skills and strategies and their applications for grades K-3. Grades 4-5 receive instruction in vocabulary development, spelling and writing skill strategies and their application. Instructional materials and programs used include State/District standards, Houghton Mifflin's Reading, Wilda Storm's "Write Up a Storm," and Step Up to Writing. Differentiated instruction includes collaboration with resource specialist and special education staff, opportunities for intensive, systematic teaching, opportunities for enrichment and acceleration and adapted instruction for students with multiple needs. Classroom practices include language arts Best Practices, to include instruction at appropriate levels, cooperative learning, peer editing, instructional time maximized through appropriate independent work and materials, writers' workshop, modeled writing rubrics, and prompts. Teachers meet in grade level groups to assess student prompts and plan strategize to improve student expository and narrative writing. District Instructional Resource Teachers (TSA's) or consultant teachers provide assistance with training and teaching in reading and writing strategies through ongoing trainings, coaching, and modeling.

Conclusions from Student Performance Data
Measure-Academic Performance Index (API) Areas of strength: Language Arts-language mechanics Mathematics-math procedures Areas of weakness: Language Arts-writing, vocabulary, reading comprehension Mathematics-problem solving Highest priority: Reading comprehension & writing proficiency across all curricular areas EL students meeting AYP goals in Language Arts.
Conclusions from Parent, Teacher, Student Surveys and Other Data
Measure-School Climate Survey Areas of strength: Communication between school and parents, School culture (friendly, safe, and high expectations for students). Areas of weakness: Need to increase parent involvement, need to provide extended learning opportunities, need to provide increased student incentive programs to promote attendance and student achievement Highest priority: Need to increase parent involvement, need to provide extended learning opportunities, need to provide increased student incentive programs to promote attendance and student achievement.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services
Exemplary Services to Children through Vision, Collegiality, and Results

Sky Country

Elementary School

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND SCHOOL

2004-2005

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

SKY COUNTRY ELEMENTARY SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2004-2005

The following statements characterize educational practice at Sky Country Elementary School:

1. ALIGNMENT OF CURRICULUM, INSTRUCTION, AND MATERIALS TO CONTENT AND PERFORMANCE STANDARDS

Introduction

Sky Country aligns all instruction and assessment with state standards. Teachers instruct students in the state standards and move student achievement toward mastery of the standards at each grade level. The district adopted the new Houghton Mifflin mathematics series and is adopting the Houghton Mifflin language arts for grades K-6 that is aligned to state standards. Social studies and science adoptions are quite old and at this time are supplemented by materials that specifically address the state standards in these subject areas.

2. AVAILABILITY OF STANDARDS-BASED INSTRUCTIONAL MATERIALS APPROPRIATE TO ALL STUDENT GROUPS

The faculty at Sky Country addresses the needs of all students by diversifying instruction, providing additional specialized assistance, and using materials that are appropriate to their needs. Specifically:

Program for English Language Learners
Sky Country currently serves 101 EL students. Spanish is the dominant language spoken by English learners at Sky Country. These students are placed with authorized teachers. At this time, all of Sky Country's teachers are either authorized or are participating in training to become authorized. One part-time bilingual tutor assists teachers by providing primary language support for students. The district has adopted the *Hampton Brown* series for instruction of EL students in English Language Development (ELD).

The main goals of the English Language Learner program are for students to become fluent English speakers, have success in academic areas, and achieve at the same high levels as their English only counterparts. In addition, the program seeks to provide professional growth for staff in the program and to involve parents and the community. Students are assessed at the District Language Assessment Center in their primary language immediately upon enrolling at their neighborhood school and are reassessed annually using the California English Language Development Test (CELDT). In addition, teachers assess their students to determine the proper instructional ELD level for each student. A profile card tracking student progress is kept for each student. Students are assigned to either a Structured English Immersion (SEI) program or an English Language Mainstream (ELD) program depending on their instructional ELD level.

The ELAC meets four times a year and advises the principal on the development of a master plan for English Learners and the development of the school's needs assessment. In addition, they assist with the administration of the school's language census, and in finding ways to make parents aware of the importance of regular school attendance.

Special Education Program

The Special Education Program at Sky Country Elementary School serves 54 students with a wide range of services including language, speech and hearing, a Resource Specialist program, and a Special Day Classes (upper grade). Through the Riverside County SELPA, services are provided for severely handicapped students and students with low incidence handicaps requiring specialized services. An individualized education plan (IEP) is developed to address the needs of each student. Parents participate in developing the IEP and making placement/service decisions for their children. Progress is evaluated at least annually through the IEP process. The school's goal for all Special Education students is access to the core curriculum and maximum participation in the least restrictive environment.

Gifted and Talented Program

GATE students are currently being served in regular classrooms with a variety of differentiated instructional methods. Students receive differentiated instruction that may include special individual project studies, enrichment activities, an After School program, and directed higher level questioning through daily lessons. Students are also served in a pull out program one day per week in the computer lab. Their teachers work with GATE students on higher level thinking skill activities. Teachers are selected to teach GATE students based on their experience, demonstrated ability to work with GATE students, and coursework that they have taken that would provide them with a background conducive to differentiating instruction and enriching the curriculum. Teachers that are GATE certified are preferred. Students are identified through parent, teacher input, observations, special honors or recognition received, language spoken at home, availability of enrichment experiences provided in the home, and scores on standardized tests. Sky Country is currently serving 39 students 3-6.

Teachers and parents participate on the GATE committee, which meets to assess the effectiveness of the program and to make suggestions on improving the program. A survey is given to GATE parents and teachers annually to assist the GATE committee in making recommendations. In addition, the academic success of the program is assessed by ongoing formative evaluation and by growth scores on the district's Criterion Referenced Test.

3. ALIGNMENT OF STAFF DEVELOPMENT TO STANDARDS, ASSESSED STUDENT PERFORMANCE AND PROFESSIONAL NEEDS

Alignment with Standards

During the past school year (2003-2004) teachers and staff at Sky Country Elementary School participated in staff development during our weekly minimum days. Teachers in grade level groups cross-grade level articulation groups and other groupings worked on standards (mapping, materials alignment, assessment, implementation of specific curricular objectives, and other activities designed to assist students in successfully mastering standards).

Assessed Student Performance

Student performance on the criterion referenced California Standards Test (CST), the norm referenced CAT6 test, and the district's Criterion Referenced Test (CRT) indicated while successful growth has occurred, there is room for improvement in both language arts and mathematics. To facilitate growth, a minimum day has been implemented for teachers to work together to improve student achievement. Additionally, four teachers and the principal participated in literacy training, differentiation training provided by the Riverside County Office of Education, and Step Up to Writing training.

Professional Needs

New teachers participated in the Beginning Teacher Support and Assessment (BTSA) program and in the California Formative Assessment and Support System for Teachers (CFASST). This is a full-year program that places mentor teachers and beginning teachers together to insure a

smooth start in the teaching profession. In Addition, teachers attended professional growth conferences on classroom management, and on working with the difficult at-risk student.

4. SERVICES PROVIDED BY THE REGULAR PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

Teachers at Sky Country Elementary School use multiple learning techniques such as small group instruction, guided reading with leveled reading materials, cooperative learning, whole language strategies, cross-age tutors, peer tutors, sustained silent reading, English-assisted instruction, instructional aides, bilingual tutors, parent volunteers and transition partners to assist underperforming students. This school also places a high priority on technology. Children have access to computers, calculators, and other technology to assist them in learning. Our library offers a rich selection of books that are labeled according to reading level. This assists low-achieving students in selecting books to read that are at an appropriate level within their zones of proximal development (ZPD).

Finally, Sky Country School and the Jurupa Unified School District utilize a number of alternative programs to serve a wide variety of children with differing needs. The Youth Service Center and the Family Service Association assist with Outreach Counselors at all elementary schools as well as providing assistance and counseling for parents. Seven schools have an early intervention for School Success (EISS) Program, four participate in the Primary Intervention Prevention (PIP) Program and two offer a "Healthy Start" school-community program.

5. SERVICES PROVIDED BY CATEGORICAL FUNDS TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

The primary services provided to underperforming students using categorical funding are in the form of additional academic materials, technology to assist students, incentives for achievement and attendance, and professional development for teachers. These items are discussed in item two above under the subcategories of English Language Learner Program, Special Education Program, Gifted and Talented Program. Other categorical programs that assist students in meeting standards are:

Community Based English Tutoring Program (CBET)
The purpose of the CBET program is to provide adult tutoring to students having difficulty with English language development. Jurupa Unified School District offers instruction in adult ESL and tutoring skills to Spanish speaking adults from the neighborhood. A credentialed teacher provides instruction. The school also provides instructional materials to parent tutors through this program. Parents and other adult participants in the program sign an agreement in which they promise to tutor one or more EL students.

Extended Learning Opportunity (ELO)
Our grades K-6 supplemental program for students at risk of retention includes a primary emphasis on language arts (reading) and mathematics. The focus is on essential state standards. Students' current levels of achievement in both mathematics and language arts are assessed and the individual need of each child is addressed through whole group and individualized instruction. Students are retested and re-taught until mastery has been attained. Our extended learning programs include Summer (ELO), and ELO Session I, II, and III. During this school year, budget crises reduced the available funds for ELO, and only one session was held.

Drug, Alcohol, Tobacco Education TUPE/SDFSC
The goal Sky Country is to prevent students from developing favorable attitudes toward drugs/tobacco. The Tobacco Use Prevention Education Program (TUPE) and the Safe and Drug

Free Schools and Communities program (SDFSC) provide students opportunities to increase their knowledge of the negative effects of tobacco, alcohol and other drug use; increase their self confidence; develop positive peer relationships and engage in positive activities.

Students learn self-esteem, decision-making, refusal skills, and coping strategies. Students also learn information regarding nicotine, drugs, chemical dependency, consequences of using drugs and violence prevention curriculum, special programs, and counselors from the Youth Service Center.

6. USE OF STATE AND LOCAL ASSESSMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT ACHIEVEMENT

The faculty at Sky Country Elementary was trained to look critically at data to make instructional decisions. The data that is used includes the results of the norm referenced CAT6, the criterion referenced California Standards Test (CST), and the district's Criterion Referenced Test (CRT). Teachers have been trained during the 2002 2003 school year to use the SAT9 Analyzer to analyze individual and group results and modify instruction to meet individual needs and to insure that every grade level standard has been taught and learned. In addition, classroom formative and summative assessment results are analyzed to inform instruction. Teachers meet in a planning session once a week on Fridays for one and a-half hours to look at student work, examine student progress, and to make instructional decisions.

7. NUMBER AND PERCENTAGE OF TEACHERS IN ACADEMIC AREAS EXPERIENCING LOW STUDENT PERFORMANCE

All of our teachers work with students at their grade levels that are experiencing low academic performance. Teachers plan instructional strategies aimed at these students in their Friday planning meetings. Some grade levels group students for instruction giving students a greater opportunity to have success. Students are also grouped for English Language Development (ELD) by ELD level (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced levels).

8. FAMILY, SCHOOL, DISTRICT, AND COMMUNITY RESOURCES AVAILABLE TO ASSIST THESE STUDENTS

School resources to assist low performing students have been discussed above in question 2 and question 5.

Parent and Community Resources and Involvement

There are five parents on the School Site Council, and many of our parents belong to the PTA. During the 2003-2004 school year, many parents attended planned ELAC meetings and advised the principal on a number of issues related to the education of English language learners. Eight parents served on the PTA Executive Board during the 2003-2004 school year. The PTA has fund-raising activities for field trips, supplies and equipment, assemblies, and incentives and rewards for students. They provide schoolwide activities for students and families, including Book Fairs, Red Ribbon Week, Skills Day, International Festival, the annual Talent Show, and various assemblies. Parents volunteer in various capacities and the number of volunteer hours for 2003-2004 was in excess of 9,500 hours. We will continue to encourage parental participation through PTA activities, serving as classroom volunteers, serving on the School Site Council, English Language Advisory Committee, the Community Based English Tutoring program (CBET), and helping with other school programs.

Community Involvement was continued through activities such as Back-to-School Night, Young Author's Day, Celebrate Literacy Week, Skills Day, and band activities, Principal for a Day, school-business partnerships (with Shakey's) and a variety of student performances.

These programs bring our students in contact with community members that enrich their educational experience.

9. SCHOOL, DISTRICT, AND COMMUNITY BARRIRS TO IMPROVEMENTS IN STUDENT ACHIEVEMENT

- Interruptions/Disruptions negatively impact classroom instruction and academic learning time.
- Some parents are not "learning partners" in the educational process.
- The school perceives limited district support.
- The socio-economically disadvantaged subgroup achieves significantly below the school and the other subgroups on the Academic Performance Index.
- Academic progress for grades five and six is not as positive as in grades two through four.

10. LIMITATIONS OF THE CURRENT PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

- Current Social Studies/Science adoptions are not aligned to California State Standards.
- There are insufficient funds to expand the "READ" program to serve grades four-six.
- Current technology resources do not allow intervention programs such as Accelerated Reader, Accelerated Math, STAR Reading, STAR Early Literacy to be implemented effectively.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

SKY COUNTRY ELEMENTARY SCHOOL

SCHOOL GOALS AND CONCLUSIONS
2004-2005

Goal #1: Improve student performance in literacy (including reading, writing, oral communication, language development, and spelling).

Goal #2: Improve student performance in mathematics.

Goal #3: Improve the performance of economically disadvantaged students in both literacy and mathematics.

Goal #4: Improve the performance of English language learners in both literacy and mathematics.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services
Exemplary Services to Children through Vision, Collegiality, and Results

Stone Avenue Elementary School

ANALYSIS OF CURRENT EDUCAITONAL PRACTICE AND SCHOOL GOALS AND CONCLUSIONS

2004-2005

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

STONE AVENUE ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2004-2005

The following statements characterize educational practice at this school:

1. ALIGNMENT OF CURRICULUM, INSTRUCTION AND MATERIALS TO CONTENT AND PERFORMANCE STANDARDS

Curriculum standards for language arts and mathematics are continually reviewed and revised with the input of all the district's teachers. At Stone Avenue, teachers work in small groups to articulate and review standards at their grade level. During the 2004-2005 school year, teachers have elected to have an alternative schedule to their contract and extend the instructional day four days each week and have one minimum day each week for curriculum alignment, assessment and data analysis and grade level planning. Our curriculum standards representative teacher helped facilitate the district staff development day in which we reviewed the standards. Standards updates are presented at monthly staff meetings and grade level meetings.

JUSD has purchased the Instructional Data Management System (IDMS) that includes the STAR Analyzer System to support an integrated approach to developing, managing, and using data to drive our instructional practices, promote improvement and optimize learning results through a standards-based approach for electronically reviewing student achievement data. This program delivers flexible analysis of individual student performance as well as analysis of group performance for identified groups of students (i.e., GATE, Title I, Special Education, English Learner students). Ongoing training will be required in order to fully implement the use of the software programs. Currently, assessment analysis is done at the site and district level with results shared at staff meetings to address site needs.

2. AVAILABILITY OF STANDARDS-BASED INSTRUCTIONAL MATERIALS APPROPRIATE TO ALL STUDENT GROUPS

During the 2001-2002 school year, all schools in JUSD sent teacher representatives along with the site principals to literacy/standards based staff development facilitated by RCOE. During the 2003-2004 school year, all schools sent representatives to a standards-based writing program facilitated by RCOE entitled "Step Up To Writing." Both of these staff development opportunities provided concrete curricular interventions to be used in the standards-based classroom along with ideas for standards-based lesson planning and assessment. Upon conclusion of the district staff development, site based optional staff development was conducted for the entire staff. Teachers were provided opportunities to acquire standards-based instructional materials to be used throughout the school year and into the future. Standards-based instruction will continue to be implemented in all classrooms and ongoing professional development will be conducted as needed.

3. ALIGNMENT OF STAFF DEVELOPMENT TO STANDARDS, ASSESSED STUDENT PERFORMANCE AND PROFESSIONAL NEEDS

Professional development is considered to be a foundation for the instructional program. Continued staff development in the areas of language arts and mathematics instruction will further strengthen the existing program. Staff will explore resourceful ways of closing the

achievement gap for students continuing to have difficulty. During the 2004-2005 school year, the staff at Stone Avenue will be exploring ways to provide assistance to at-risk students on an ongoing basis during the monthly staff meetings.

4. SERVICES PROVIDED BY THE REGULAR PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

Stone Avenue students who are not meeting district minimum standards are provided with differentiated instruction within the regular program. All teachers received professional development strategies at monthly faculty meetings during the 2003-2004 school year that will continue to be reinforced and implemented in all classrooms.

Stone Avenue began an after-school program called the FAN Club during the 2000-2001 school year. This program targeted over 100 at-risk students based on those who would be recommended for summer school and/or retention and those students who had no adult at home in the afternoon. The program offered intensive remediation in language arts and mathematics, GATE enrichment, daily homework assistance, arts and crafts, sports and field trips. We are continuing and expanding this program during the 2004-2005 school year.

5. SERVICES PROVIDED BY CATEGORICAL FUNDS TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

Stone Avenue students who are not meeting district minimum standards are encouraged to participate in the district Extended Learning Opportunity programs both after school and during the summer. During the 2004-2005 school year, all students who are not meeting state grade level standards in grades K-6 will be referred for ELO. Parents will be contacted both by parent/teacher conference and in writing using the "Report on Mastery of District and State Standards" form recommending ELO.

6. USE OF STATE AND LOCAL ASSESSMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT ACHIEVEMENT

Success at mastering grade level reading standards was measured by individual teachers using running records, teacher created assessments, teacher observation, curriculum based measures of progress and standardized tests. Students at Stone Avenue School are expected to make tremendous growth on the STAR test compared to the previous year. During the 2001-2002 school year, the students gained at total of 22 points on the overall assessment and it is our goal to meet or exceed that level of growth. Our API goal was met and staff, students and parents are committed to maintaining the push towards excellence for the current school year. Students in grades 2-6 take the district Criteria Referenced Tests (CRT) four times during the school year. Based on the March 2004 CRT results, students in grades 2-6 scored an average of 66% in language arts and an average of 66.6% in mathematics school-wide.

7. NUMBER AND PERCENTAGE OF TEACHERS IN ACADEMIC AREAS EXPERIENCING LOW STUDENT PERFORMANCE

All of our teachers work with students at their grade levels that are experiencing low academic performance. Teachers plan instructional strategies aimed at these students in their planning meetings. Some grade levels group students for instruction giving students a greater opportunity to have success. Students are also grouped for English Language Development (ELD) by ELD level (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced levels).

8. FAMILY, SCHOOL, DISTRICT, AND COMMUNITY RESOURCES AVAILABLE TO ASSIST THESE STUDENTS

Stone Avenue participates in the FAN Club project funded by the U.S. Department of Education. FAN Club is an after-school program designed to provide students with an opportunity to expand both academic and social knowledge. Students in the FAN Club have an additional hour of academic practice through the Extended Learning Opportunity program two days each week. The first hour of FAN Club, students participate in ELO, Homework Club, or tutoring. The second and third hour, students are involved in a in activities ranging from sports, art, indoor and outdoor games. The program runs on this campus five days a week for three hours each day.

9. SCHOOL, DISTRICT, AND COMMUNITY BARRIERS TO IMPROVEMENTS IN STUDENT ACHIEVEMENT

During the 2002-2003 school year Stone Avenue Elementary conducted a self-review that involved parents, teachers, and community members. The goal was to identify barriers to improvements in academic achievement. The following barriers were identified:

- Reclassification rates of EL students need to be increased
- Parent support at home to help with homework
- Health care of students

10. LIMITATIONS OF THE CURRENT PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

Addressing the individual needs of students in modern standards movement is a challenge to the faculty. Further staff development opportunities will be explored to facilitate success in this area.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

STONE AVENUE ELEMENTARY SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2004-2005

CONCLUSIONS FROM STUDENT PERFORMANCE DATA:

All Students
During the 2002-2003 school year the Academic Performance Index (API) went up from 710 to 736. The growth target for this year was 5 points and, therefore, was exceeded by 21 points. All of the significant subgroups (Hispanic Students, Caucasian Students, and Economically Disadvantaged Students) met or exceeded the API growth target for 2003.

The discussion in the following sections regarding both the STAR and the District Criterion Referenced Test (CRT) compare results from the 2002 administration to the 2003 administration at the same grade level. Readers need to be aware that this is not a cohort-to-cohort comparison and, therefore, has limited applicability. It does provide on measure, among many, of programmatic advances, or declines. Conclusions contained herein based on observations of the program, teacher input, and professional judgment used with these (weak) data.

Increases were observed at every grade in the number of students scoring over the 50th percentile in reading, language, and math. In fact, 51% of students in grades two and 57% of students in grade six scored above the 50% in reading, all grade levels except fourth grade scored above 50% in math and 51% of the students in grades two and 52% of the students in grade six scored above the 50% in language.

District CRT results indicate an increase in grades 2-6 in reading and in mathematics. The chart reflects the schoolwide CRT growth between December 2002 and December 2003. All grades levels, with the exception of grade two, show significant growth in a year. In fact, grade three indicates the largest growth of over 6% in both reading and mathematics. The overall data indicates that most students will be at mastery of standards by the June 2004 test administration.

English Learners
English learner scores indicate significant gains (above the 50th percentile) in mathematics in second grade and students in grade six scored above the 50th percentile in reading and mathematics. In the area of reading, EL students are making steady progress but the real success of the program is seen in the number of students reclassified during the past year whose scores are no longer calculated with the EL students. In addition, new EL students who come into the program for a year or two are included.

Economically Disadvantaged Students
Research indicates that this factor is the single most significant in determining student achievement. In compliance with NCLB, a needs assessment of the entire school has been conducted and over 47% of the students qualify as "economically disadvantaged". Through assessment data analysis, it is determined that many of these students also have not reached mastery of state standards in either reading or mathematics. As of the 2004-2005 school year, Stone Avenue Elementary School will be a schoolwide Title I school. As a Title I schoolwide school, our focus will be on literacy skills in all grades. Students will be offered extended day

activities to develop reading skills. Credentialed teachers and instructional aides will work with students in our extended day reading and writing program throughout the school year. Teachers will utilize Watch Me Read and Soar to Success materials available through the Houghton Mifflin language arts series in addition to other resource materials. Students in grades K-6 will be supported in the classroom with supplementary instructional materials and varied instructional strategies. There are various opportunities for professional development for teachers, principals, paraprofessionals and parents to enable all children in the school to meet the state academic content standards. JUSD offers parental involvement workshops focusing on family literacy to enhance the partnership between home and school.

GATE Students

As might be expected GATE students scored very well on the district CRT (with average scores of over 90%). Students receive an differentiated instructional program comprised of core materials as well as supplemental materials within the classroom. In addition, an after school GATE enrichment program has been in place and will continue to be implemented for the upcoming school year.

General Conclusions

As noted in the cumulative data from the most recent STAR results and the progress shown on the district CRT assessments, the students at Stone Avenue are making significant progress in all language arts and mathematics areas. On average, students have gained over 13 points in language arts and over 18 points in mathematics from September 2002 until March 2003. It is the goal of the Stone Avenue staff that a high level of continued growth be exhibited in the upcoming school year. Stone Avenue attributes the steep gain in scores to the intense push for success for all students. Through before and after school remedial programs, recess tutorial sessions and the FAN Club homework help sessions, students have many opportunities to get skilled, credentialed tutoring on campus throughout the school year. Each teacher is implementing standards-based instruction and assessment to ensure adherence and success in state standards.

English language learners have a dual challenge of increased exposure to oral and written English on the one hand and the opportunity to practice English both in and out of the school setting. While the academic day addresses both BICS and CALP through ELD, oral language exposure, and access to Core subject matter using SDAIE, in addition, both the quantity and quality of language richness must be increased for these students.

In addition to other challenges (i.e., EL, special education, etc.), students living in poverty present needs at the basic end of Maslov's hierarchy. The school will work closely with parents to provide learning materials for student use at home use, expose them to a literature rich environment, and a safe place to learn. In addition, the school will work to involve parents in the educational process, to provide assistance to them where possible, and to actively refer parents to agencies that can address their needs.

Conclusions from Parent, Teacher and Student Input

Teachers, parents and students are encouraged by the progress made in both language arts and mathematics this school year. Students have begun to take ownership of their education and the partnership between home and school is evident in the level of interaction between parents and students as it relates to school. Parents have expressed interest in more parent education programs to help them learn how to help their child at home with homework.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE:

The content of this school plan is aligned with Stone Avenue's goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the

Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The School Site Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The Council also obtained and considered the input of the school community. Based upon this analysis, the Council has established the following performance improvement goals, actions and expenditures.

GOALS:

Goal #1: *Improve Student Achievement in Literacy (including reading, writing, oral communication, language development, and spelling).*

Goal #2: *Improve Student Achievement in Literacy (including reading, writing, oral communication, language development, and spelling).*

Goal #3: *Increase opportunities for parent involvement in the educational process*

NOTE: (All 3 Goals are included in this single action plan, as they are seen as integrated and inseparable)

JURUPA UNIFIED SCHOOL DISTRICT
Education Services
Exemplary Services to Children through Vision, Collegiality, and Results

Sunnyslope

Elementary School

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND SCHOOL GOALS

2004-2005

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

SUNNYSLOPE ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2004-2005

The following statements characterize educational practice at Sunnyslope Elementary.

1. ALIGNMENT OF CURRICULUM, INSTRUCTION, AND MATERIALS TO CONTENT AND PERFORMANCE STANDARDS

Introduction
Sunnyslope Elementary uses the California Content Standards to inform instruction. For the past several months the JUSD standards review committee has been working on further tightening this alignment. A concerted effort has been made to purchase materials that would address the standards. Our school has continued to move in that direction using available funding. From these funds, leveled reading materials have been purchased to supplement the base language arts program of Houghton Mifflin, ensuring the success of students meeting the language arts state standards. In addition, the district adopted the new Houghton Mifflin mathematics series for grades K-6 that is aligned to the state standards. Social studies and science adoptions are supplemented by materials that specifically address the state standards by subject area at each grade level.

2. AVAILABILITY OF STANDARDS-BASED INTSTRUCTIONAL MATERIALS AND INSTRUCTION APPROPRIATE TO ALL STUDENT GROUPS

The faculty at Sunnyslope addresses the needs of all students by diversifying instruction, providing additional specialized assistance, and using materials that are appropriate to their needs. Specifically:

Program for English Language Learners
Sunnyslope currently serves 256 English Language Learners (ELL). Spanish is the dominant language that the ELL students speak at Sunnyslope. These students are placed with authorized (SDAIE, CLAD, BCLAD) teachers. At this time, all of Sunnyslope's teachers are either authorized or are participating in training to become authorized. ELL students also receive primary language support by working with a bilingual instructional aide. Curriculum for English Language Development (ELD) is the state ELD standards. The district has also adopted the *Hampton Brown* series for instruction of EL students in English language development.

The main goals of the English Language Learner program are for students to become fluent English speakers, have success in academic areas, and achieve at the same high levels as their English only counterparts. In addition, the program seeks to provide professional growth for staff in the program and to involve parents and the community. Students are assessed at the District Language Assessment Center in their primary language immediately upon enrolling at their neighborhood school and are reassessed annually using the California English Language Development Test (CELDT). Teachers also assess their students to determine the proper instructional ELD level for each student. A profile card tracks student progress, and is kept up- to-date for each student.

Sunnyslope has an active English Language Advisory Committee (ELAC) that is elected from the parents of EL students. The ELAC meets periodically and advises the principal on the development of a master plan for English Learners and the development of the school's needs assessment. It is also a forum where parents of English learners and other community members are informed of program options and ELD standards, and the function they serve.

Special Education Program

The Special Education Program at Sunnyslope provides a wide range of services including language, speech and hearing, a Resource Specialist Program, two preschool Special Day Classes, and a fourth through sixth grade Special Day Class. Through the Riverside County SELPA, services are provided for severely handicapped students and students with low incidence handicaps requiring specialized services. An individualized education plan (IEP) is developed to address the needs of each student. Parents participate in developing the IEP and making placement/service decisions for their child. Progress is evaluated at least annually through the IEP process. The school's goal for all Special Education students is access to the core curriculum and maximum participation in the least restrictive environment.

Gifted and Talented Education Program

Gifted and Talented Education (GATE) students at Sunnyslope are served in regular education classrooms with a variety of differentiated instructional methods. Students receive 200 minutes weekly of differentiated instruction, which may include special individual project studies, enrichment activities, and directed higher level questioning through daily lessons. In addition, our GATE Program has been enhanced this year to include an extended day GATE Program. GATE students stay after school once each week and work with a credentialed teacher to provide above and beyond enrichment activities. Students are identified through the use of standardized achievement tests, results of IQ tests, parent and teacher input, observations, special honors or recognition received, language spoken at home, and availability of enrichment experiences provided in the home environment. Sunnyslope is currently serving 50 gifted students in grades 2-6.

Program for Title I Students

Sunnyslope Elementary was identified as a Targeted Assistance Title I school from 1998-2000. In the spring of 2001, Sunnyslope received schoolwide status. We have identified at-risk students schoolwide. We will be expanding programs and purchasing additional materials to serve children K-6. Students having difficulty with the standards were identified by their teachers and recommended for the after school Extended Learning Opportunity (ELO) program. This program concentrated on remediation in the standards addressed in the students' classroom in both reading and mathematics. Credentialed teachers and instructional aides worked with students in our extended day reading intervention program during two, eight-week sessions. Students in grades K-6 were supported in the classroom with supplementary instructional materials and varied instructional strategies to assist in mastery of the state curriculum standards. An instructional resource teacher was partially funded through Title I to assist teachers in the classroom as they worked with low achieving students. This teacher provided demonstration lessons, materials, instructional ideas, and professional development for teachers who work with Title I students.

Meetings for Title I parents are held periodically during the year. During these meetings, discussions are held regarding how the Title I program can be improved, what assistance can be offered to Title I parents, and what role parents play in the education of their student(s). A survey of Title I parents is conducted once a year and the information gathered is used to improve the Title I program. Parents sign the Title I compact and agree to assist their student in improving his/her academic performance. A copy of the Title I compact can be found in the appendix.

3. ALIGNMENT OF STAFF DEVELOPMENT TO STANDARDS, ASSESSED STUDENT PERFORMANCE, AND PROFESSIONAL NEEDS

Alignment with Standards
During the past school year (2003-2004), teachers and staff at Sunnyslope Elementary School participated in staff development in strategies for English language learners (tied to all curricular standards), guided reading (tied to reading standards), Step Up To Writing, Differentiated Instruction, and Accelerated Reader.

Assessed Student Performance
Student performance on the norm referenced Stanford ninth edition test (CAT6), the criterion referenced California Standards Test (CST), and the District's Criterion Referenced Test (CRT) indicated that a much stronger emphasis should be placed on reading and writing instruction. Teachers participated in a weekly minimum day whose purpose was to examine student work and make instructional decisions based on student data. Teachers were also given instruction in technology for their classrooms. Sunnyslope participated in the Literacy Training and Differentiated Instruction Training conducted by the Riverside County Office of Education.

Professional Needs
New teachers participated in the Beginning Teacher Support and Assessment (BTSA) and in the California Formative Assessment and Support System for Teachers (CFASST). This is a full year program that places mentor teachers and beginning teachers together to insure a smooth start in the teaching profession.

4. SERVICES PROVIDED BY THE REGULAR PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

Teachers at Sunnyslope Elementary School use multiple learning techniques such as cooperative learning, whole language strategies, cross-age tutors, peer tutors, sustained silent reading, English assisted instruction, instructional aides, bilingual tutors, and parent volunteers. Technology plays an important part as well. Students have access to computers in their classroom, and in a lab setting, to assist them in learning. Our library offers a rich selection of books that are labeled according to reading level. This assists low-achieving students in selecting books to read that are at an appropriate level within their Zones of Proximal Development (ZPD).

Sunnyslope Elementary School and the Jurupa Unified School District utilize a number of alternative programs to serve a wide variety of children with differing needs. The Youth Service Center of Riverside and the Family Service Association assist with Outreach Counselors at all elementary schools as well as providing assistance and counseling for parents. Seven schools have an Early Intervention for School Success (EISS) program, four participate in the Primary Intervention Prevention (PIP) program, and two offer a "Healthy Start" school-community program.

Preschool Transition Plan
Through a newsletter sent out to all parents of Sunnyslope students, pre-kindergarten children and their parents are invited to a Kindergarten Orientation Tea held in May. Kindergarten teachers explain the program and visit the kindergarten classes. Parents have the opportunity to view a slide show presentation of what a day in kindergarten entails. At this event, parents receive a copy of the district's kindergarten standards. Teachers stress the importance of social and academic development and give parents ideas for how to help their children prepare for school. Our state preschool and SDC preschool classes take time to tour the kindergarten classrooms and meet the teachers to ease the transition into kindergarten.

Technology Plan
Objectives for technology are consistent with the school and district plans. The technology committee meets to evaluate and make recommendations for a comprehensive and balanced program at all grade levels and for all students. The school received a technology grant to be used primarily for staff development. The school's technology plan is included in the appendix.

5. SERVICES PROVIDED BY CATEGORICAL FUNDS TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

The primary services provided to underperforming students using categorical funding are in the form of additional academic materials, technology to assist students, incentives for achievement and attendance, professional development for teachers, and assistance to parents. These items are discussed in item two above under the subcategories of English Language Learner program, Special Education program, Gifted and Talented program, and the **Title I Program**. Other categorical programs that assist students in meeting standards are:

Community Based English Tutoring Program (CBET)
The purpose of the CBET program is to support students and families as they learn English. The program provides academic support, as well as assistance with language acquisition. Sunnyslope Elementary offers instruction in adult ESL and tutoring skills to Spanish speaking adults from the neighborhood. A credentialed teacher and two instructional aides provide instruction three times a week for a total of nine hours. The school also provides instructional materials to parent tutors through this program. Parent workshops are offered in the afternoon and are designed to provide parents with skills and materials to help their students in academic areas. Parents and other adult participants in the program sign an agreement in which they promise to tutor one or more EL students.

Extended Learning Opportunity (ELO)
Our grades K-6 supplemental program for students at risk of retention includes a primary emphasis on language arts (reading) and mathematics. The focus is on essential standards in grades K-3 and on minimum standards in grades 4-6. Students' current levels of achievement in both mathematics and language arts are assessed and the individual needs of each child are addressed through whole group and individualized instruction. Students are re-tested and re-taught until mastery can be attained. As part of our program, we meet with parents and students at least once during the program to assess student progress and ensure extra homework efforts are tied to the essential or minimum standards. A survey is conducted with parents to gain their input on the effectiveness of the program and other issues relevant to this group of students. Since many of our at-risk students are English learners, we also emphasize English fluency. Our extended learning program includes Summer ELO, Spring ELO, Fall ELO, and before and after school programs.

YMCA After-School Program
Sunnyslope participates in the YMCA After-School program. It is designed to provide students with an opportunity to expand both academic and social knowledge. Students participate in organized physical activities, enrichment classes that include drama, games, and arts and crafts, and Homework Club. Students are given the opportunity to take field trips and to go on social outings that will enhance their social skills. The program runs on this campus four days a week, Monday through Thursday, for three hours each day.

Drug, Alcohol, Tobacco Education -TUPE/SDFSC
A goal of Sunnyslope staff is to give students the knowledge needed to make healthy life choices. The Tobacco Use Prevention Education (TUPE) and Safe and Drug Free Schools and Communities (SDFSC) programs provide students opportunities to express themselves through sports, drama, music, and art. It allows students to increase their knowledge of the negative

effects of tobacco, alcohol and other drug use, increase their self-confidence, develop positive peer relationships and engage in positive activities. Students learn self-esteem, decision making, refusal skills and coping strategies. Students also gain information regarding nicotine, drugs, and tobacco use through Red Ribbon Week activities, assemblies, and instruction from district personnel.

6. USE OF STATE AND LOCAL ASSESSMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT ACHIEVEMENT

The faculty at Sunnyslope Elementary was trained to look critically at data to make instructional decisions. The data that is used includes the results of the norm referenced Stanford ninth edition (SAT9), the criterion referenced California Standards Test (CST), and the district's Criterion Referenced Test (CRT). Teachers use the SAT9 Analyzer to analyze individual and group results and to modify instruction to meet individual needs and to insure that every grade level standard has been taught and learned. Classroom formative and summative assessment results are analyzed to inform instruction. Teachers meet in a planning session once a month for one and a-half hours to look at student work, examine student progress, and to make instructional decisions.

7. NUMBER AND PERCENTAGE OF TEACHERS IN ACADEMIC AREAS EXPERIENCING LOW STUDET PERFORMANCE

All of our teachers work with students at their grade levels who are experiencing low academic performance. Teachers plan instructional strategies aimed at these students in their Friday planning meetings. Students are also placed in classrooms for English Language Development (ELD) by ELD level (i.e. Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced levels).

8. FAMILY, SCHOOL, DISTRICT, AND COMMUNITY RESOURCES AVAILABLE TO ASSIST THESE STUDENTS

School resources to assist low performing students have been discussed in section two and section five.

Parent and Community Resources and Involvement

There are four parents on the School Site Council, and 300 of our parents belong to the PTA. During the 2003-2004 school year, we elected an English Learner Advisory Committee (ELAC) that met four times and advised the principal on a number of issues related to the English language learners. Eight parents served on the PTA Executive Board during the 2003-2004 school year. The PTA had fund raising activities for field trips, supplies and equipment, assemblies, and incentives and rewards for students. They provide school-wide activities for students and families, including book fairs, spring pictures, Red Ribbon Week, Skills Day, Weinerschnitzel Night, and a variety of special activities. Sunnyslope's PTA was named Outstanding Unit of the Year by Jurupa Council PTA in 2002. Parents volunteer in various capacities and the number of volunteer hours for 2003-2004 was in excess of 1,000 hours. We will continue to encourage parental participation through PTA activities, serving as classroom volunteers, serving on the School Site Council, serving on the English Language Advisory Committee, participating in the Community Based English Tutoring program (CBET), and helping with other school programs.

Community involvement was continued through activities such as Back-to-School Night, In-N-Out Burger Night, Red Ribbon Week, Family Science Night, RCC Outreach, Skills Day, Band Concerts, Principal for a Day, and a variety of student performances. One of the highlights this year was a partnership with the Riverside Philharmonic. Students attended a special concert

in downtown Riverside at the historic Riverside Municipal Auditorium. These programs bring our students in contact with community members that enrich their educational experience.

9. SCHOOL, DISTRICT, AND COMMUNITY BARRIERS TO IMPROVEMENTS IN STUDENT ACHIEVEMENT

During the 2002-2003 school year, Sunnyslope Elementary School conducted a self-review that involved parents, teachers, and community members. The goal was to identify barriers to improvements in academic achievement. The following barriers were identified and progress toward addressing each has been noted in parenthesis following the barrier.

- Teachers need planning time to coordinate and align standards-based instructional practices, materials, and programs. *(Planning time has been provided for grade levels on each Friday by creating a minimum day. The time can also be used for staff development, as needed.)*

- The school needs to implement guided reading as a daily form of instruction for readers who are below grade level. *(A guided reading program was purchased for grades 3-6. Grades K-2 had an adequate amount of guided reading materials. Following some initial training, this new program was put into practice in January. Additional staff development in guided reading practices took place in March. During the 2002-2003 school year, guided reading was fully implemented.)*

- Students need to read appropriate leveled books. *(The Accelerated Reader program was purchased and piloted in one class per grade level in 2001-2002. Part of the program is the Star Reading program that tests students and assigns a reading level. This program was very successful in the piloted classes. Teachers reported higher motivation in students regarding reading. During the 2002-2003 school year, all classes participated in the Accelerated Reader program.)*

- Student intervention programs should be more explicitly targeted. *(Using IDMS, teachers were able to find groups of students who were in need of instruction in specific concepts. Teachers recommended these students for ELO and instruction was based on the findings. We are expecting this year's ELO to be more successful as IDMS has improved and our teachers' searches will be more refined.)*

- English language learners often do not have the literacy skills to successfully complete grade level standards based work. *(We have continued with the CBET program and the summer ELO. We have also intensified our efforts in providing quality ELD instruction to students at their language level. Our classes have been composed of same language level students to the best of our ability. As new students come to our school, every effort is made to give them an appropriate placement according to their language level.)*

- A lack of agreement between teachers and parents as to a clear definition of parent involvement. *(Teachers are communicating more with parents to express what kind of parent involvement is expected.)*

- Many parents are unable to assist their students with work at home. *(In our CBET program, we are informing parents as to how to help students with work associated with the standards. We need to develop a way of providing assistance to our English-speaking parents as well.)*

While remedies to many of these areas have been addressed, an ongoing discussion of possible solutions has been the topic of staff and parent meetings. Therefore, solutions to these barriers are incorporated into this plan and reflected in the budget.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

SUNNYSLOPE ELEMENTARY SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2004-2005

School Goals for Improving Student Achievement:
Several performance improvement goals may be established in response to the academic needs of various groups of students.

Goal #1: Improve student performance in **Literacy** (including reading, writing, oral communication, language development, and spelling).

Goal #2: Improve student performance in **Mathematics**.

Goal# 3: Increase opportunities for **Parent Involvement** in the educational process.

NOTE: These improvement goals correlate to the goals established by our Community Action Team.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services
Exemplary Services to Children through Vision, Collegiality, and Results

Troth Street Elementary School

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND SCHOOL GOALS AND CONCLUSIONS

2004-2005

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

TROTH STREET ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2004-2005

The following statements characterize educational practice at this school:

1. ALIGNMENT OF CURRICULUM, INSTRUCTION, AND MATERIALS TO CONTENT AND PERFORMANCE STANDARDS

Over the past six years Troth Street has used the Jurupa Unified School District (JUSD) standards to guide instruction. These standards, formulated by JUSD teachers at each grade level and subject area, generally correspond to state standards.

2. AVAILABILITY OF STANDARDS-BASED INSTRUCTIONAL MATERIALS APPROPRIATE TO ALL STUDENT GROUPS

All students at Troth Street have access to the core curriculum, including RSP, SDC, LSH, GATE, and EL students. The Jurupa Unified School District's standards and the California State Standards guide the curriculum. Differentiated curriculum is provided through a variety of homogeneous and heterogeneous settings, collaboration with teachers to develop academic tasks, completion of academic tasks with various production methods, and opportunities that encourage the development of self-directed, in-depth inquiry.

Parent involvement is a continuing concern at Troth Street. Our School Site Council (SSC), reflecting appropriate parity, has the opportunity to provide input on all aspects of the school program. Members of the PTA and the English Learners Advisory Committee (ELAC) are also afforded opportunities to become involved, provide input and voice concerns about programs.

Categorical funding is primarily spent to provide under performing students additional academic materials, technology to assist students, incentives for achievement and attendance, professional development for the staff, personnel, and assistance to parents. These items are discussed in the subcategories of English learners, Special Education, Gifted and Talented Education, and Title I, Title III, IIUSP.

English Learners
Slightly more than 58% of Troth Street's pupils are English learners (El's). These students are placed with authorized (SB1969, CLAD, BCLAD, or BCC) teachers. All of Troth Street's teachers are either authorized or participating in training to become authorized. One full-time bilingual tutor and six part-time bilingual tutors assist students with primary language support. The district has adopted the Hampton Brown Into English series for daily English language development.

Each English learner receives a program of instruction in English language development designed to increase proficiency in English as rapidly and as effectively as possible. English learners are grouped in classrooms based on their fluency level to maximize their access to the core curriculum. Daily ELD lessons are designed to promote the acquisition of listening, speaking, reading and writing in English. Students are grouped by language proficiency levels and EO's and FEP's are grouped accordingly (mixing). During content instruction, teachers provide differentiated instruction using strategies appropriate to each language proficiency level

represented in the class. Students with little proficiency receive instruction in Structured English Immersion classes, and teachers use SDAIE techniques.

The English Language Advisory Committee (ELAC) meets regularly and advises the principal on the development of a master plan for English learners, and the development of the school's needs assessment. In addition, they assist with the administration of the school's language census, and in finding ways to make parents aware of the importance of regular school attendance.

Special Education

The special education program at Troth Street serves students with a wide range of services, including language, speech and hearing, a Resource Specialist program, Special Day Class and adaptive physical education. Through the Riverside County SELPA, services are provided for severely handicapped students and students with low incidence handicaps requiring specialized services. An individualized education plan (IEP) is developed to address the needs of each student. Parents participate in developing the IEP and making placement/service decisions for their children. Progress is evaluated at least annually through the IEP process. The school's goal for all special education students is access to the core curriculum and maximum participation in the least restrictive environment.

Gifted and Talented Education

GATE students are currently being served in regular classrooms with a variety of differentiated instructional methods. All GATE students receive core curriculum in their regular classrooms, including differentiated curriculum that engages the academic and social/emotional development of the gifted learner. Students receive differentiated instruction, which may include special individual project studies, enrichment activities, and directed higher level questioning through daily lessons. District accelerated curriculum standards that have been designed specifically to challenge GATE and high achieving students are addressed. At Troth Street School the GATE students will also receive a weekly half-day of instruction from faculty members in Science, Social Science, Art and Literature. Release time will be provided to teachers providing GATE instruction.

Title I

Troth Street is a Schoolwide Title I school. Using multiple measures, teachers identify areas of strength and need, and provide students with additional opportunities to achieve mastery of skills, through classroom instruction, practice on selected software and through the Extended Learning Opportunities programs held after school and during the summer. In addition, students and their families receive supplemental follow-up contacts on attendance, academic and behavioral issues through telephone calls home, home visits, written correspondence, etc.

Supplementary materials are available in classrooms to modify instructional programs in order to meet the needs of students. Strategies such as using one-on-one help, small group instruction, cooperative learning, peer tutoring, hands-on activities, and technology-assisted instruction are used as interventions in helping students succeed.

Students who are experiencing difficulty in learning to read and write have opportunities to participate in the district Extended Learning Opportunities program which is offered after school and during the summer. Title I funding is used to lower the teacher-student ratio in the after school classes, and to provide teachers who work with small groups of children.

Parent conferences provide time for the teacher, student, and parent to set goals in order to see progression and achievement, as well as to discuss the child's assessment data. Parents, students and staff sign a compact, identifying each person's responsibilities in helping the child be successful.

3. ALIGNMENT OF STAFF DEVELOPMENT TO STANDARDS, ASSESSED STUDENT PERFORMANCE, AND PROFESSIONAL NEEDS

Staff development has been directly linked to needs identified in our last analysis of student achievement data. Troth Street will review student progress, conduct additional after school (State Buy Back Days) staff development days (effective methodologies for teaching English learners, sexual harassment, child abuse, writing across the curriculum, restructuring the after-school program to provide a more specific focus on specific reading, writing, and mathematics standards, etc.), and plan for instruction.

For the 2004-2005 school year, Troth Street proposes the following staff development days:

- August 2004: Implementation of Houghton-Mifflin.
- September/October 2004: Gregg Nelsen - Review of student achievement during the 2003-2004 and development of strategic plan for program improvement 2004-2005. Our goal is to determine the effectiveness of strategies used during the past year to improve instruction, and to determine "next steps" for the 2004-2005 school year.
- January 2005: Review student progress since October staff development day and identify areas of need.
- Weekly focused teacher-planning meetings: Grade levels review student progress, plan for instruction, calendar standards, develop interim assessments, analyze assessment data to guide instruction, and share best approaches to teaching the standards.
- New teachers participated in the Beginning Teacher Support and Assessment (BTSA) program and in the California Formative Assessment and Support System for Teachers (CFASST). This is a full-year program that places mentor teachers with beginning teachers to ensure a smooth start in the teaching profession.
- Support and guidance similar to that of previous years will continue to be provided to new teachers.

4. SERVICES PROVIDED BY CATEGORICAL FUNDS TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

All students at Troth Street have access to the core curriculum, including RSP, SDC, LSH, GATE, and EL students. The Jurupa Unified School District's standards and the California State Standards guide the curriculum. Differentiated curriculum is provided through a variety of teaching strategies and learning patterns such as small and large group experiences, homogeneous and heterogeneous settings, collaboration with teachers to develop academic tasks, completion of academic tasks with various production methods, and opportunities that encourage the development of self-directed, in-depth inquiry. Students receive additional assistance through ELO programs, computer lab, instructional aides, bilingual language tutors and parent volunteers.

Preschool Transition Plan

A successful transition from preschool to kindergarten will be facilitated by: Ongoing communication between staff, familiarization of respective curriculums, assessment tools, continual parent involvement, support, and training. Parents will gain knowledge about Troth Street School, community resources, and kindergarten expectations and have more involvement in the education of their child and a smoother, more successful transition for the children.

Strategies to Achieve Goals and Objectives:

- Preschool and kindergarten staff will have ongoing communication to discuss assessment strategies on preschool profiles, progress reports and release time to update the transition program at Troth Street.

- Kindergarten staff will attend preschool parent meetings each spring to disseminate information regarding kindergarten expectations.
- Written information will be provided to preschool parents to ease their child's transition into kindergarten.

Regular Education Students Requiring Program Modifications

Regular educational students who need modifications in the regular program receive assistance through the development of a 504 Program Modification Plan (Student Study Team), developed with their teachers, parents, health care workers and others to meet their special needs.

Technology Plan

Objectives for technology are consistent with school and district goals. Teachers expose students to a wealth of information available through technology to enhance the teaching of standards. Troth Street strives to use technology to enhance and enrich learning, increase our effectiveness as educators and prepare all students for academic success.

Gender Equity/Sexual Harassment/Non-Discrimination

Neither students nor employees are excluded from participation in any curricular or extracurricular educational program on the basis of gender, sexual orientation or ethnicity. The policies are given to all parents annually (in English and Spanish) in the Parent Notification Brochure and the Parent-Student Handbook. They are given to all employees in the Employee Notification Brochure and the Staff Handbook. The policies are reviewed as part of the student orientation at the beginning of the year, and quarterly thereafter. The School Site Council, English Learners Advisory Committee and PTA also receive orientation on these policies, as well as written copies.

Policies are posted in the office and lounge. Additional copies are available in the office upon request. All staff is trained in district sexual harassment policy, gender equity, and non-discrimination. They are apprised of the signs of harassment, and understand and follow school procedures in informing school officials when they suspect sexual harassment, gender equity and/or discrimination. The school nurse, in addition to the teacher-on-special assignment, present lessons on values, friendship and self-concept.

The teachers at Troth Street meet to place students in classrooms. Every classroom is reviewed for gender balance.

For students that are in danger of being retained, teachers set up individual parent meetings with the at-risk student, and student study team. These meetings focus on strategies to help the student to meet promotion requirements. Students are provided with non-discriminatory counseling and guidance.

The school's principal handles complaints concerning discrimination and sexual harassment. The principal uses the adopted board policies and procedures.

Uniform Complaint Procedure

The district has a written policy approved by the board on sexual harassment and nondiscrimination that includes information on the procedures for reporting charges and seeking remedies. The written policy on sexual harassment, nondiscrimination and the complaint process are posted in the main office and staff lounge. The policies are given to all parents annually (in English and Spanish) in the Parent Notification Brochure and the Parent-Student Handbook. They are given to all employees in the Employee Notification Brochure and the Staff Handbook. The policies are reviewed as part of the student orientation at the beginning of the year. New students receive information as they register. The School Site Council, English Learners Advisory Committee and PTA also receive orientation on these policies, as well as written copies.

School Safety Plan

To ensure that there is a safe and orderly environment, Troth Street has established an assertive discipline policy. In coordination with the principal, each teacher has developed a classroom discipline plan. Both students and parents are aware of the rules. In addition, programs promoting a positive learning environment include "Here's Looking at You 2000" (a drug and self-esteem education program) and student recognition programs.

Quality coupons are given to students for positive conduct in classrooms, the cafeteria, and the playground. Drawings are held monthly. Awards assemblies are held quarterly in recognition for outstanding academics and behavior. Students also receive recognition for perfect attendance.

Troth Street School, in accordance with Senate Bill 187, has safe schools strategies that includes the following elements: safe school programs, child abuse reporting procedures, disaster response procedures, suspension and expulsion policies, the District's Discipline Handbook and Sexual harassment policy, our school dress code, status of school crime, and procedures and rules for safety on the way to and from school as well as during school hours.

Several agencies ensure that safety standards are met. These include: the local fire department, Keenan and Associates (Administrator of Workers' Compensation), the Jurupa Unified School District Safety Committee, the Jurupa Unified School District maintenance department and our own school custodians.

5. SERVICES PROVIDED BY CATEGORICAL FUNDS TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

All students at Troth Street have access to the core curriculum, including RSP, SDC, LSH, GATE, and EL students. The Jurupa Unified School District's standards and the California State Standards guide the curriculum. Differentiated curriculum is provided through a variety of teaching strategies and learning patterns such as small and large group experiences, tasks, completion of academic tasks with various production methods, and opportunities that encourage the development of self-directed, in-depth inquiry.

Categorical funds are spent to provide underperforming students additional academic instruction, materials, technology to assist students, incentives for achievement and attendance, professional development for the staff, personnel, and assistance to parents.

English Learners

More than half of Troth Street pupils are English Learners (EL's). Spanish is spoken by 100% of our EL's. These students are placed with authorized (SB 395, CLAD, BCLAD, LDS or BCC) teachers. All of Troth Street's teachers are either authorized or participating in training to become authorized. Seven part-time bilingual tutors assist students with primary language support. The district has adopted the Hampton Brown Into English series for daily English Language Development.

Each English learner receives a program of instruction in English language development designed to increase proficiency in English as rapidly and as effectively as possible. English learners are grouped in classrooms based on their fluency level to maximize their access to the core curriculum. Daily ELD lessons are designed to promote the acquisition of listening, speaking, reading and writing in English. During content instruction, teachers provide differentiated instruction using strategies appropriate to each language proficiency level represented in the class. Students with little proficiency receive instruction in Structured English Immersion classes, and teachers use SDAIE techniques.

Troth Street has an active group, the English Language Advisory Committee (ELAC). The ELAC meets four to six times a year and advises the principal on the development of a master plan for English learners, and the development of the school's needs assessment. In addition, they assist with the administration of the school's language census, and in finding ways to make parents aware of the importance of regular school attendance.

All students are screened for English assessment, using the Home Language Survey when they register. Those students who indicate a language other than English will be sent to the Jurupa U.S.D. Assessment Center for further screening. Based on this screening (and that of the classroom teacher) a student may participate in the following program options:

Option 1: Mainstream English Program

The Mainstream English Program provides the opportunity for the acquisition of English in an educational setting in which the language and materials of instruction are presented in English. The following plan reflects this model of instruction:

Subjects Taught in English	Subjects Taught in Spanish
Language Arts Mathematics Science Social Studies Physical education Music/Art	None

Option 2: Structured English Immersion Program

The Structured English Immersion Program provides an educational setting in which the language and materials of instruction are in English. The curriculum and presentation are specially designed for students who are learning the English language and are provided by authorized teachers. Instructional clarification and reinforcement may be provided in the primary language of the student to facilitate the understanding of concepts, directions, assignments and content. A strong English Language Development (ELD) program is an essential component of this option. The following plan reflects this model of instruction:

Subjects Taught in English	Subjects Taught in Spanish
Language Arts Mathematics Science Social studies Physical education Music / Art	None, although clarification reinforcement may be provided.

Option 3: Bilingual Spanish Program

The Bilingual Spanish Program is only available to students receiving a waiver and is offered at select schools in the district.

The Bilingual Spanish Program provides the opportunity for students to learn English as quickly and efficiently as possible through a strong English language development component. Primary language instruction is offered to ensure access to the core curriculum. The amount of primary language is determined by the student's level of English proficiency. Those students with the least amount of English proficiency receive the greatest amount of primary language instruction. As students gain in language proficiency, the amount of English instruction is increased until the student meets the criteria to transition into an English language arts program. After successful completion of the transition process, the student enters a

mainstream English program. When instruction is given in English, district-adopted English texts are used. When instruction is given in Spanish, Spanish texts are used.

Special Education

The special education program at Troth Street serves students with a wide range of services, including Language, Speech and Hearing, a Resource Specialist program, Special Day Class and adaptive Physical Education. Through the Riverside County SELPA, services are provided for severely handicapped students and students with low incidence handicaps requiring specialized services. An individualized education plan (IEP) is developed to address the needs of each student. Parents participate in developing the IEP and in making placement / service decisions for their children. Progress is evaluated at least annually through the IEP process. The school's goal for all special education students is access to the core curriculum and maximum participation in the least restrictive environment.

Students experiencing difficulties will be recommended to the Student Study Team (SST) for interventions and program modifications. After interventions and regular classroom modifications have been attempted, the SST may opt to refer students to the Jurupa Support Services for additional assessment and possible placement into one of the programs below:

Resource Specialist Program

Our Resource Specialist Program (RSP) provides assistance to students with identified learning disabilities who require assistance for less than 50% of the day. Students may receive services from the Resource Specialist (who has a regular teaching credential, a Learning Handicapped credential and a Resource Specialist certificate) or from instructional aide(s) in either a classroom or pullout setting. In addition to assistance from special education personnel, students may receive modified instructional programs and materials. Parents, classroom teachers, special education staff and others determine instructional goals through the development of an Individualized Educational Program (IEP). RSP students may receive assistance in the classroom or in a pullout setting, based on the IEP.

Special Day Class

Students who need assistance for more than 50% of the time are placed in our Special Day Class. Students receive services from the classroom teacher (who has a regular teaching credential and a Learning Handicap credential) and instructional aide(s). Instructional programs are modified to meet their special needs. Strategies used include ability grouping, one-on-one groups, and small group instruction. Six hours of instructional aide time is provided. As their skills improve, they are mainstreamed for portions of the day back into the regular classrooms. Parents, classroom teachers, special education staff and others determine instructional goals through the development of an Individualized Educational Program (IEP).

Language, Speech and Hearing Specialist Program

The Language, Speech and Hearing Specialist provides assistance to students with identified language or articulation problems. The student is generally served in a pullout program at his/her school site, but students with more severe problems may be placed in a special class for greater service.

Low-Incidence Disability Program

Students with low incidence disabilities may be served by either an itinerant specialist or in a program offered through the Riverside County Office of Education. Such disabilities include vision impairment, hearing impairment, multiple handicaps, etc.

Severely Emotionally Disturbed (SED) Programs

Students whose emotional problems significantly impair their ability to perform academically may qualify for an SED program offered through the Riverside County Office of Education and through private agencies.

Mental Health Services
Students who may be able to remain in a regular class or Special Day Class with mental health services may receive counseling through the District, County Mental Health Services or through private agencies.

Gifted and Talented Education
GATE students are currently being served in regular classrooms with a variety of differentiated instructional methods. All GATE students receive core curriculum in their regular classrooms, including differentiated curriculum that engages the academic and social/emotional development of the gifted learner. Students receive 200 minutes weekly of differentiated instruction which may include special individual project studies, enrichment activities, and directed higher level questioning through daily lessons. District accelerated curriculum standards that have been designed specifically to challenge GATE and high achieving students are addressed.

Other categorical programs that assist students in meeting standards are:

Community Based English Tutoring (CBET) Program
In cooperation with the JUSD Adult Education department, Troth Street offers parent workshops to Spanish-speaking adults from our community. The school also provides instructional materials to parent tutors through this program. Participants in the program sign an agreement to tutor one or more EL students.

Extended Learning Opportunities (ELO)
Our supplemental program for at-risk students focuses on language arts and mathematics standards. Students' current levels of achievement in mathematics and language arts are regularly assessed. Students are retaught the skills and retested to ensure mastery. Students may participate in our Extended Learning program after school and/or during the summer.

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE) Programs
The Tobacco Use Prevention Education Program and the Safe and Drug Free Schools and Communities program provide students with opportunities to increase their knowledge of the negative effects of tobacco, alcohol and other drug use. Teachers present instruction about the effects of drug, alcohol and tobacco on the human body, resisting peer pressure, and refusal skills. Teachers provide lessons focusing on conflict resolution and bullying. All students participate in schoolwide activities that reinforce these skills and values.

Immediate Intervention/Underperforming School Program (II/USP)
Troth Street has participated in the state's II/USP program. This is a three-year commitment, including one planning year (2001-2002), and two implementation years (2002-2003 and 2003-2004). The school developed a plan to raise student achievement in the areas of reading comprehension and mathematics achievement. Funding was used to purchase materials, teachers, teacher planning time, computers, etc. to improve student achievement in language arts and mathematics.

6. USE OF STATE AND LOCAL ASSESSMENTS TO MODIFY INSTRUCTIONAL AND IMPROVE STUDENT ACHIEVEMENT

Teachers use a variety of assessments to modify instruction and improve students achievement, including the results of the norm referenced Comprehensive Achievement Test – 6 (CAT-6) (that replaces the formerly used Stanford Achievement Test – 9); the criterion referenced California Standards Test (CST); and the district's Criterion Referenced Test (CRT). Teachers use the services of the Pulliam Group's IDMS program to analyze individual and

group results to modify instruction to meet individual needs and to ensure that every grade level standard had been taught and learned. In addition, classroom formative and summative assessment results are evaluated to inform instruction. Teachers meet by grade level once per week for 1.5 hours to look at student work, examine student progress, and to plan for instruction.

7. NUMBER AND PERCENTAGE OF TEACHERS IN ACADEMIC AREAS EXPERIENCING LOW STUDENT PERFORMANCE

All Troth Street teachers work with students at their grade level that are experiencing low academic performance. Teachers plan interventions and instructional strategies aimed at these students during weekly planning meetings.

8. FAMILY, SCHOOL, DISTRICT, AND COMMUNITY RESOURCES AVAILABLE TO ASSIST THESE STUDENTS

Troth Street provides a safe, orderly environment for learning. There have been no expulsions during the past three years, and fewer suspensions than average for elementary schools in the district.

Students requiring additional assistance may participate in the services provided by the district's Student Assistance Program, Strengthening Families Program, Healthy Start, Student Study Team, Child Protective Services and School and Community Outreach Team Program.

9. SCHOOL, DISTRICT, AND COMMUNITY BARRIERS TO IMPROVEMENTS IN STUDENT ACHIEVEMENT

Barriers to Improvement

The Leadership Team has spent time in data analysis and review of the surveys of parents, teachers, and support staff. The Team has identified the following barriers and underlying causes for low achievement.

- Although parents support the school and teachers and have high expectations for their children, there is a lack of reading material in the homes and reading is not a daily activity conducted by siblings or parents.
- Homework is not valued or supported in many of the homes.
- Lack of basic education of many parents contributes to lack of motivation of some of our students.
- There is a continuing need for professional development focuses on teaching strategies and approaches that foster academic achievement among English learners and socio-economically disadvantaged students.
- Additional interventions are needed to address specific skill needs for at-risk students. Intervention programs need to be more explicitly targeted.
- Having instruction given by teachers on a rotating schedule and clustering by grade level will restructure GATE instruction.
- Many parents do not speak English (or are limited English speaking) making it difficult to help their children.

10. LIMITATIONS OF THE CURRENT PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

In addition to the barriers listed above, the staff has noted that there are systemic barriers to student achievement:

- California's economic problems have limited program implementation, as funding for various programs is uncertain.
- The Leadership Team feels that they will continue to explore ways in which to have sufficient time to collaborate, examine student achievement data, student work samples, discuss possible strategies, and plan appropriate instruction to address areas of weakness.
- While restructuring the program to allow for weekly teacher-planning time has helped, additional time is needed for teachers to thoroughly plan for instruction and assessment to enable all students to meet standards.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

TROTH STREET ELEMENTARY SCHOOL

SCHOOL GOALS AND CONCLUSIONS
2004-2005

Conclusions from Student Performance Data:

Regarding API – Schoolwide
For the past several years significant improvement has been made in Troth Street's API, with a 43 point gain in 2001/02 and 28 point gain in 2002/03. Troth Street has been in the top 60% of similar schools in the past 2 years.

API Numerically Significant
For the past two school years numerically significant subgroups such as Hispanic – and socio-economically disadvantaged students have shown significant gains on the API. Specifically Hispanic students have shown growth of 58 points in 2001/02 and 28 additional points in 2002/03. Socio-economically disadvantaged students also showed significant growth of 28 and 29 points respectively over the past 2 years.

CELDT – English Learners
In 2001/0, 2% of students were at advanced range and 11% at early advanced which is considered proficient in English. In 2002/03 2% of students were at advanced and 16% at early advanced showing an increase of 5%. For 2003/04 5% of students were advanced and 23% were early advanced showing an increase of 10%.

In reference to CST Language Arts
Of the 16 subgroups at Troth Street School, 14 of the subgroups improved in percentage of students at proficiency or advanced ranges. FEP-I students had a growth of 13% and non-economically disadvantaged students improved 6.5%. Although GATE students dropped slightly in the percent of students at proficient or higher ranges, 68.1% of the students are maintaining those levels (GATE students are still the highest achieving subgroups at the school).

In reference to CST Math
Of the 16 subgroups, 13 improved. FEP-R had a growth of 12.6% while noneconomically students improved 10.1. White students improved by 11.7% (more students at proficiency). GATE students dropped by 14.5% in the number of students scoring at proficiency or higher levels. 72.3% of GATE students performed at proficient or higher.

As far as AYP is concerned on the CST Language Arts Assessment there was improvement schoolwide. Three of the four numerically significant subgroups showed improvement over the previous year.

Schoolwide, Hispanic and economically disadvantaged students exceeded the annual measurable objective (AMO) of 13.6%.

The one numerically significant subgroup that did not make the API was the English learners although they did improve.

AYP math as measured by the California Standards Test all 4 numerically significant subgroups exceeded the annual measurable objective (AMO) of 16% proficiency. In fact all 4 subgroups showed improvement from the previous years.

CRT – Language Arts
On the district Criterion Referenced Test (CRT) in areas of language arts 14 of the 16 subgroups showed improvement on the average percent correct score when compared to the previous year. English learners showed the largest gain from the previous year by improving their average score by 4.7 points. The subgroups of Special Education And GATE student scores declined when compared to the previous years scores by 5.2 and 4.6 points respectively.

CRT- Math
On district Criterion Referenced Test (CRT) in area of math 14 of the 16 subgroups showed improvement on the average percent correct score when compared to the previous year. Improvement was significant with a 3.8 point gain for FEP-R students to an 8.8 point gain for white students. In fact, 10 of the 14 subgroups that showed improvement had gains of at least 7 points. The subgroups of Special Education and GATE declined slightly when comparing scores from 2002. (Respectively 6 and 2.2).

Redesignation
Over the past 2 years Troth Street School has redesignated 11.2% and 3.1% of the English Learners as of the gathering of data for the R-30 state report. The 11.2% of the students redesignated in 2002 was above the district average (9.6%) and the 3.1% for 2002-2003 school year was below the district average of (4.9%).

CAT6
Since 2003 was the first year CAT6 was administered no comparisons are available. However, of the 16 subgroups the only group to have a normal curve equivalent of 50 or higher was GATE (59 in reading).

In mathematics 6 of the 14 subgroups had an average normal curve equivalent (NCE) of 50 or higher with GATE (68.7), FEP-I (56), and FEP-R (54.9) being the three highest scoring groups.

School Goals for Improving Student Achievement

The content of this school plan is aligned with Troth Street's goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement are also included.

The School Site Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The Council also obtained and considered the input of the school community. Based upon this analysis, the Council has established the following performance improvement goals, actions and expenditures.

Goal #1: All subgroups will make their yearly 5% growth target as measured by the API.

Goal #2: There will be a 15% yearly goal increase in students passing the CST at basic or above basic in reading and language arts and in mathematics at each grade level.

Goal #3: All English learners will advance at least one level on the JUSD English Language Proficiency Assessment for the year.

Goal #4: There will be an increase of parent involvement by defining and communicating to parents what teachers mean by parent involvement. Staff development activities will be provided for teachers that will give them some ways in which to increase parent involvement at the school.

Goal #5: All teachers will teach state essential standards towards mastery in reading, language arts, spelling, ELD, and mathematics.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services
Exemplary Services to Children through Vision, Collegiality, and Results

Van Buren

Elementary School

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND SCHOOL GOALS AND CONCLUSIONS

2004-2005

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

VAN BUREN ELEMENTARY SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2004-2005

Core Curriculum Components

JUSD has adopted the California State Standards. JUSD Standards and corresponding Criterion Reference Tests are still utilized as stepping-stones toward mastery of the State Standards. Supporting the California State Standards, Jurupa Unified School District supplies State adopted materials to Van Buren for all core subjects.

Categorical Programs

School Overview
All students on the Van Buren campus have access to the core curriculum, including RSP, SDC, Speech, GATE, and LEP students. The curriculum is guided by the California State Standards. Differentiated curriculum is provided through a variety of teaching strategies and learning patterns including, but not limited to, small group and large group experiences, homogeneous and heterogeneous settings, collaboration with teachers to develop academic tasks, completion of academic tasks with various production methods, and opportunities that encourage the development of self-directed, in-depth inquiry.

Parent involvement is always a focus at Van Buren. Parent Meetings are held quarterly at every grade level. Teachers discuss standards that will be highlighted during the quarter. Teachers utilize CRT data to determine focus standard. Instructions and materials are given to parents to enable parents to work more effectively with their children. Parent meetings are held to obtain parent input regarding programs, such as, Title I, GATE, and EL programs. A teacher/parent/student compact is reviewed, edited, distributed, and signed by parents, students, and teachers yearly. Our School Site Council, reflecting appropriate parody, has the opportunity to discuss parent involvement with regards to programs, special events, school policies, among others. Van Buren's English Language Advisor Committee (ELAC) affords parents opportunities to become involved, provide input, and voice concerns about programs.

Parents, teachers, students, and other staff members have opportunities to make suggestions about Van Buren programs. Programs, such as, Title I, ELO (Extended Learning Opportunities), GATE, and EL programs, are reviewed yearly, continual input and review guides the creation of the Coordinated School Plan.

Highly Qualified Staff
All teachers at Van Buren are fully credentialed and are currently being identified as highly qualified teachers as mandated by NCLB. Ninety-one percent of Van Buren teachers have a Masters degree and another nine percent are completing their Masters. All teachers are authorized to teach SEI: ten teachers have CLAD, sixteen have SDAIE, two are in training, one has a BCLAD, and one have bilingual teaching credentials. Beginning teachers participate in Jurupa Unified School District and Riverside County Department of Education sponsored California Formative Assessment and Support System for Teachers (CFASST/BTSA). Mentor teachers work with beginning teachers examining professional practices, including examination of the California Standards for Teachers. JUSD also participates in the Peer Assistance Review (PAR) Program. All teachers may voluntarily participate in this program. Teachers who receive

"needs improvement" in two or more areas of their evaluations are automatically enrolled. The program pairs the participating teacher with a mentor teacher to improve professional skills including engaging and supporting all students in learning, creating and maintaining effective environments for student learning, and understanding and organizing subject matter for student learning.

GATE

The Van Buren GATE Program is centered within the classroom setting with the regular classroom teacher. Gifted students at Van Buren are clustered and there is not a GATE school in JUSD. Opportunities are provided for both GATE and high achievers. Curriculum in all these settings primarily centers on the accelerated district curriculum standards. All GATE students receive core curriculum in their regular grade level classrooms, including differentiated curriculum that engages the academic and social/emotional development of the gifted learner. All or part of the curriculum is differentiated based on Curriculum Standards that have been designed specifically to challenge GATE and high achieving students to meet assessed needs of gifted learners. The gifted learners will be provided opportunities for differentiated curriculum by compressing/compacting the core curriculum and enabling the gifted to accelerate their own learning. Students are provided opportunities to pursue in-depth investigations, to generate more complex answers, and to produce products that are unique with a high degree of understanding.

English Learners

English learners at Van Buren are placed with authorized teachers. All teachers are authorized to teach SEI: ten teachers have CLAD, sixteen have SDAIE, two are in training, one has a BCLAD, and one has bilingual teaching credentials.

Per Jurupa's Policy 6505, Regulation 6505, and Procedure 237, each English learner receives a program of instruction in English-language development in order to increase proficiency in English as rapidly and as effectively as possible. At Van Buren Elementary, English learners are grouped together homogenously, according to their ELD levels, to attend ELD. Students in grades 3-6 are grouped according to EL level across grade level lines and physically move to the appropriate classroom, which hosts a particular level. Grades 1-2 participate in the same program with the exception that students maintain their grade levels when attending ELD instruction. ELD lessons are designed to promote English learners' acquisition of listening, speaking, reading, and writing skills in the second language.

In situations where students are grouped heterogeneously, that is, when proficiency levels are placed in the same classroom, the teacher provides differentiated instruction using strategies appropriate to each language proficiency level represented in his/her class. Students receive instruction through Structured English Immersion and teachers use SDAIE techniques.

Parents are provided with information regarding ELAC and its function as a committee at Van Buren Elementary. Parents are invited to volunteer to become committee members and attend a general meeting. To encourage parents to attend, announcements are sent home in both English and Spanish, childcare is provided, and refreshments are served. ELAC is instructed in parliamentary procedure, the role of ELAC, data analysis, program evaluation, and other information.

Gender Equity/Sexual Harassment/Non-Discrimination

Students and employees are not excluded on the basis of gender, sex, and/or sexual orientation issues from participation in any educational program, curricular or extracurricular including all sports and other activities, denied the benefits of participation, or subjected to harassment or other forms of discrimination in such programs. The policies are given to parents annually, in Spanish and English, as part of the annual Parent Notification Brochure and Parent Handbook. They are given to all employees as part of our staff handbook. All

students are given the sexual harassment policy and complaint procedure as part of student orientation at the beginning of each year and each quarter thereafter and in a student handbook. The SSC also receives orientation on these policies. Written copies are included in our advisory committee handbook that is given to each representative. Van Buren keeps extra copies of the sexual harassment policy and complaint procedure in the office to give out upon request. Policies are posted in the office, lounge, and where the student meetings are held. All Van Buren staff members are trained in district sexual harassment policy, gender equity, and non-discrimination. They recognize signs of harassment and follow school procedures in informing counselors and administration when they suspect sexual harassment, gender inequity, or discrimination.

Extra-curricular and co-curricular activities are open to all students. Announcements in bulletins and promotional materials make that clear. Students make their own choices about joining these activities based on their own interests.

Van Buren School reviews class enrollment lists for every classroom by gender totals. The administration and teachers at Van Buren School meet to place students in classrooms. All efforts are made to ensure gender balance.

For students that are in danger of failing, or of not meeting promotion requirements, teachers set up individual family meetings with the at-risk student, at least one parent, and the principal or designee. These meetings focus on the strengths and weaknesses of the student to develop a way for the student to meet promotional requirements. Such conferences are free from gender or other bias. Students are provided with counseling and guidance that is not discriminatory to their gender, sex, or sexual orientation. The school's principal handles complaints concerning discrimination and sexual harassment.

Uniform Complaint Procedure

The district has a written policy approved by the board on sexual harassment and non-discrimination that includes information on the procedures for reporting charges and seeking remedies. The school sites display the written policy on sexual harassment, including the procedures of the complaint. On the Van Buren campus, non-discrimination policies and complaint process are posted in the main office, staff lounge, and where student government meets. The policies are given to parents annually, in Spanish and English, as part of the annual Parent Notification Brochure and the Parent/Student Handbook. They are given to all employees as part of our Staff Handbook. All students are given the district indiscrimination policy and complaint procedure in writing in the first day packet each year and in the Student Handbook. New students receive information upon their registration. SSC also receives orientation on these policies. Written copies are included in our advisory committee handbook that is given to each representative.

Safe Schools and Drug, Alcohol, and Tobacco Education

Van Buren Elementary School provides a comprehensive educational program within a supportive, disciplined environment, kindergarten through sixth grade California State Standards, drug, alcohol, tobacco, and violence prevention and intervention are part of the curriculum and environment.

Teachers are trained to present ten hours of instruction, which include effects of drug, alcohol, and tobacco on the human body, resisting peer pressure, and refusal skills. In addition, 4th, 5th, and 6th graders receive augmented tobacco use education. Teachers provide lessons focusing on conflict resolution and bullying. All students also participate in schoolwide activities during Red Ribbon Week, Yellow Ribbon Week, Child Abuse Prevention Month, and Jump Rope for Heart.

Those students in need of further help have the opportunity to participate in services provided by the district's Student Assistance Program, Youth Counseling Services, Strengthening Families Program, Healthy Start, Crisis Intervention, Student Study Team Program, Child Protective Services, and the School and Community Outreach Team Program.

Van Buren maintains an assertive discipline program with positive reinforcements. "Aim High" coupons are given to students for positive conduct in classrooms, the cafeteria, and the playground. "Aim Highs" are given out daily and drawings for prizes are held weekly. Award assemblies are held for Student of the Month and Student of the Quarter, based upon referrals from classroom teachers. Sixth graders are eligible for special recognition for outstanding academics and behavior. Perfect Attendance and Honor Roll celebrations are held quarterly. Student may also participate in our Uniform Program for prizes.

Van Buren is a closed campus. All visitors must sign-in at the campus office and receive a visitor's pass, which must be displayed on their person. Campus supervisors closely supervise students before- and after-school, during recess, and during lunch. All staff members create a safe environment for all students, keep in constant contact with the school administration, and are in-serviced on campus safety.

Categorical Services

The primary services provided to underperforming students using categorical funding are in the form of additional academic materials, technology to assist students, incentives for achievement and attendance, professional development for teachers, and assistance to parents. These items are discussed in the subcategories of English Language Learner program, Special Education program, Gifted and Talented program, and the Title 1 program. Other categorical programs that assist students in meeting standards are:

Community Based English Tutoring Program (CBET)
Van Buren Elementary School, through the JUSD Adult Education department, offers instruction in adult ESL and tutoring skills to Spanish speaking adults from the neighborhood. A credentialed teacher provides instruction twice a week for a total of four hours. The school also provides instructional materials to parent tutors through this program. Parents and other adult participants in the program sign an agreement in which they promise to tutor one or more EL students.

Extended Learning Opportunity (ELO)
Our grades K-6 supplemental program for students at risk of retention includes a primary emphasis on language arts (reading) and mathematics. The focus is on essential standards in grades K-3 and on minimum standards in grades 4-6. Students' current levels of achievement in both mathematics and language arts are assessed and the individual needs of each child are addressed through whole group and individualized instruction. Students are retested and re-taught until mastery has been attained. A survey is conducted with parents to gain their input on the effectiveness of the program and other issues that are relevant to this group of students. Since many of our at-risk students are English learners, we also emphasize English fluency. Our extended learning programs include Summer ELO and after school programs.

Immediate Intervention – Underperforming School Program (II/USP)
Van Buren Elementary School volunteered to participate in the state's Immediate Intervention, Underperforming School program. This was a three-year program, includes one planning year (2000-2001) and two implementation years (2001-2002 & 2002-2003). During this time the school has been concentrating on raising student achievement in reading comprehension and maintaining our growth patterns in mathematics. The $200 per student award in years two and three has been used to purchase materials, teacher time, computers, etc. that will improve student achievement in this area.

Communicating to Meet Student Needs

Van Buren restructured its instructional minutes to allow for minimum days on Friday. The Friday grade level planning days are used to 1) create and share strategies for high risk readers based on diagnostic assessment data, 2) review standards and student achievement, 3) implement the Van Buren Literacy Plan, and 4) monitor student progress to help teachers know which tasks are effective as they continuously revise the selected tasks.

Van Buren has monthly staff meeting and leadership meetings at which student achievement and school programs are examined. Special education teachers, aides, BLA's, classroom teachers, the TSA, and principal work together to identify and address the needs of the Van Buren students. Van Buren's Students Success Team meets to discuss interventions to meet the needs of those students who are not mastering the standards.

Needs Assessment and Parent Survey

Van Buren Elementary School is a Title I Program Improvement school. Our school plan is based on a comprehensive schoolwide needs assessment, including review of student assessment data from district CRT's, SAT 9/CAT6, CST, other standards-based classroom assessments, progress of students receiving various interventions, and teacher observations. Parent surveys and staff surveys are used to assess program strengths and weaknesses. Members from SSC, ELAC, Van Buren Staff, and other interested parties examine schoolwide needs assessments. The findings are used to produce the School Plan. In the spring, as part of our on-going process of making Van Buren School a supportive, standards-based learning environment, a schoolwide survey is disseminated, collected, and the information collated to better plan for the following year. The Parent Survey found parents overwhelmingly agreed or strongly agreed classroom settings were allowing students to learn, teachers expect students to succeed, and teachers were providing a quality education. Parents mostly agreed that the standards were challenging and standards were appropriate to the grade level. Parents mostly agreed that students were receiving needed extra help, but a portion of parents were either uncertain or indicated more was needed. An overwhelming number of parents strongly agreed or agreed that Van Buren is a safe school and the administration, teachers, and staff are capable of keeping students safe. They also agreed that drugs and violence are not a problem at Van Buren and that the teachers, administration, and support staff care about students. Most parents strongly agreed or agreed that they feel welcomed on the Van Buren campus. Most parents believe they read to their own children; provide a learning environment in the home; expect their children to do well in school, graduate from high school, and attend college; and they are a partner in their children's education.

Parent and Community Involvement and Resources

A collaborative partnership among teachers, parents, students, and the community is the cornerstone to Van Buren's determination that "no child will be left behind." Van Buren employs the National Standards for Parent/Family Involvement Programs to guide parent participation. Regular, two-way communication between the school and home fosters clearer vision for each student and promotes higher student achievement. Written communication is provided in both English and Spanish. Quarterly grade level parent meetings, CBET classes, parent meetings, quarterly parent tips, SST meetings, and parenting classes support parents as active participants in their own children's education. Parents are welcome on the Van Buren campus and are encouraged to volunteer in the classrooms, as chaperones, and helping throughout the school.

There are six parents on the School Site Council, adhering to state mandated parody. The School Site Council meets six times a year and any stockholder may attend. Notification of meetings and agendas are posted and/or distributed 72 hours prior to the meetings, conforming to the Brown Act. The Council collaborates with teachers and school

administration examining program effectiveness, school safety, and learning opportunities. The Council reviews and approves the School Plan.

Four parents served on the Van Buren Booster Club Executive Board during the 2003-2004 school year and 245 of our parents belong to the Van Buren Booster Club, a parent-teacher organization. The Booster Club has fund-raising activities for field trips, supplies and equipment, assemblies, and incentives and rewards for students. They provide schoolwide activities for students and families, including Book Fairs, fall and spring pictures, Red Ribbon Week, Skills Day, and various assemblies, including Student of the Month and Quarter Assemblies. The Sixth Grade Booster Club helps raise funds to send sixth graders to outdoor education at Pathfinder Ranch. An English Learner Advisory Committee (ELAC) meets six times a year and advises the principal on a number of issues related to the education of English Language Learners. Parents volunteer in various capacities. We continue to encourage parental participation through Booster Club activities, serving as classroom volunteers, serving on the School Site Council, English Language Advisory Committee, the Community Based English Tutoring program (CBET), Grade Level Parent Meetings, and helping with other school programs.

Community Involvement is continued through activities such as Back-to-School Night, Skills Day, Science Camp, band activities, Principal for a Day, school-business partnerships (with Stater Bros., Jack-in-the-Box, WalMart, Target) and a variety of student performances.

School Crime Data Reported

Monthly, Van Buren Elementary School completes and submits California Safe Schools Assessment Reports to the District. Reports for 2002-2003 show no crime related to deadly weapons. Crimes were limited to battery and graffiti. Ninety percent of those crimes were on campus, 5% on the bus, and 5% to or from school. Thus far during the 2003-2004 school year, crimes have been limited to battery, damage to property, and theft. Student disciplinary incidents included fifty-nine percent in violation of Ed Code 48900 a.1 and a.2, twenty-seven percent in violation of Ed Code 48900 k, and the remaining fourteen percent in violation of Ed Code 48900 f or g. There have not been any expulsions from Van Buren.

Each year 5th and 6th grade Van Buren students participate in the Healthy Kids survey. The survey addresses perceived harm of tobacco and marijuana use; lifetime use of alcohol, cigarettes, marijuana, and inhalants; past 30-day use of alcohol and cigarettes; AOD use on school property; and harassment and physical confrontation. Ninety-six percent of 5th and ninety-one percent of sixth graders believe marijuana use is bad. One hundred percent of 5th graders and 96% of sixth graders believe alcohol use is bad. Ninety-seven percent of fifth graders and 81% of sixth graders feel safe on campus. Boys were less likely than girls to believe alcohol and marijuana use was bad and more likely to feel less safe at school, but the differences were less than 7%.

Student Transitions

Kindergarten teachers work with preschool teachers to facilitate transitions. A parent meeting is held for those parents at which Van Buren's kindergarten expectations, standards, and rules are discussed. Parents have an opportunity to ask questions. An additional meeting for all kindergarten parents is held prior to the summer before kindergarten entrance. Kindergarten teachers explain expectations for in-coming kindergarten students, including skills that the students should possess prior to entering kindergarten. Materials and instructional strategies are given to parents to help their own children. Kindergarten standards, expectations, and rules are also reviewed in English and Spanish.

New students to Van Buren are "buddied" with another student. School and classroom rules are discussed with the student, including the Uniform Complaint Procedure.

Sixth grade students meet with representatives from the middle school toward the end of the school year. The rotating middle school schedule, rules, dress code, school personnel, school activities/clubs, and related items are discussed with the students. Additionally, the middle school holds an orientation meeting for parents and incoming students prior to the beginning of the fall semester.

Student Achievement

Results of Comprehensive Needs Assessment

Annually, Van Buren Elementary School analyzes student data from API, AYP, CRT's, CST's and other learning performance indicators to establish student needs. During the 2003-2004 school year, examination of data focused closely on those elements that identified Van Buren School as a Program Improvement school.

Over the past five years, students at Van Buren have participated in standardized tests. These tests are scored in national percentile. In addition, as part of API and AYP, students in grade 2 through 6 take the CSTs. These tests are based on the California State Standards.

The API (Academic Performance Index) is a California State Index of student achievement. It measures growth of student populations using a formula that includes student scores on a state standard examination. Each year Van Buren Elementary School has exceeded the growth target, except three years ago when Van Buren was identified II-USP. In 2003, Van Buren met its API despite being identified as PI on the AYP (Annual Yearly Progress), a federal index.

English-language arts is a continuing focus. The percentage "proficient/advanced" schoolwide for language arts in 2003 was 25%, reaching the AMOs for 2005 and 2006; however, further examination indicates that Hispanic/Latino, socio-economically disadvantaged, and English learner subgroups fall below that bar at 20.4%, 19.9%, and 13.4% respectively. The percentage "proficient/advanced" schoolwide for math in 2003 was 37.2%, exceeding the AMOs for 2005 and 2006. Every subgroup also exceeded the bars set.

Planning for the 2004-2005 and 2005-2006 school years, data is examined for all students, not just those in attendance all year. Examination of all students helps teachers and committees to examine school programs from a different angle. Again schoolwide language arts results demonstrate a score of 23.7% "proficient/advanced" in 2003, not exceeding the 24.4% bar for 2005 and 2006. Of great concern are the subgroup scores of English learners, socio-economically disadvantaged, and Hispanic/Latino. Collectively and independently, these groups need additional focus in English-Language Arts.

Examination of the math component of the AYP shows a schoolwide score of 35.6% "proficient/advanced." All subgroups made the AMO for 2003 and the bar for 2004, 2005, and 2006. The subgroup of concern is the English Learners. Again, focus on English-language arts can help raise the math scores due to the amount of written text and need for understanding written text to successfully complete problem-solving elements of math assessments.

Further examination of CST data showed the majority of disadvantage students were in the "basic" performance level in language arts. Non-disadvantaged students scored 11% higher than their disadvantaged counterparts and the "advanced" level and 6.3% higher in the "proficient" level. Percentages were higher for disadvantaged students at the "far below basic" and "below basic."

As with the economically disadvantaged, the majority of EL students fall into the basic range for the CST, Language Arts Performance standards. Initially Fluent English Proficient students had the highest percentage of "advance" level students with 9.8%, including the English only

students. Re-designated Fluent English Proficient students had the highest percentage of "proficient" and "basic" level students with 25.0% and 54.2% respectively. Students identified as English learners had the highest percentage of "far below basic" and "below basic" with 24.3% and 29.7% respectively. Further examination of EL data indicates an increase in students enrolling at Van Buren with EL levels of beginning or early intermediate.

Examination of the 4th grade writing scores from the CST indicates that only 1 student achieved an advanced score of 6-8 on an eight-point rubric. The majority of the scores fell between 4-5 and 2-3. The average for Van Buren School in 2003 was 3.66, falling slightly below the district average of 3.85.

CRT's also provide data for compilation and analysis. These assessments measure how students are mastering the District curriculum standards for the child's grade level. The district goal is that students will achieve average scores of at least 90% on each final benchmark test. Classroom instruction and programs are tweaked to address the needs of those students who are not growing at the prescribed rate set by the district. The IDMS program further delineates individual student's scores, indicating areas in needs of additional instruction or those standards, which have been mastered.

Overall growth from 2002 to 2003 in language arts was negative in grades 1, 2, 3, and 5. Sixth grade grew the most with a gain of 2.8. English-language arts continues to be a focus. Grade levels spend time discussing program and individual student strengths and weaknesses. Identifying barriers and narrowing focus, improving reading comprehension and vocabulary development is the focal point of instruction.

Van Buren looks closely at disaggregated data to ensure subgroups are also making advancements in student achievement.

District CRT results indicate increases in ELA performance in grades 2, 5, and 6, with grades 2 and 3 scoring above the 75% mark. In mathematics, performance increases are indicated in grades 3 and 6, with grades 2, 3, and 4 scoring above the 75% mark. It should be noted that each year the district revises and adds standards in order to systematically step toward a closer alignment to state standards.

English learners increased performance on district CRT's in reading and math at all grade levels reported. Master files and profile cards are also kept for all EL students. On these, we monitor growth in ELD by ELD Standards supported by the Hampton Brown program.

At Van Buren, economically disadvantaged students showed gains at grades 3, 5, and 6 on ELA CRT's and grades 3 and 6 in mathematics. Examination of these data and data collected regarding instructional strategies indicate that economically disadvantaged students need additional memorization work to succeed. This area will become increasingly important to monitor and address as Van Buren moves from 68% free and reduced lunch during 2001-2002 to 76% as of March 2003.

Van Buren teachers also keep CRT comparison charts for immediate monitoring of student growth on the CRT's. From these, program modifications can be immediate and address the individual needs of students. Observations and interventions are discussed at Friday Grade Level Planning meetings, paying close attention to GATE, EL, and Special Ed. Students. Overall, all students continue to grow. GATE students tend to score above 90%. Our EL population is making advancements similar to their EO peers, except in fifth grade. In some cases, EL's are surpassing EO's; for example, sixth grade EL students grew 4.8 in language arts while EO students grew 2.7 and in math, third grade EL students grew 15.1 while their EO counterparts grew 8.8.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

VAN BUREN ELEMENTARY SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2004-2005

Conclusions

From the analysis of data, conclusions are drawn and program planning addresses the needs drawn from those conclusions.

Further increases in mathematics will need to occur in the area of problem-solving, which assumes a higher level of reading competence than is currently present. As reading scores increase so will mathematics scores in the areas requiring reading (i.e., problem solving).

Reading is a much more difficult area for students to obtain competence than is mathematics. To address the need for better reading strategies, the addition of both leveled readers and further literacy training have been implemented. Staff development addresses further literacy training and effective reading strategies. Changes have been realized in a slow, but steady, rise in reading achievement and the related areas of language and spelling. Continued training and teaching adaptations will increase student recreational and informational reading having a positive effect on test.

English Language Learners have a dual challenge of increased exposure to oral and written English on the one hand and the opportunity to practice English both in and out of the school setting. While the academic day addresses ELD instruction, oral language exposure, and access to core subject matter using SDAIE, in addition, both the quantity and quality of language richness must be increased for these students.

Writing skills must be uniformly addressed. Focus should be on expository writing, especially in the upper grades, with a strong foundation in the primary grades. Process and expectations should be aligned with standards, scientifically-based strategies, and common rubrics.

Perceived Barriers
Van Buren has almost 80% of our student population in the free and reduce lunch program, identifying a major portion of students as economically disadvantaged. One third of the student population is EL and a larger number of parents have a primary language other than English. Data drawn from the STAR parent survey indicates a portion of the parents of Van Buren students never graduated from high school. Through their own perception, a small but significant portion of parents feel uneducated in their primary language. Because of this limited amount of education in the homes, students come to school with little exposure to literacy and limited life experiences. Van Buren has many hours of volunteerism, but closer examination demonstrates that the same small group of parents is doing everything. Quarterly Grade Level Parent meetings host a large number of primary parents participating and a very limited number of upper grade parents participating. The perceived barriers give focus to plan development, examination, and implementation but are not used as excuses for failure to meet goals established.

Assessed Needs of Limited English Speaking Students
The reclassification rate of students at Van Buren Elementary has increased dramatically over the past five years, from 0 students reclassified during the 1995-1996 school year to 25

students, or 11.3% of the EL population, reclassified during the 2001-2002 school year (Table 1). This increase is mostly attributed to the designation of a site reclassification staff person, who carefully monitors the completion and prompt return of all Reclassification Recommendation forms. A slight decrease was noticed in the 2002-2003 school year. Better communication between Van Buren and the district's Language Services department has been established to ensure a smooth, equitable process for identification of reclassified students.

The 2003 API targets were reached in all subgroups. The 2003 AYP targets were reached in all subgroups except English learners. AYP Annual Measurable Objectives (AMOs) required 13.6% of subgroup populations to score "proficient" or "advanced" in language arts. Van Buren EL population score 13.4%, missing the target by two-tenths of a percent. The 2004-2005 AMO for language arts is 24.4%. Further focus on EL student achievement is needed to meet this expectation. The percentage of EL students scoring "proficient" or "advanced" in math was 27.6%. This exceeded the AMO 16% for 2003.

Strategies to Meet Assessed Needs of Limited English Speaking Students

Through various funding sources, Van Buren Elementary implements the following strategies to increase achievement of EL students:

- Staff development addresses differentiated instruction, effective reading strategies, and effective writing strategies.
- The JUSD Catch-Up Plan for English Learner addresses the progression of ELL and their ELD placement.
- Hampton Brown's *Into English* is used to provide a minimum of 20 minutes of ELD instruction in kindergarten and 30 minutes in grades 1-6.
- Specially designed assessments and profile cards matching ELD standards are used for continuous monitoring of ELD progress.
- Students making insufficient progress may be given extra tutoring, referred to Student Success Team, Language Acquisition Team (LAT) and/or referred to ELO programs.
- The District-operated summer school program will be offered to at-risk/retention candidates.
- Newbridge and Sundance leveled readers are used to address the needs of lower level readers.
- Santillana kits help with ELD instruction and support access to the core curriculum.
- Grade level ELD classes are proficiency leveled.
- Grade Level Parent Meetings provide English speaking and Spanish speaking parents information to help their children.
- CBET class provides English training and instruction support for parents, which enables them to tutor Van Buren students.

District resources have also been expended on *staff development* (CLAD and SB 1969 certification for teachers and SDAIE strategies for principals), *curriculum development* (K-12 standards in language arts, mathematics, science, and social studies), and *assessment construction* corresponding to standards (K-12 in language arts and mathematics). Each of these activities has occurred during the school day, paid from district resources. Resources have also been focused on effectively implementing core standards with EL students, the development of ELD standards (K-12), and the development of assessments of the ELD standards (K-1). Resources have also been given to the development of ELD Profile Cards and Placement Charts that assist in the placement, reclassification, and assessment of English learners. Further, significant district and school resources have been expended to develop extended learning

Assessed Needs of Economically Disadvantaged Students

Although students are progressing in all subject areas, analysis of assessment results show that many are still not achieving all grade level standards. API targets were reached in all subgroups. The AYP target for economically disadvantage was met. Van Buren maintains one

of the highest gains on the API in JUSD; however, students are still falling in the basic, below basic, and far below basic levels.

Strategies to Meet Needs of Economically Disadvantaged Students

To meet needs of Van Buren's low achieving student population, we have continued some effective instructional strategies and are implementing newly designed programs, as follows:

- Staff development addresses differentiated instruction, effective reading strategies, and effective writing strategies.
- Students making insufficient progress may be given extra tutoring, referred to Student Success Team, and/or referred to ELO programs.
- Teachers meet in grade level groups and as the Leadership Team to agree on supplemental materials to purchase for their grade level.
- Grade Level Parent Meetings provide English-speaking and Spanish-speaking parents information to help their children.
- The District-operated summer school program will be offered to at-risk/retention candidates.
- Student study team referrals are made for students who do not make sufficient progress through supplemental program services.
- Newbridge and Sundance leveled readers are used to address the needs of lower level readers.

Assessed Needs of Gifted and Talented Students

GATE students at each grade level are meeting district standards as evidenced on district CRT's. Some GATE students regressed on their CST scores. Emphasis remains on continued growth for GATE students and the expansion of critical and creative thinking skills, with expansion of interests.

Strategies to Meet Needs of GATE Students

The Van Buren GATE Program is centered within the classroom setting with the regular classroom teacher. Gifted students at Van Buren are clustered and there is not a GATE school in JUSD. Opportunities are provided for both GATE and high achievers. Curriculum in all these settings primarily centers on the accelerated district curriculum standards compacting the curriculum, and extending the lessons presented.

- Teachers participate in staff development activities to better identify and address the needs of GATE and accelerated students.
- Staff development activities focus on differentiated instruction to meet the needs of GATE and accelerated students in a regular classroom setting.
- GATE lesson notebooks, developed by the Van Buren TSA/Resource Teacher, help teachers enrich lessons.
- Teachers enrich and extend core curriculum lesson by utilizing Internet access through our mobile laptop labs.

Assessed Needs of Students with Exceptional Needs

Special Education students are meeting goals and objectives on their IEP's, but few students are making necessary growth toward meeting API targets. They are closing the gap, slowly, toward meeting grade level standards.

Strategies to Meet Needs of Students with Exceptional Needs

Special education teachers, instructional aides, and mainstreaming teachers meet to adapt core curriculum lessons and materials for use by special education students. Resource specialists work with students with more critical needs in the resource room, while instructional aides work primarily in regular classrooms with individuals with and without exceptional needs as allowed in our SBCP.

- Staff development addresses differentiated instruction, effective reading strategies, and effective writing strategies.

- Students making insufficient progress may be given extra tutoring or referred to Student Success Team.
- Grade Level Parent Meetings provide English speaking and Spanish speaking parents information to help their children.
- Sundance and Newbridge leveled readers provide for smaller group instruction.
- Classroom libraries contain leveled books for self-selected student reading.
- SRA kits provide for individual and small group instruction.
- IEP Team may meet to discuss additional interventions and strategies to be considered for IEP addendums.

Supplemental Strategies to Meet Assessed Needs of All Students

From assessment results, Van Buren staff determined what pieces of our Title I program worked and which pieces needed reconstruction. Van Buren restructured its instructional minutes to allow for minimum days on Friday. The Friday grade level planning days are used to 1) create and share strategies for high risk readers based on diagnostic assessment data, 2) review standards and student achievement, 3) implement the Van Buren literacy plan, and 4) monitor student progress to help teachers know which tasks are effective as they continuously revise the selected tasks.

A full-time TSA/Resource Teacher is employed to provide/coordinate staff development including elements of the Van Buren literacy plan, assist teachers with curriculum and instruction strategies, develop/acquire instructional materials, coordinate Title I, GATE, and other consolidated programs, coordinate Friday minimum day grade level meetings, and coordinate parent involvement programs.

A four-hour Title I clerk provides support for students and teachers within the Van Buren programs.

Classified staff will be trained to do extra-compensated work tutoring selected at-risk students (students making insufficient progress) in basic reading, language, and math skills in flexible groupings/sessions.

Teachers create/implement interventions (such as after-school classes) to assist students who are making insufficient academic progress in the standards.

Implementation of the new Houghton-Mifflin language arts series further focuses instruction K-6, developing a common language of strategies, and instruction for better communication among grade levels and student programs.

Common assessment materials enable teachers, parents, and students to examine student achievement with short-term and long-term objectives.

Leveled readers provide support to help teachers better reach the at-risk readers. Van Buren continues to build library resources of many interest and reading levels.

A spelling series, purchased in response to the teachers' concerns with a phonics program that extended K-6, provides for a sequential phonics program.

Materials are purchased to ensure student mastery of the standards. Some materials supporting language arts include: *Sundance, New Bridge,* and *Wildcats* Leveled Readers, SRA Reading Kits, Scott Forsman's *Spelling, Everyone Write, All Write,* Four Blocks Instructional Guides, *Making Words, Making Words-Lessons for Homework and Class, Month by Month Phonics,* and various other resource materials. Primary sources and various genres of literature are used to facilitate students' understanding of historical periods, events, places, and people

as presented in the adopted standards. *Windows on Science* laser discs and *Foss* kits support and extend the science curriculum.

The EXCEL math program for all students is a spiraling program that increases student learning and raises STAR/CAT6 test scores.

Grade Level Parent Meetings were implemented during the 2001-2002 school year and continue at present. Each quarter, grade level teachers present four standards that will be covered during that quarter. The parents in attendance are supplied with instructional strategies and materials to help their children. The classes and appropriate materials are presented in both English and Spanish.

Van Buren implements a literacy plan that is based on a modified *Four-Blocks* instructional model supported with Marzano's Effective Strategies and differentiated instruction.

Van Buren, along with the other schools in JUSD, implement the Step Up to Writing program to standardized the writing program and expectations, to increase student achievement on writing test, and to ensure that students become effective communicators.

Increased exposure to technology helps students to meet the standards through varying strategies and to understand the world's communication systems.

Van Buren continues to expand the scope and depth of student exposure to technology. Technology affords avenues for student mastery of standards, enrichment/remediation of curriculum, better communication among teachers, parents, students, staff, and administration, and prepares students for real-world experiences.

Van Buren increases uninterrupted periods of instruction in the morning by limiting morning announcements to only those important to student safety, holding assemblies in the afternoon, and limiting morning "official business" for teachers.

Identification of Students for Special Services

The Special Education program at Van Buren Elementary School serves qualifying students with a wide range of services including language, speech and hearing, a Resource Specialist program, and a Special Day Class (grades 4-6). Through the Riverside County SELPA, services are provided for severely handicapped students and students with low incidence handicaps requiring specialized services.

Teachers examine testing information (CST's, CRT's...), their own assessments, tests/quiz scores, student work samples, and observations to determine if a student is in need of special services. At that point, teachers fill out appropriate paperwork for the Student Success Team. Interventions are examined and implemented. If problems still continue and testing is warranted, the district psychologist and/or RSP teacher will provide testing. A decision is made as to the appropriate placement and interventions for the student.

An individualized education plan (IEP) is developed to address the needs of each student in Special Ed. Parents participate in developing the IEP and making placement/service decisions for their children. Progress is evaluated at least annually through the IEP process. The school's goal for all Special Education students is success through access to the core curriculum and maximum participation in the least restrictive environment.

Title I students are identified by multiple measures: SAT 9/CAT 6 scores, CRT scores, and teacher observation. Van Buren Elementary School is a Schoolwide Title I School. Services are available to all students and those identified; targeted at-risk students are further examined

through an at-risk intervention sheet. Meetings with parents are held if retention is a possibility.

Van Buren identifies gifted learners based on multiple criteria, including achievement on tests, subject matter, leadership, creativity, barriers, perceived abilities, attitude toward school, special training/abilities, recognitions, hindrances, and health. We are sensitive to student characteristics, which might interfere with test performance or other indicators of giftedness. Special points are given to such students to interact those barriers.

Identification of EL students begins at registration. Per Jurupa Unified School District Policy 6505, Regulation 6505, and Procedure 237, Home Language Surveys (HLS) are completed by parents at Van Buren Elementary School. A copy of the survey is placed in the student's cumulative file. Another copy is sent to the Language Services Department. The HLS is used to determine the primary language of each student at the time of enrollment. Each survey is dated and has the signature of the parent or guardian. At the Language Assessment center, the student is assessed for language proficiency in English comprehension and speaking. The state-authorized California English Language Development Test is used for grade levels K-12. Students are assigned an EL level, which is forwarded to the school.

Planned Improvements in Student Performance

The content of this school plan is aligned with Van Buren's goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. In addition, the five performance goals delineated in No Child Left Behind (NCLB) Act of 2001 were examined. Those goals are as follows:

- All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
- All limited-English-proficient students will become proficient in English and reach high academic standards.
- By 2005-2006, all students will be taught by highly qualified teachers.
- All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- All students will graduate from high school.

Van Buren's two year plan for growth and removable from Program Improvement status is based on the following AMOs, which are a part of the AYP.

	English-Language Arts	Mathematics
2003-2004	13.6%	16.0%
2004-2005	24.4%	26.5%
2005-2006	24.4%	26.5%

The School Site Council, Leadership Team, ELAC, and teachers have analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The administration also obtained and considered the input of the school community. Based upon this analysis, Van Buren Elementary School has established the following performance improvement goals, actions and expenditures to increase student achievement and remove Van Buren from a PI status. Jurupa Unified School District continues to provide technical support and assistance in these schoolwide reforms. Effectiveness of program implementation will be addressed each quarter at grade level meetings, at monthly Leadership Team meetings, at SSC and ELAC meetings, and at specific program meetings.

Long Term Goal 1
Improve all student achievement in English language arts by developing further student mastery of comprehension skills.

Objective/Student Performance Measure
By 2005 all students, including EL students and other subgroups, will improve 5% in English language arts as measured on the CRTs, 5% in English language arts on the CST, and grow to 27% proficient/advanced as measured by the AYP. By 2006 all students will gain another 5% in English language arts as measured on the CRTs, 5% in English language arts on the CST, and grow to 36% proficient/advanced as measured by the AYP

Long Term Goal 2
Improve student achievement in English language arts through further student mastery of effective writing conventions, strategies, and applications.

Objective/Student Performance Measure
By 2005, all students, including EL students and other subgroups, will improve .5 on a 4 point scale on the JUSD writing assessment, 5% in English language arts as measured by the CST, and grow to 27%

Long Term Goal 3
Improve student achievement in mathematics by developing further
Student mastery of computational and application skills.

Objective/Student Performance Measure
By 2005, all students, including EL students and other subgroups, will improve 5% in mathematics as measured on the CRTs, 5% in mathematics as measured by the CST, and grow to 33% proficient/advanced as measured by the AYP. By 2006, all students will gain another 5% in mathematics as measured on the CRTs, 5% in mathematics as measured by the CST, and grow to 40% proficient/advanced as measured by the AYP.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services
Exemplary Services to Children through Vision, Collegiality, and Results

West Riverside Elementary School

ANALYSIS OF CURRENT EDUCAITONAL PRACTICE AND CONCLUSIONS

2004-2005

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

WEST RIVERSIDE ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2004-2005

The following statements characterize educational practices at West Riverside Elementary School.

1. ALIGMENT OF CURRICULUM, INSTRUCTION AND MATERIALS APPROPRIATE TO ALL STUDENT GROUPS

Over the past five years West Riverside has used the Jurupa Unified School District Standards and the California State Standards to drive instruction. These standards serve as the framework for directing district and school goals, objectives, and expected learning outcomes towards essential standards mastery. The school staff implements curriculum and assessments aligned to the standards along with reporting strategies that reflect student success in relation to the standards. Teachers use district adopted and supplemental resources to assist student mastery of the standards. Teachers meet regularly on grade level release days to share strategies that they find to be effective in helping students to attain mastery of grade level standards. In these grade level meetings, teachers also analyze student data on district criterion reference tests and then plan instruction based on this data. Teachers have received literacy training that helps them to align instructions with standards and assessment. Lesson plans reflect standards-based lessons and are regularly reviewed by the principal. Formal and informal observations by the principal are conducted on an ongoing basis.

2. AVAILABILITY OF STANDARDS-BASED INSTRUCTIONAL MATERIALS APPROPRIATE TO ALL STUDENT GROUPS

West Riverside Elementary complies with the District policy to provide students access to standards aligned textbooks that support the core curriculum. Selection of textbooks and material is based on District goals and objectives. Supplemental materials are selected based on alignment to the standards and identified need based on student data analysis. Students have access to standards-based materials in their classrooms.

Current Core Textbook Adoptions
Houghton-Mifflin Language Arts
Open Court Language Arts
Hampton Brown ELD
Houghton-Mifflin Math
Houghton-Mifflin Social Studies
Macmillan McGraw-Hill Science

Supplemental Materials
Project Read
Wright Group Leveled Guided Reading
Excel Math
Houghton-Mifflin English, Vocabulary and Spelling
ELD Supplemental Materials
SDAIE Supplemental Materials

The faculty at West Riverside addresses the needs of all students by diversifying instruction, providing additional specialized assistance and using materials that are appropriate to their needs. Specifically:

Program for English Language Learners

West Riverside currently serves 466 (2003 R-30) EL students. Spanish is the dominant language spoken by English learners at West Riverside. These students are placed with authorized (CLAD, BCLAD, SB1969) teachers. At this time all of West Riverside's teachers are either authorized or are participating in training to become authorized. Eight part-time bilingual tutors assist teachers by providing primary language support for students. The district has adopted the *Hampton Brown* series for instructions of EL students in English Language Development (ELD).

The main goals of the English Language Learner program are for students to become fluent English speakers, have access to the core curriculum, and achieve at the same rate as their English only counterparts. In addition, the program seeks to provide professional growth for staff in the program and to involve parents and the community. Students are assessed at the District Language Assessment Center in English within 30 days of enrolling at their neighborhood school if any of the first three responses on the Home Language Survey is a language other than English. They are assessed using the California English Development Test (CELDT) and then they are reassessed annually using this same test. In addition, teachers assess their students to determine the proper instructional ELD level for each student. A profile card, which tracks student progress, is kept for each student

All English Language learners receive English Language Development (ELD). ELD lessons are designed to promote English learner's acquisition of listening, speaking, reading, and writing skills in the second language. As documented in teacher's lesson plans, students receive daily ELD instruction for a minimum of 20 minutes in grade K and 30 minutes in grades 1-6. All beginning, early intermediate and intermediate students are provided access to the core curriculum through a Structured English Immersion (SEI) program. Early Advanced and Advanced English learners receive instruction in an English Language Mainstream (ELM) program. All English learners benefit from SDAIE instructional strategies. Title III funds are used to support services to EL students and their parents.

A Newcomer's Program was established at West Riverside as an alternative program for recent immigrant students in grades 4-6. Students in this class, including transfer students from other sites, receive core content instruction in Spanish and English, and ELD from a fully credentialed BCLAD teacher and two 3-hour bilingual tutors. Students exit the program after reaching the Early Intermediate level on district ELD standards and assessments.

West Riverside has an active English Language Advisory Committee (ELAC) that is elected by the parents of EL students. The ELAC meets at least four times a year and advises the principal on the development of a master plan for English Learners and the development of the school's needs assessment. In addition, they assist in finding ways to make parents aware of school programs and the importance of regular school attendance.

Special Education Program

The Special Education Program at West Riverside serves qualifying students with a wide range of services including language, speech and hearing, a Resource Specialist program, and a Special Day Class (grades 4-6). Through the Riverside County SELPA, services are provided for severely handicapped students and students with low incidence handicaps requiring special services.

Special Education students are identified through the student study process and can qualify for service through language, speech, Resource Specialist program or Special Day Class per

their identified need. Staff, parents and outside agencies are able to make referrals for students who exhibit inappropriate/unsuccessful school performance and who are at risk for school failure. Once a student demonstrates a need for special services, an initial meeting is held to develop an Individual Educational Plan (IEP). Those in attendance at this meeting include, the student's parent, district psychologist, a site administrator, regular education classroom teacher, special education teacher and others as deemed necessary. Special education services are on a continuum and may range from monitoring in the regular education classroom to full-time enrollment in a Special Day Class. The goal of special education is to have the student in the least restrictive environment while still providing for his/her specific learning needs. All special education services are provided by fully credentialed teachers. Instructional Aides supply support in both the Resource Specialist program and the Special Day Class.

Students qualifying for speech and language may receive services for articulation, language, voice or stuttering. Students are seen for individual or small group instruction 1-2 times a week for 30 minutes per session. The amount and type of instruction is determined by the student's IEP.

Students serviced by the Resource Specialist typically are seen on a pull out basis for 45-60 minutes 4 times per week. However, services may consist of monitoring in the classroom or collaborating with the classroom teacher on modifications and accommodations. Each student's services are determined by their IEP.

Students in the Special Day Class receive instruction directed to their individual level and learning needs as specified in their IEP. Students are mainstreamed for specific subjects according to their skills.

West Riverside's Resource Specialist and Special Day Class teacher both have authorization to work with English Learners. A bilingual tutor is assigned to the Special Day Class to provide additional support to English Learners. All special education and English learner students are eligible to attend after-school and summer extended learning opportunities.

Gifted and Talented Program

GATE students are currently being served in regular classrooms with a variety of differentiated instructional methods. The students are clustered in classrooms as much as possible. This differentiated instruction may include, but is not limited to, special individual project studies, enrichment activities, and directed higher level thinking and questioning through daily lessons. The lessons include a variety of lessons and activities derived from an assessment that evaluates the needs, interests, and strengths of the students. The lessons and activities focus on language arts, math, social studies, science and art.

Students are identified through parent and teacher input, observations, special honors or recognition received, language spoken at home, availability of enrichment experiences provided in the home, other inhibiting factors and scores on standardized tests. West Riverside is currently serving 20 students in grades 3-6.

Program for Title I Student

West Riverside Elementary School is a schoolwide Title I School. Our Title I program during this past year (2001-2002) concentrated on an intensive effort to increase student achievement in reading and mathematics. Students having difficulty with the standards were identified by their teachers and were recommended for the after school Extended Learning Opportunity (ELO) program. This program concentrated on remediation in the standards addressed in the student's classroom in both reading and mathematics. Supplemental materials for Language Arts and mathematics were purchased with Title I funding to assist students in mastering the state curriculum standards.

A Resource Teacher is funded through Title I to work with at-risk students by providing small group instruction with the phonics-based Project Read program. This teacher also assists with English language learners and helps teachers with instructional ideas and professional development.

An assistant principal is funded through Title I to monitor discipline, attendance, instruction and other duties as assigned.

Meetings for Title I parents are held periodically during the year. During these meetings discussions are held regarding how the Title I program can be improved, what assistance can be offered and what role parents play in the education of their student(s). A survey of Title I parents is conducted once a year and the information gathered is used to improve the Title I program. Parents sign the parent compact and agree to assist their student in improving his/her academic performance.

3. ALIGNMENT OF STAFF DEVELOPMENT TO STANDARDS, ASSESSED STUDENT PERFORMANCE AND PROFESSIONAL NEEDS

West Riverside Elementary provides specific activities to support a comprehensive staff development program. In particular, teachers have been provided opportunities to 1) review and revise curriculum standards; 2) review, revise and apply indirect and direct assessment of district CRTs; 3) meet quarterly as grade levels to plan and analyze data from standardized tests, criterion referenced tests and student work in an effort to focus, drive and correct instruction, plot student scores to identify strengths and weaknesses, identify students for extended learning opportunities, develop catch-up plans for EL students not making sufficient progress as measured by multiple assessments 4) understand and apply research-based instruction including training in writer's workshop and guided reading; 5) learn more about differentiating instruction for English learners, special needs students, and gifted and high achieving students; 6) learn more about focusing instruction by using the three step lesson plan to reach desired outcomes; 7) learn strategies for increasing student's vocabulary, reading comprehension and fluency 8) become aware of the uses of technology in the teaching and learning process 9) learn more about backward design and year long planning and 10) learn more about teaching writing through the Step Up to Writing program.

4. SERVICES PROVIDED BY THE REGULAR PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

Services provided by the regular program to assist underperforming students include:

- Identification of minimum, essential and enrichment standards
- District Instructional Resource Teacher
- Bilingual Language Tutors
- ELO
- RSP
- SDC
- Speech and Language
- Nurse
- Health Aide
- Youth Service Counselor
- Strengthening Families Program
- Parent Institute for Quality Education
- Media Clerk
- Psychologist
- SST

- Sustained Silent Reading
- Project Read
- ELD

Preschool Transition
Kindergarten teachers, preschool teachers and administrators are included in the kindergarten transition parent meeting to discuss the school program, changes, workshops and to answer parents' questions. A letter to parents is provided regarding: immunization and physical exam requirements, resources available to assist families to meet health requirements and registration information.

5. SERVICES PROVIDED BY THE CATEGORICAL PROGRAM TO ENABLE UNDER-PERFORMING STUDENTS TO MEET STANDARDS

A School Based Coordinated Program (SBCP) is operational at West Riverside Elementary and provides flexibility for the coordination of categorical programs/funds in an effort to have all students achieve grade level standards. SBCP programs are comprised of School Improvement (SI), Title I, Gifted and Talented Education (GATE) and Special Education. Teachers, other school staff, principal, assistant principal, resource teacher, and parents work together to ensure that all students are striving to meet grade level standards. The primary services provided to underperforming students using categorical funding are in the form of personnel, additional academic materials, technology to assist students, incentives for achievement and attendance, professional development for teachers and assistance to parents. These items are discussed in item two above under the subcategories of English Language Learner program, Special Education program, Gifted and Talented program and the Title I program. Other categorical programs that assist students in meeting standards are:

Community Based English Tutoring Program (CBET)
The purpose of the CBET program is to provide adult tutoring to students having difficulty with English language development. West Riverside, through the JUSD Adult Education Department, offers instruction in adult ESL and tutoring skills to Spanish speaking adults from the neighborhood. West Riverside has provided two separate opportunities for parents to participate in ESL classes. One class was held during school hours twice weekly. A teacher from the Adult Education Department provided instruction. An after school class was provided with instruction by a West Riverside teacher. The CBET program also provided for kindergarten parent meetings where parents were informed of kindergarten standards and what they could be doing at home to help their child succeed.

Extended Learning Opportunity (ELO)
Our grades K-6 supplemental program for students at risk of retention includes a primary emphasis on language arts (reading) and mathematics. The focus is on essential standards in grades K-3 and on minimum standards in grades 4-6. Students' current levels of achievement in both math and language arts are assessed and the individual needs of each child are addressed through whole group and individualized instruction. Students are retested and re-taught until mastery has been attained. Our extended learning programs include Summer ELO and after school classes.

Drug, Alcohol and Tobacco Education TUPE/SDFSC
West Riverside's goal is to prevent students from developing favorable attitudes towards drugs, alcohol and tobacco. The Tobacco Use Prevention Education Program (TUPE) and the Safe and Drug Free Schools and Communities (SDFSC) program helps students increase their knowledge of the negative effects of tobacco, alcohol and other drugs. Through the District's adopted Here's Looking At You 2000, Get Real About Violence and Too Good For Drugs curriculum, students learn to increase their self-esteem, make informed decisions, and learn refusal and coping skills. Counselors from the Youth Service Center work with students that

may be experiencing difficulties with peer relations, bullying, and other inappropriate behaviors. PTA organizes and coordinates activities for Red Ribbon Week.

Other services provide by categorical funding to enable underperforming students to meet standards include:

- District Instructional TSA
- Bilingual clerk to assist parents
- Projects clerk to coordinate efforts in all categorical programs
- Part-time instructional aide
- Parent education workshops through Parent Institute
- Pre-kindergarten workshops
- Grade level parent meetings
- Conferences
- Childcare during parent trainings

6. USE OF STATE AND LOCAL ASSESSMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT ACHIEVEMENT

Teachers utilize a variety of state and local assessments to determine students' success. Teachers look critically at data to make instructional decisions. The data used includes the results of the norm referenced California Assessment Test (CAT6), the criterion referenced California Standards Test (CST), and the district's criterion referenced test (CRT). Data analysis from these assessments provides teachers, students, and parents information needed to drive informed instruction. The data also informs of individual and group instruction needed to remediate and/or address areas of weakness. Grade level release days are scheduled quarterly allowing teachers to use the IDMS software to disaggregate student information. Teachers use this information to drive instruction and to review, focus and monitor goals and objectives.

7. NUMBER AND PERCENTAGE OF TEACHERS IN ACADEMIC AREAS EXPERIENCING LOW STUDENT PERFORMANCE

All of West Riverside's teachers work with students that are experiencing low academic performance. Teachers plan instructional strategies aimed at these students in their grade level and individual planning times. Some grade levels team together to group students for instruction giving students a greater opportunity to have success.

8. FAMILY, SCHOOL, DISTRICT, AND COMMUNITY RESOURCES AVAILABLE TO HELP THESE STUDENTS

School and District resources have been discussed in items 2 and 5.

Parent involvement is highly encouraged at West Riverside Elementary. Parent advisory groups are a valued component of West Riverside. The following is a list of efforts to involve parents and the community.

- Teacher conferences
- Translations
- School nurse
- Monthly calendar of school events
- Parent/Teacher Compact
- Progress reports
- Phone calls
- Back-to-School Night

- Title I Parent Meeting
- PTA, SSC, GATE and ELAC parent meetings
- Parent Volunteer Room
- Parent Institute for Quality Education
- Strengthening Families Counseling Program
- Grade level parent meetings
- CBET
- Parent/Student School Handbook
- Teacher newsletters
- Fliers to inform parents of trainings, events and programs.
- Skills Day
- Science Camp
- Principal for a Day
- School performances and programs

9. SCHOOL, DISTRICT AND COMMUNITY BARRIERS TO IMPROVEMENTS IN STUDENT ACHIEVEMENT

A comprehensive needs assessment was completed by parents and staff members in an effort to identify strengths and weaknesses in the educational program offered at West Riverside. While there was an increase in parent satisfaction from previous years, the following are items identified as barriers to improvement in student achievement:

- Parents do not feel that they are a valued partner in their child's education
- Parents do not understand how to become involved in the decision making process
- Parents are not aware of classes to help with effective parenting skills
- Consistent and accurate completion of homework
- Alternate materials for use in the after school classes
- Large Spanish speaking parent population
- Pull-out reading intervention program is for primary grades only

10. LIMITATIONS OF THE CURRENT PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

Our comprehensive needs survey found that teachers want staff development that will enable them to teach to all levels and abilities of their students. There is not enough differentiation of instruction for our students. Teachers also felt that more interventions are needed, especially in the upper grades to help underperforming students to meet standards. Teachers are having difficulty addressing individual needs due to large class size with a wide range of academic abilities. Teachers and parents alike felt there should be more opportunities for parent involvement and for active participation in the student's educational experience.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

WEST RIVERSIDE ELEMENTARY SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2004-2005

Conclusions from Student Data Performance Data

All students
During the past four years of API reporting, West Riverside Elementary has had a gain of 140 points. We have met our 5% growth target each year schoolwide and in all subgroups. While we are still scoring below where we would like to be, we have made steady and even significant progress on our standardized tests scores.

West Riverside made growth in all numerically significant subgroups for the AYP. All subgroups increased in students at proficient or advanced levels in language arts and mathematics. However, EL +FEP-R students did not reach the annual measurable objective in language arts of 13.6% of students at the proficient or advanced levels.

The discussion in the following sections regarding the CAT 6, CST and the District Criterion Referenced Test (CRT) compare results from the 2002 administration to the 2003 administration at the same grade level. This is not cohort-to-cohort comparison and, therefore, has limited applicability. It does provide measures of programmatic advances or declines. Conclusions contained herein are based on observations of the program, teacher input, and professional judgment used with these data.

District CRT's
In language arts overall we have regressed slightly at all grade levels two through sixth except at third. Third grade made a growth of 1.7 points. Our range of regression is from a minimum of 1.8 point at sixth grade to a maximum of 7.2 points at fourth. This trend is true for our significant subgroups as well.

In mathematics overall we have regressed at all grade levels (two through sixth) except at third. Third grade made a growth of 4.1 points. Our range of regression is from a minimum of .5 points at fourth grade to a maximum of 4.9 points at fifth. This trend is true for our significant sub-groups as well.

CAT 6
Whereas the CAT 6 is a new test, there are no year-to-year comparisons. The comparison can only be made to the mean average. In reading, no grade level or subgroup was above the mean average of 50. However, FEP-R students in three grade levels were above the mean average. Also, all grade level GATE students were above the mean average.

In mathematics only second grade was above the mean average in schoolwide results. No grade levels were above the mean average in our numerically significant subgroups. However, GATE, and FEP-I students were above the mean average in all grade levels.

CST's
In language arts schoolwide we have gone from an average of 13% of students at the proficient or advanced levels in 2002, to an average of 15.4% of students in 2003. Each of our numerically significantly subgroups had positive gains of students at the proficient or advanced levels.

In mathematics schoolwide we have gone from an average of 21% of students at the proficient or advanced levels in 2002, to an average of 30.4% of students in 2003. Each of our numerically significantly subgroups had positive gains of students at the proficient or advanced levels.

Economically Disadvantaged Students
In the past, our economically disadvantaged students have scored slightly lower when compared to all students. However, in the report for the 2002-2003 testing, they scored as well as and sometimes higher than our population overall.

English Language Learners
While our English language earners are making gains in all areas, they are still scoring significantly lower in reading, mathematics and language when compared to all students. This gap is larger in the upper grades than in the primary grades. English language learners have the dual challenge of increased exposure to oral and written English while learning the core curriculum. While the academic day addresses ELD instruction, oral language exposure and access to core subject matters using SDAIE, both the quantity and quality of instruction must be increased for these students.

GATE Students
West Riverside's GATE students performed better than their non-GATE counterparts in reading, mathematics and language on the CRTs, CSTs and the CAT6. However, there is room for improvement in their scores.

Special Education Students
West Riverside's Special Education Students scored significantly lower than other students is all areas.

The school needs to work closely with parents to provide learning materials for student use, expose them to a literature rich environment and a safe place to learn. In addition, the school will work to involve parents in the educational process, to provide assistance to them where possible, and to actively refer parents to agencies that can address their needs.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services
Exemplary Services to Children through Vision, Collegiality, and Results

Jurupa

Middle School

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND SCHOOL GOALS AND CONCLUSIONS

2004-2005

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

JURUPA MIDDLE SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2004-2005

The following statements characterize educational practice at this school:

1. ALIGNMENT OF CURRICULUM, INSTRUCTION AND MATERIALS TO CONTENT AND PERFORMANCE STANDARDS

Jurupa Middle School uses California's Standard Based Education (SBE) and has adopted high academic standards in reading/language arts, mathematics, science, and social studies. These standards serve as the framework for directing school goals, objectives, and expected learning outcomes towards essential standards mastery. Teachers use the standards to articulate curriculum and learning expectations from grade level to grade level. School staff implements curriculum and assessments aligned to the standards along with reporting strategies that reflect student success in relation to the standards. Teachers use district adopted and supplemental resources to assist student mastery towards the standards. Teachers meet regularly to improve instruction. Lesson plans reflect standards-based lessons and are available for review by administrators in their subject area. Formal and informal observations by the principal are conducted regularly. Teachers have a copy of California State Standards for all grade levels.

2. AVAILABILITY STANDARDS-BASED INSTRUCTIONAL MATERIALS APPROPRIATE TO ALL STUDENTS GROUPS

District policy is to provide students access to standards aligned textbooks that support the core curriculum. Selection of textbooks and materials are based on District goals and objectives. Core and supplemental materials are selected based on alignment to the standards and address differentiation based on student needs. At Jurupa Middle School students have access to standards-based materials in their classroom and available for check-out. The current adopted textbooks are not available for all student use in the classroom and at home. Many supplemental materials used in the classroom and at home to extend learning time require photocopying.

Current Core Textbook Adoptions

Language Arts	Prentice-Hall, "Timeless Voices"
	Prentice-Hall, "Timeless Voices Writing and Grammar"
Mathematics	Glencoe McGraw-Hill, "Interactive Mathematics: Activities & Investigations"
	Glencoe McGraw-Hill, "Mathematics Applications & Connections"
	Prentice-Hall Algebra 1 (State Adopted)
	Prentice-Hall Pre-Algebra (State Adopted)
Science	Prentice-Hall "Focus on Life Science" (State Adopted)
	Prentice-Hall "Focus on Physical Science" (State Adopted)
Social Studies	Addison-Wesley, "Why We Remember"
	Houghton Mifflin, "Across the Century – 21st Century"
	Prentice-Hall, "Timeless Voices Writing and Grammar"
ELD	Heinle & Heinle, "Making Connections" & "Voices in Literature" (State Adopted)
	Heinle & Heinle, "New Grammar in Action"
	Heinle, "Visions" (State Adopted)

Note: All the core textbooks listed above include supplemental resource kits.

3. ALIGNMENT OF STAFF DEVELOPMENT TO STANDARDS, ASSESSED STUDENT PERFORMANCE AND PROFESSIONAL NEEDS

Jurupa Middle School's staff development meetings are planned based on state mandates. The school's goals and objectives are reviewed in order to improve teaching of academic subjects and to help all students meet District performance standards. Professional staff development activities are based on data analysis, including significant subgroups, identifying weaknesses schoolwide and at each grade level. The main emphasis is to improve student achievement in all academic areas with particular emphasis in reading/language arts, writing, mathematics, and ELD. The leadership guides the staff developing balanced literacy with an emphasis on student reading and writing across content areas and ELD instruction. The language arts and math program is further supported though grade-level articulation, conferences, and staff training funded through a variety of funding resources. Funding options include but are not inclusive of II/USP, Title I, Title III, School Improvement Program (SIP), EIA/LEP, GATE, and general funds. Teachers may receive training on adopted curriculum/supplemental materials and teaching methods for differentiated instruction. Teachers receive ongoing training to help students acquire skills necessary for student success.

4. SERVICES PROVIDED BY THE REGULAR PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

- RSP
- SDC
- Speech and Language
- SST
- School and Community Outreach Team (SCORE)
- Healthy Start Program
- Youth Accountability Team (YAT)
- Library Technician
- Psychologist
- Student Assistance Program (SAP)
- School Attendance Review Board (SARB)
- Extended Learning Opportunities (ELO)
- AsCent
- Reading/ELA Classes
- AVID Coordinator
- Staff Development
- Translators

5. SERVICES PROVIDED BY CATEGORICAL FUNDS TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

A School Based Coordinated Program (SBCP) is operational at Jurupa Middle School and provides flexibility for the coordination of categorical programs/funds in an effort to have all students achieve grade level standards. SBCP programs are comprised of School Improvement (SI), Economic Impact Aid/English Language Learners (EIA/ELL), Gifted and Talented Education (GATE), and Special Education. Teachers, other school staff members, principal, project specialist, and parents work together to develop and implement a program in which resources are coordinated and utilized to ensure that all students are striving to meet grade level standards. This affords Jurupa Middle School the opportunity to coordinate services provided to GATE, at-risk, and special needs students with overall School Improvement services and staff development. Categorical funds provide personnel, staff development, materials, and equipment to supplement the District core curriculum. Title I provides additional support to all students in language arts and math and meet the goals of the Single Plan for Student Achievement. Categorically funded expenditures are directly related to the core curriculum, advance the goals in the Single Plan for Student Achievement.

Services provided by categorical funds to enable underperforming students to meet standards include:

- Reading/ELA Classes
- AVID Coordinator
- Translators
- Bilingual Tutors

- Title I Coordinator
- Computer Assisted Instruction
- Extended Learning Opportunity (ELO)
- CBET Coordinator
- Parent Education Workshops
- Conferences
- Staff Development
- Childcare During Parent Trainings
- Instructional Aides
- Clerical Assistant
- Technology Assistance
- English Learner Facilitator
- AVID Coordinator
- Math Coordinator
- Registrar Scheduling Assistance

6. USE OF STATE AND LOCAL ASSESSMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT ACHIEVEMENT

Teachers at Jurupa Middle School utilize a variety of state and local assessments to determine students' progress. Data analysis from these assessments provides teachers, students, and parents information needed to drive instruction. Time is provided for principal, teachers, and support staff to analyze disaggregated student information throughout the year. The principal, leadership team, and grade level team leaders plan activities to analyze data reports at staff development and grade level meetings to determine and review goals and monitor objectives.

7. INCLUDE THE NUMBER OF FULLY CREDENTIALED TEACHERS AT EACH GRADE LEVEL AND CONTENT AREA, AND IF APPROPRIATE, HOW THE LACK OF FULLY CREDENTIAL TEACHERS IS BEING ADDRESSED

Subject	Credentialed Teachers	Teachers Not Credentialed	Total Teachers for Subject	GATE Certification	EL Certification
7th English LA	3	1	4	0	4
7th Math	4	1	4	1	4
7th History SS	4	1	5	0	4
7th Science	3	1	4	0	3
7th ELD	3	0	3	0	3
7th Special Ed.	6	0	6	0	4
8th English LA	5	0	5	0	5
8th Math	2	1	3	0	3
8th History SS	3	1	3	0	3
8th Science	2	1	3	0	3
8th ELD	2	0	2	0	2
7th & 8th Physical Ed.	5	0	5	0	4
Total	**42**	**7**	**47**	**1**	**42**

Jurupa Middle School supports pre-intern, intern, and preliminary credential teacher working towards full-credential status with a variety of effective strategies. Use of PAR funds provide a district consulting teacher to each non-credentialed teacher at Jurupa Middle School. Consulting teachers are available to support non-credentialed staff and new teachers. The district and administration work closely with pre-intern, intern, and preliminary credential teachers to provide technical support on credential issues with the expectation that all teachers hired will complete a professional credential program leading to full credential status and become highly qualified under NCLB status.

8. FAMILY, SCHOOL, DISTRICT, AND COMMUNITY RESOURCES AVAILABLE TO ASSIST THESE STUDENTS

Parent involvement at Jurupa Middle School is highly encouraged. Parent advisory groups are valued and provide valuable input to improve our program. The following list includes services provided by Jurupa Middle School to enable parents to play a more integral part in our school;

- Teacher conferences
- Translations
- School newsletter with calendar of event
- Parent/Teacher/Student Compact
- Progress reports
- Phone calls
- Back-to-School Night
- Annual Title I meeting
- PTA, SSC, GATE, and ELAC parent meetings
- Articulation between elementary and middle school as well as the middle and high school.
- Parent/Student School Handbook
- CBET
- Community Volunteers
- AVID Parent Night
- Community Business Partners
- Fliers to inform parents of trainings, events, programs
- Student Agendas
- District Website
- Parent Involvement Log Sheets
- Panther Orientation Day
- Parent/Student School Handbook

9. SCHOOL, DISTRICT, AND COMMUNITY BARRIERS TO IMPROVEMENTS IN STUDENT ACHIEVEMENT

At Jurupa Middle School the current barriers toward improving academic achievement include, but not limited:

- Inadequate numbers of student textbooks and materials
- Inadequate number of student support service personnel, including, but not limited to: campus supervisors, counselors, translators, administrators, health service individuals, bilingual clerk, etc.
- Inadequate electrical outlets
- Inadequate technological support in order to use technology in the classrooms
- Inadequate restrooms for students and staff.
- Instructional minutes to cover required curriculum
- Student attendance
- Parent Involvement
- Aesthetically unappealing buildings and grounds
- Consistent and accurate completion of homework
- Inconsistent attendance at before/after school tutoring
- Improving staff understanding of data and its purpose in analysis

10. LIMITATIONS OF THE CURRENT PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

At Jurupa Middle School the limitations of the current program to enable underperforming students to meet standards include:

- Increase familiarity of materials and programs for implementation by staff
- Technology training for staff
- Benchmark report analysis training
- Inadequate numbers of student textbooks and materials
- Lack of bilingual resources and materials in core classes

11. DESCRIBE THE SCHOOL'S EFFORT TO DIFFERENTIATE CORE CURRICULUM TO ENSURE EQUAL ACCESS TO ALL STUDENT GROUPS

All students at Jurupa Middle School are expected to meet or exceed the grade-level expectations set forth in the standards. Differentiated instruction aims to optimize learning opportunities and outcomes for all students by tailoring instruction to meet student's instructional level of knowledge. Specifically, at-risk, special education, ELL, and GATE students are in need of differentiated instruction. Differentiated instruction occurring in classrooms include:

- Opportunities for intensive, systematic teaching
- Practice to learn skills and strategies
- Opportunities for acceleration and enrichment
- Development and proficiency in English by proficiency levels through daily instruction
- Adapted instruction for students with multiple needs
- Access to differentiated core curriculum specialists

12. DESCRIBE THE EXTENDED DAY LEARNING OPPORTUNITIES FOR STUDENTS AT RISK OF NOT MEETING GRADE LEVEL STANDARDS

Jurupa Middle School provides extended learning opportunities for students who are in need. Such instruction is provided before school in our Math Academy Program, and our after school ELO and AsCent program.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

JURUPA MIDDLE SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2004-2005

CONCLUSIONS

Measure-Academic Performance Index (API)

Areas of Strength:

- Our API score has risen above our base target
- Achievement on the 2002 API was 597, a 25 point increase from the previous year; exceeding our target of 593.
- The Disadvantaged subgroup in ELA showed significant positive growth at all levels, i.e. Far Below Basic, Below Basic, Basic, Proficient and Advanced.
- In ELA the ELL subgroup showed significant positive growth at all levels.
- In ELA the African-American, Hispanic and White subgroups in ELA showed significant positive growth at most levels.
- In math all of the subgroups except African-American made significant positive growth at all levels.
- English learners continue to be successful in JMS ELD program.
- The reclassification rate at JMS shows a positive trend from 0.4% in 1999 to 28% of the EL population reclassified in 2004.
- JMS has the highest percent of identified GATE students in the district.

Areas of weakness:

- In ELA the African-American subgroup showed significant negative growth at Below Basic.
- In math the African-American subgroup made a significant negative growth at the Below Basic level.
- Language Arts - writing, vocabulary, reading comprehension.
- Math - measurement and geometry.

Highest priority:

- Writing proficiency across all curricular areas.
- ELL, African-American, and white subgroups meeting growth target in overall language arts and mathematics.

Measure- California English Language Development Test (CELDT)

Areas of strength:

English learners continue to display a positive trend in all areas of the CELDT (listening/speaking, writing, and reading) from year to year. JMS staff believes it is a direct result of training teachers on ELD instruction/strategies and differentiated teaching methods during staff development days.

Areas of weakness:

Students scoring at the Beginning or Early Intermediate level need much more intense ELD instruction. It is also difficult for them to be successful in core curricular areas that require reading while trying to learn a second language.

- Students in the Intermediate level have a tendency to remain at this level longer than other levels due to a variety of factors.
- JMS staff believes continued training on differentiated instruction will be helpful to eliminate this stagnant growth for students in this level.

Highest priority:

- Moving all EL students up by one proficiency level by 2004.

Conclusions from Parent, Teacher, and Student surveys and Other Data

Areas of strength:

- All program improvement plans include an action step that involves parents, teachers, and students.
- Parents are kept informed of student progress through a variety of methods. This has been an ongoing goal to increase parent-teacher communications. Most school information is available in Spanish. Establishing a partnership between school, home, and community as seen in our efforts with: Healthy Start, PTA, AsCent, and Community Based English Tutoring (CBET).
- Majority of teachers have gone through SDAIE/CLAD/SB395 training or are in-training to become authorized within two years.

Areas of weakness:

- Staff members feel that there is not a consistent enforcement of discipline at school.

Conclusions from Parent, Teachers and Student continues

During ELAC meeting the following areas were reported as concerns from English learner parents:

- Some discipline and dress code information was not in primary language
- How can an EL student report threats, harassment, and other issues to authorities in a confidential manner without the fear of reprisals?

Students and staff in statements throughout the school year report aesthetically unappealing buildings and grounds.

Highest priority:

- To prepare every child in order to be successful to graduate from high school.
- To improve and be "proud of the way Jurupa Middle School looks".
- Overall, the students made significant academic progress. However, particular attention needs to be paid to those subgroups that did not make adequate yearly progress with early interventions to stop any negative trend(s).
- Continue to provide Spanish-speaking parents more school information in primary language.

GOALS

Reading

Goal: Implement a balanced, comprehensive reading/language arts program that is aligned to state standards and uses effective strategies to meet the needs of all learners.

Objectives:
1. All grade levels will increase total reading score by 5 points on API.
2. There will be an increase in 2% all of students scoring at proficient and advanced on the CST.
3. There will be a decrease in 2% of all students scoring at far below basic and below basic on the CST.

Writing

Goal: Implement a balanced, comprehensive writing program that is aligned to state standards and uses effective teaching strategies to meet the needs of all learners.

Objectives: (Include expected performance gains for students.)

1. Seventh grade will increase the percent of students scoring at levels 4-5 by 2% and 1% at levels 6-7.

English Language Learners

Goal: Implement a balanced, comprehensive program that provides correct placement of ELL students in classes, an ELD curriculum that is standards-based, and instruction that uses effective SDAIE strategies.

Objectives:

1. Students will increase English proficiency levels by 2% on the annual CELDT test.
2. The reclassification rate will increase by 5% annually on the R30 report.

Mathematics

Goal: Provide a balanced, comprehensive mathematics program that is aligned to state standards and uses effective teaching strategies to meet the needs of all learners. Include skill development, concept development, and problem solving in the mathematics program.

Objectives:

1. All grade levels will increase total mathematics score by 10 points on the API.
2. There will be an increase in 2% of all students scoring at proficient and advanced on the CST.
3. There will be a decrease in 2% of all students scoring at far below basic and below basic on the CST.

Special Needs Students

Goal: Implement a comprehensive program of instruction for all special education students that will meet individual needs of each student and is aligned to state content standards. Ensure that instruction is offered within the regular classroom setting to the maximum extent possible and that students receive supplementary support services as identified on the individual student's Individualized Education Plan (IEP).

Objectives:

1. Special Education students will master 70% of the goals on their IEP annually.
2. There will be an increase of 1% of Special Education students mainstreamed into regular classroom settings.

GATE (Gifted and Talented Education)

Goal: Provide a comprehensive program of instruction for all gifted and talented students that extends and enriches the curriculum identified in state content standards. Ensure that system is in place to identify all GATE students within the school population.

Objectives:

1. There will be an on-going effort to identify GATE students using district criteria.
2. GATE students will perform in the advanced and proficiency levels of the California Standards Test.

Schoolwide Culture

Goal: Implement a schoolwide focus on academics and behavior to improve student achievement that is supported by all students, parents, and staff.

Objectives:

1. There will be an increase in the number of activities by classroom and school in recognizing student success in academics and behavior.
2. The percent of students attending school each day as measured monthly will increase by 1% from the previous year's monthly attendance rate.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services
Exemplary Services to Children through Vision, Collegiality, and Results

Mira Loma

Middle School

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND SCHOOL GOALS AND CONCLUSIONS

2004-2005

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

MIRA LOMA MIDDLE SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2004-2005

The following statements characterize educational practice at this school:

1. ALIGNMENT OF CURRICULUM, INSTRUCTION AND MATERIALS TO CONTENT AND PERFORMANCE STANDARDS

- Site subject level focus goals aligned to California standards
- Standards-based common assessments per department
- Analysis of standards to design lessons
- Subject area agreed upon time line for standards instruction (curriculum pacing)
- Posted standards in each core subject classroom
- All teachers post the standard and objective they are teaching on a daily basis
- Teacher evaluation and observations are based on the Teaching Standards

2. AVAILABILITY OF STANDARDS-BASED INSTRUCTIONAL MATERIALS APPROPRIATE TO ALL STUDENT GROUPS

- Standards-based textbooks
- Accelerated Reader Program
- Media Center/Standards-based technology
- RSP resources provide access to core curriculum
- Mathematical resources and manipulatives
- Teacher created materials
- Accelerated Math Program based on state standards
- Materials available for differentiated instruction (ELD, remediation, GATE)
- SDC resources provide a parallel curriculum at appropriate reading levels
- Technology access available for additional resources

3. ALIGNMENT OF STAFF DEVELOPMENT TO STANDARDS, ASSESSED STUDENT PERFORMANCE AND PROFESSIONAL NEEDS

- Gap Analysis using data from STAR testing, CRT tests, grades, and other multiple assessments
- Gender Equity Issues addressed
- Accelerated Reader training
- Technology training
- BTSA and new teacher support
- Step-Up-To-Writing training
- Teachers participate in RESULTS conferences with standards-based focus
- Grade level and department articulation of standards
- Departmental meetings specifically for standards analysis and goal setting
- Peer Coaching and Shared Lessons Program
- Differentiated instruction and assessment training
- Literacy training
- SDAIE and ELD strategies and materials
- Staff Focus Groups developed for school improvement

- AVID instructional strategies training
- Student resiliency training, helping all students be successful by providing support
- National Science Foundation math and science grant
- Leadership Team, School Site Council, and staff focus groups develop staff development plan

4. SERVICES PROVIDED BY THE REGULAR PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

- Flexible grouping
- Team teaching
- Small group instruction
- Differentiated instruction and assessment
- Accelerated Reader
- University tutors and partnership
- AVID tutors and peer tutors
- Parent volunteers
- Computer tutorial programs
- Saturday Learning Academy
- Extended Learning Opportunity (ELO), before/after/summer programs
- Intervention classes-language arts, math, linguistics, study skills
- Math Academy (before school program)
- Accelerated Math
- SAP and SST programs
- Parent Nights
- Peer mediation/conflict resolution
- Alternative classroom/Team

5. SERVICES PROVIDED BY CATEGORICAL FUNDS TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

- Media aide
- Instructional aides for RSP and SDC
- Bilingual language tutors
- After school homework clubs/study sessions
- Staff development
- RESULTS conferences
- Consultants and conferences
- IDMS data system
- GATE enrichment program
- IDAP telephone communication system
- SAP/SST program
- Student mentor program
- Peer and AVID tutoring

6. USE OF STATE AND LOCAL ASSESSMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT ACHIEVEMENT

- STAR testing
- Department created common benchmark assessments
- District Criterion-Reference Testing (CRTs) with benchmarks
- GATE identification
- CELDT testing

- Classroom assessments
- Planned meeting time for data analysis

7. NUMBER AND PERCENTAGE OF TEACHERS IN ACADEMIC AREAS EXPERIENCING LOW STUDENT PERFORMANCE

- We are heterogeneously scheduled, all teachers experience low student performance

8. FAMILY, SCHOOL, DISTRICT AND COMMUNITY RESOURCES AVAILABLE TO ASSIST THESE STUDENTS

- PTA
- ELL materials available to parents
- CBET parent education
- University partnership
- School psychologist
- Active, supportive parent community
- School-community liaisons
- Family Math/Science/Reading Nights
- Business partnerships
- Literacy Night
- History Day
- Peer Mediation/Conflict Resolution
- AVID program
- Open monthly parent meetings
- Newsletters
- Orientation meeting
- Mountain Lion Volunteer Program
- Counseling services, medical support from Healthy Families

9. SCHOOL, DISTRICT AND COMMUNITY BARRIERS TO IMPROVEMENTS IN STUDENT ACHIEVEMENT

- Cultural barriers
- Socio-economic status
- Family dynamics
- Budget reduction
- Community gang activity
- Student apathy
- Need for additional support services for students

10. LIMITATIONS OF THE CURRENT PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

- Need additional collegial meeting time
- Need additional technology resources and training to provide additional support
- Teachers need continued training on differentiated instruction, assessment, and methods to motivate students to perform
- Need to improve home/school communication
- Need additional counseling support for students
- Need to search for methods to instill the value of education in students
- Continue to develop multiple methods of academic and behavioral interventions to provide support for students at risk of not being successful

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

MIRA LOMA MIDDLE SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2004-2005

Goal #1: Improve student achievement in literacy (including reading, writing, language development, and spelling).

Goal #2: Improve student achievement by developing "life skills", developing social responsibility, and recognizing the value of education.

Goal #3: Improve student achievement by increasing opportunities for home and community involvement in the education process.

Goal #4: Improve student achievement in mathematics.

Goal #5: Improve student achievement by improving classroom instruction, developing meaningful curriculum, and collaborating on effective assessments that accurately measure student learning.

Goal #6: Improve student achievement by creating a student-centered community that provides opportunities for shared leadership, develops an atmosphere of collaborative teamwork, and works helping all students be successful.

Goal #7: Improve student achievement by providing a safe, clean, healthy, and positive school learning environment.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services
Exemplary Services to Children through Vision, Collegiality, and Results

Mission Middle School

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND SCHOOL GOALS AND CONCLUSIONS

2004-2005

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

MISSION MIDDLE SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2004-2005

Component 1: Standards-Based Curriculum, Assessment, and Research-Based Instructional Strategies

Barriers to Standards-Based Curriculum, Assessment and Research-Based Instructional Strategies
• Students' reading and math skills are considerably below grade level standards. • Students do not have high expectations for mastering state standards. • Parents are not involved with student's academic needs and progress toward mastery of standards. • Student performance indicators such as CSTs indicate that standards-based instruction is not implemented consistently or accurately schoolwide. • ELA and mathematics teachers have not participated in AB 466 training. • Assessment is frequently not used to inform assessment. Assessments should be used quarterly to inform instruction. • Teachers do not have data available to them electronically to inform instruction • All students achieving below grade level two or more years are not receiving intervention services in reading and/or mathematics. • Regular and special education teachers need training in adaptations to meet the needs of all students and in using both core and supplemental to meet the needs of students with disabilities. • Teachers do not use pacing guides with the district adoptions for ELA.

The CDE recommends that schools use the Academic Program Survey (APS) to review the areas of standards-based curriculum, assessment and research-based instructional strategies. Identified by the Middle School Academic Program Survey, the table below summarizes the areas of need at Mission Middle School as those that have less than a full level of implementation, which is substantial, partial or minimal. The reform designed to bring these areas of need to full implementation according to the APS rubric is also outlined.

Academic Program Survey	Reform
1.1 Partially implementation of state approved (Prentice Hall Reading 2002, PH) reading/language arts. **1.2** Substantial implementation of state-approved (Prentice Hall Mathematics 2002, PH) mathematics.	Continue refining implementation of state-standards through PH reading program through staff development on content standards and strategies. Continue refining implementation of state-standards through PH math program through staff development on content standards and strategies; purchase additional math textbooks.
2.1 Partial implementation of appropriate time allotments in reading. **2.2** Minimal appropriate time for reading intervention. **2.3** Partial implementation of appropriate time for mathematics.	Need to provide at least 60 minutes of uninterrupted ELA time (currently 49 minutes). Continue to provide a reading intervention class, in addition to the 49 minutes above for all students reading two or more years below grade level. Provide 60 minutes of math instruction (49 current).

Academic Program Survey	Reform
2.4 Partial implementation of appropriate time for math interventions.	Continue to provide additional math time in intervention but make available to all students two or more years below grade level.
3.1 Minimal implementation as both principal and assistant principal are scheduled for AB 75 Module 1 in PH.	Schedule principal and assistant principal to complete AB 75.
4.1 Substantial implementation as 81% teachers fully credentialed and district has plan in place. **4.2** Minimal implementation as 0% teachers trained in AB 466 PH Reading. **4.3** Minimal implementation as 0% trained in AB 466 SF mathematics.	Monitor teachers' completion of requirements to be fully credentialed and highly qualified through NCLB requirements. Provide AB 466 teacher training PH Reading for Summer 2004. Provide AB 466 teacher training PH Mathematics for Summer 2004.
5.1 Partial implementation with some reading/language arts curriculum embedded assessments in use and district CRTs. **5.2** Partial implementation with some mathematics curriculum embedded assessments in use and district quarterly CRTs.	Train staff to use, interpret all required PH Reading assessments; formalize and implement a data collection system for student, teacher, and course/grade school. Train staff to use, interpret all PH Mathematics embedded assessments; formalize and implement a data collection system for student, teacher, course/grade, school.
6.1 Minimal implementation of teacher assistance and support for reading/language arts. **6.2** Minimal implementation of teacher assistance and support for mathematics.	Establish role and responsibilities of site Reading Coach; need district content expert. Establish role and responsibilities of site Math Coach; need district content expert.
7.1 Substantial implementation as district provides staff development time for department collaborative time for reading. **7.2** Substantial implementation as district provides limited time for grade level collaborative time for mathematics.	Provide twice monthly grade/course level meetings led by principal tied to reading assessments, issues, lesson planning and delivery. Provide twice monthly grade/course level meetings led by principal to tied to math assessments, issues, lesson planning and delivery.
8.1 Minimal implementation as district/school use pacing schedule for each grade level in reading. **8.2** Full implementation as district/school use pacing schedule for each grade level in mathematics.	Implement and monitor districtwide pacing schedules for reading so that there is greater grade level, school and district coherence and consistency. Implement and monitor districtwide pacing schedules for mathematics so that there is greater grade level, school and district coherence and consistency.
9.1 Substantial implementation in that general and categorical funds are used to support reading/language arts **9.2** Substantial implementation in that general and categorical funds are used to support mathematics	Continue to leverage all funding to target increase in reading/language arts achievement on CA Standards Test. Continue to leverage all funding to target increase in mathematics achievement on CA Standards Test.

Critical Findings: Alignment of Standards, Curriculum and Assessment

- Develop a standards-based quarterly pacing calendar for ELA.
- Quarterly assessments and pacing guides need to be used in department meetings to modify instruction and student placement.
- Adopt a standards-based reading intervention program for students reading two or more years below grade level.
- Students not achieving standards and two or more years below grade level require intervention services in reading and/or mathematics.
- Review California frameworks, curriculum maps and blueprints with all teachers in department meetings.
- Provide all new teachers with copies of ELA and Mathematics Frameworks.
- English learners need to receive a period of English language arts (ELA) in addition to a period of ELD daily.

Component 2: Targeted Professional Development

Barriers **Targeted Professional Development**
• Professional development for teachers and administrators is not targeted to implementing the standards-based adoptions. • Teachers do not have in classroom support and coaching for teaching the standards-based reading and mathematics adoptions.

Mission Middle School Status of Teaching Credentials				
Total Number of Teachers	**Full Credential**	**Emergency**	**Pre-Intern**	**Intern**
48	39 (81.2%)	6 (12.5%)	2 (4.2%)	1 (2.1%)

Jurupa Unified School District K-12 Teacher and Principal Qualifications Under NCLB

Core Academic Teachers in JUSD		833
Core Academic Teachers Meeting Highly Qualified Criteria	786	94.3%
Core Academic Teachers Needing to Meet Criteria	47	5.7%
Principals and Assistant Principals in JUSD	35	
Principals and Assistant Principals with Administrative Credential	35	100%
Principals and Assistant Principals needing Credential	0	0%

The District continues to provide support for teachers needing to meet the highly qualified criteria. Meetings are held to advise all non-highly qualified teachers of NCLB requirements. A Certificated Personnel Specialist monitors credentialing progress on each teacher. The Personnel Specialist maintains a database that contains each teacher's credentialing requirements and individual plan for obtaining certification. Several times a year, individual counseling sessions are held with each teacher and progress is monitored. Additionally, JUSD operates a teacher support program named SMART (Supporting, Mentoring, Assisting, and Retaining Teachers) that is designed to provide individual assistance to each new and non-fully credentialed teacher. Each non-fully credentialed teacher is assigned a Consulting Teacher who monitors and assists him or her with credentialing progress and teaching effectiveness. Jurupa Unified additionally participates in the Riverside County Consortium that provides support to all PreIntern credential holders. This program provides tutoring to assist these teachers in gaining subject matter competence in preparation for appropriate tests. As a result

of these intensive efforts, it is projected that 60% of all teachers who were non highly qualified at the beginning of the 2002-2003 school year will be highly qualified by the beginning of the 2003-2004 school year. With this rate of progress, the District is confident that all teachers will meet the NCLB requirement to become highly qualified by January 8, 2006.

Recruitment efforts in Jurupa Unified are intensive and have consistently brought quality teachers to the District. All teachers hired new to the District since fall 2002 have met NCLB requirements. JUSD maintains competitive salaries and aggressively recruits quality candidates from the many nearby universities and colleges. JUSD maintains especially close relationships with the University of California Riverside and California State University San Bernardino. Student teachers from these universities as well as several additional area institutions have established a quality pool of teaching applicants to serve the District. Out of state recruitment for hard to fill positions has also assisted the District in hiring highly qualified staff.

In addition to the District effort to assist teachers in meeting NCLB requirements, the District has made an intensive effort to assist all teachers in meeting State certification requirements to teach English learners. At the beginning of the 2002-2003 school year, 53% of JUSD teachers held this authorization, while it is anticipated that at the beginning of the 2003-2004 school year, 66% will hold this authorization. Ongoing efforts, including conducting and mandating required training during the upcoming school year will continue this progress as well.

Conditions: STRENGTHS	**Conditions: NEEDS**
• According to CBEDS 2003, 81% of teachers met the definition of Highly Qualified. • According to CBEDS 2003, 54.2% of teachers have master's degrees. • 46 teachers have BCLAD/CLAD or SB 395/1969 certification to teach English Learners standards-based curriculum in English. **District strengths include:** ➢ Implementation of state adopted textbooks and instructional materials. ➢ Monitoring plan for teachers to receive credentials. ➢ Analysis of student achievement data to drive instruction. ➢ Districtwide training for meeting the needs of EL learners. ➢ New teacher training program.	• According to CBEDS the 19% of teachers not highly qualified are in programs to complete credentials or will be released from the district. • 100% of teachers are enrolled in BCLAD/CLAD or SB 395/1969 courses to receive certification. • Student achievement results indicate need for further training in mathematics, reading, language arts and writing. **District needs include:** ➢ Specific training on reading, writing and mathematics strategies to implement the new text adoptions for middle schools. ➢ Continued training on strategies and methodologies of working with EL, special education students. ➢ Specific training on strategies to integrate technology in standards-based instruction.

Critical Findings: Teachers and Administrators

- Staff has not attended AB 466 training and follow-up for mathematics or ELA adoptions.
- Administrative staff has not attended AB 75 training.
- ELA and mathematics teachers need ongoing professional development, in-class coaching, and support from a content expert to fully implement new adoptions.
- District content experts need to fully support the new ELA and mathematics adoptions.
- All staff needs to meet the minimum qualifications for computer literacy as specified by state, federal law and in the district's Technology Plan.

Paraprofessionals are required to work under the direction of a highly qualified teacher. A needs assessment was conducted in the fall of 2002 to assess the current status of paraprofessionals in the District. Documentation of the qualifications for paraprofessionals hired before and after the enactment date of NCLB was reviewed to determine which paraprofessionals were qualified and meet the NCLB criteria. A spreadsheet indicating Employee Name, Years Experience, High School/GED, College Degree, and Number of Units is maintained on an ongoing basis by the district. A count of paraprofessionals was taken to determine the number/percent who are qualified and meet the criteria, as well as number/percent who still need to meet the NCLB criteria by 1/8/06.

Mission Middle School Highly Qualified Paraeducators

Total Number hired to work with students	BA Degree (or higher)	AA Degree	48 Semester Units	Para Exam	HS Diploma	Working towards certification
15	0	1	3	10	10	4

Jurupa Unified School District Paraprofessional Qualifications Under NCLB

Number of paraprofessionals..... 231
Number of paraprofessionals meeting NCLB qualifications.....68
Percentage of paraprofessionals meeting qualifications.....29.4%
Percentage of paraprofessionals needing to meet criteria..... 70.6%

The District is in the process of identifying a valid assessment that will meet NCLB criteria. This assessment will be administered to all district paraprofessionals who do not currently meet criteria. Those paraprofessionals who do not currently meet NCLB criteria and who do not meet the alternative assessment criteria will participate in District provided tutoring programs conducted by district Teachers on Special Assignment to assist them in meeting the mandatory criteria by 1/8/06. A District Classified Personnel Specialist will maintain the database of each paraprofessional's qualifications. The District's Director of Classified Personnel and the Personnel Specialist will establish individual learning plans for all nonqualified paraprofessionals. Progress will be regularly monitored. A yearly increase of 30% of paraprofessionals meeting NCLB criteria will be expected. Accordingly, all paraprofessionals will meet NCLB criteria by 1/8/06.

Critical Findings: Highly Qualified Paraprofessionals

- All paraprofessionals will need to meet the No Child Left Behind Criteria.

Component 3: Parent and Community Involvement

Communication regarding student academic achievement and standards mastery

Parents receive frequent information from the school. All students are given progress reports. The standards-based materials used by the district will assist parents to determine if their son or daughter is making expected progress. Many parents are non-English speaking so all information is provided in Spanish and English.

Critical Finding: Communication Regarding Student Academic Achievement and Standards Mastery

- Parents are kept well informed about academic achievement and standards mastery.

Program planning and evaluation

The school recognizes the importance of including parents as partners in the education of their children. A number of policies and programs encourage parent participation provide parent training, and inform parents through parent meetings. Parents serve on the School Site Council and Advisory Committees. Numerous district policies and programs encourage parent participation, provide parent training, and inform parents through school-parent compacts and parent meetings.

Critical Finding: Program Planning and Evaluation

- Parents are involved in program planning and evaluation.

Training and Support

Parents participate in workshops and presentations. School Site Council meetings provide an opportunity for parents to receive and provide information. Parents can also participate in CBET classes to assist them to better meet the needs of their children.

Critical Finding: Training and support

- Parents are provided numerous opportunities to better understand school programs.

Component 4: Leadership, School Organization and Support Structures

Leadership and School organization

The Administrative Leadership Team is made up of the principal and an assistant principal. The principal reports directly to the district Superintendent. The principal meets monthly with the School Leadership Team made up of the department chairs and Projects Teacher. The principal uses input from the School Leadership Team and counselors to develop the master schedule and assign Mission Middle School staff. At the beginning of each year, the principal reviews a Staff Handbook. This publication outlines all of the requirements for teachers. All recent district board policies for safety, security, personnel, curriculum and facilities are reviewed annually during the back to school meetings. Procedures are reviewed to ensure faculty compliance with Education Code and District Policy.

Critical Findings: School Organization

- Department chairs meet monthly with the principal.
- Department meetings are held monthly with agendas and minutes sent to the principal.
- The Superintendent directs and supervises the principal.
- Procedures are in place to ensure compliance with Education Code and State Regulations.
- Staff is included in decision making.
- The master schedule needs to be improved to accommodate standards-based instruction and the needs of all students.

Extended Learning Opportunities

Students and parents are provided extended learning opportunities through the after-school program, summer school, and supplemental educational services.

Governance and Use of Resources

The school works very well with the resources that are provided by the state and federal government.

Critical Finding: Governance and Finance
- The governance and finance is extremely well managed.

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Facilities Management

The classrooms are clean, well lighted and cooled. Each class has a VCR, usually an overhead projector, a teacher computer and two or more computers for student use. Classrooms show an academic focus on the grade level standards by having student work posted. Most classrooms have libraries and resource materials that target literacy development.

Critical Finding: Facilities Management
- The school facilities are excellent and well maintained.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

MISSION MIDDLE SCHOOL
SCHOOL GOALS AND CONCLUSIONS
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- All grade levels will increase total reading score by 5 points on the API.
- There will be an increase in 4% of students scoring at proficient and advanced on the CST.
- There will be a decrease in 6% of students scoring at far below basic and below basic on the CST.
- Seventh grade will increase the percent of students scoring at levels 4-5 by 3% and 2% at levels 6-7.
- All grade levels will meet their growth target on the API.
- There will be an increase in 2% of students scoring at proficient and advanced on the mathematics CST.
- There will be a decrease in 3% of students scoring at far below basic and below basic on the mathematics CST.
- Increase by one the number sections of students taking Algebra at the eighth grade in 2004-2005.
- All EL students will show growth from one proficiency level to the next higher level based on the ELD standards as exhibited on the profile cards, and/or the CELDT.
- There will be an increase of 5% of the students reclassified as Fluent English Proficient.
- 70% of RSP students will be mainstreamed into the regular classroom setting.
- Increase efforts to maximize the number of identified GATE students at each grade level.
- GATE students will perform in the proficient and advanced levels of the California Standards Test.
- Enrichment activities will be provided in an after school program and GATE students will participate in activities such as the Science Fair.
- By the end of the school year all targeted students with consistent attendance will make 1% yearly growth toward Proficient and Advanced levels on STAR testing and District testing.
- The number of students retained at each grade level at the end of the year will decrease by 2% from the previous year.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services
Exemplary Services to Children through Vision, Collegiality, and Results

Jurupa Valley High School

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND SCHOOL GOALS AND CONCLUSIONS

2004-2005

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

JURUPA VALLEY HIGH SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2004-2005

The following statements characterize educational practice at this school:

1. ALIGNMENT OF CURRICULUM, INSTRUCTION AND MATERIALS TO CONTENT AND PERFORMANCE STANDARDS

All content areas at Jurupa Valley High School are fully aligned in instruction and materials to state content standards. All courses being offered have been rewritten to align with standards and all revisions have been approved through the district process and/or Instructional Council.

2. AVAILABILITY OF STANDARDS-BASED INSTRUCTIONAL MATERIALS APPROPRIATE TO ALL STUDENTS GROUPS

All instructional materials have been fully approved through Instructional Council with a representative from Jurupa Valley High School as part of the committee.

3. ALIGNMENT OF STAFF DEVELOPMENT TO STANDARDS, ASSESSED STUDENT PERFORMANCE AND PROFESSIONAL NEEDS

All faculty members in the four core areas of English, Social Science, Math, and Science have been authorized to meet the needs of the English Language Learner through SDAIE and CLAD training. In addition, enrichment teachers were given the opportunity to be trained during 2003-2004. To support achievement of our school plan goals, teachers will also continue literacy training, technology integration, instructional strategies for Special Education and other at-risk students, improving school climate for all stakeholders, analyzing student data, and safe school aspects that contribute and support the overall goals set forth in the plan.

4. SERVICES PROVIDED BY THE REGULAR PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

All core departments have set goals for students as described fully in the opening pages of this report in the School Profile.

5. SERVICES PROVIDED BY CATEGORICAL FUNDS TO ENBALE UNDERPERFORMING STUDENTS TO MEET STANDARDS

In addition to the strategies listed above, the following supplementary services are offered for each of the four specific needs groups-*Limited English Proficient* students have after-school tutoring, in class assistance by bilingual aides, native language supplemental materials, all core teachers and many enrichment teachers authorized in SDAIE/CLAD, County Mental Health professionals

Educationally Disadvantaged students have after-school tutoring, on-campus counseling through County Mental Health, free and reduced breakfast and lunch, Opportunity School.
Gifted and Talented students have supplement materials to enhance the core program, Honors and AP courses, and access to the after-school tutoring program and County Mental Health.
Special Education students have access to District health providers and County Mental Health professionals, Individual Education Plans, small class sizes, instructional aides in the classroom, and after-school tutoring.

6. USE OF STATE AND LOCAL ASSESSMENTS TO MODIFY INSTRUCTION AND IMPROVE STUDENT ACHIEVEMENT

Based on our STAR results, on attendance and dropout figures, and on discipline data, we feel the following objectives will help to improve student achievement. Therefore,

- by June 2006, the API Target will be met for the school and all the numerically significant sub-groups.
- by June 2006, 50% or more of all JVHS students will be reading at or above grade level as measured on the CAT-6 or other comparable assessment.
- by June 2006, 60% of the students will be meeting grade-level standards or will have shown growth as measured by local assessments.
- by June 2006, 90% of teachers will be using three content literacy strategies as observed via teacher evaluations.
- by June 2006, 100% of the teaching staff will be authorized in SDAIE or CLAD.
- by June 2006, the number of disciplinary incidents will decrease by 5%.
- by June 2006, 70% of the staff will document that they have notified parents of student progress and made themselves available through voice-mail and e-mail.

7. NUMBER AND PERCENTAGE OF TEACHERS IN ACADEMIC AREAS EXPERIENCING LOW STUDENT PERFORMANCE

Pending

8. FAMILY, SCHOOL, DISTRICT AND COMMUNITY RESOURCES AVAILABLE TO ASSIST THESE STUDENTS

There are many additional resources available to support students and their families. These include tutors in the classroom through CSUSB partnerships, categorical funding such as SB 813, SDAIE authorized and "highly-qualified" teachers in all core classrooms, District and County Mental Health professionals, parent on-campus organizations such as PTSA and ELAC.

9. SCHOOL, DISTRICT AND COMMUNITY BARRIERS TO IMPROVEMENTS IN STUDENT ACHIEVEMENT

The small number of parents who usually attend Back-to-School Night, Eighth Grade Parent Night, Financial Aid Nights, and participating in PTSA or School Site Council, contributes to the perception of JVHS staff that parents are not very concerned about the education of their students. To improve parent and school partnership, two major goals for the coming years will be to increase the number of contacts with parents and to increase the number of opportunities for parents to participate in the JVHS program, whether from home or from work or on campus, to help them play a more influential role in the academic life of their student.

10. LIMITATIONS OF THE CURRENT PROGRAM TO ENABLE UNDERPERFORMING STUDENTS TO MEET STANDARDS

With the greater demands put on teachers to gather, interpret, and address data, more time is needed for teachers to truly understand and address the needs of each and every student. Greater amounts of time (and therefore paid hours) still need to be available for staff development including the paraprofessionals on campus. Also, additional FTEs are needed to allow for smaller class sizes especially at the beginning levels in the content areas especially as those classes directly affect student achievement and pass rates on the required California High School Exit Exam.

JURUPA UNIFIED SCHOOL DISTRICT
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JURUPA VALLEY HIGH SCHOOL
SCHOOL GOALS AND CONCLUSIONS
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Conclusions from Student Performance Data

Data examined included results of CAT 6 taken in the spring by all ninth, tenth, and eleventh grade students at Jurupa Valley High School, the district's criterion reference tests in English and math, and teacher grade distribution data. Other data reviewed included SAT/ACT results, Golden State test results, UC, CSU, and RCC placement exam results for JVHS students, enrollment patterns, attendance patterns, and a-g completion rates.

CAT 6 data indicate that Jurupa Valley High School students are achieving below the norm in math, science, history and language arts. Verbal scores on the SAT/ACT indicate the need for increased student achievement in the language arts courses, as do achievement scores on the UC/CSU placement tests. The implementation of the College Prep English Course aligned to the RCC curriculum continues to focus on improving our student scores for college success. Achievement on all measures is high for GATE students, although higher GATE student data is to be found among those GATE students participating in the school's GATE program. The 2004-2005 School Plan addresses the need to improve achievement of the ELD, Special Education, and educationally at-risk subgroups. The data indicates the need to place these students in courses where they will receive a rigorous core curriculum, but at the same time to provide them with support services. Support services identified in this plan include after-school tutorial opportunities and accelerated skill-building classes to be taken in addition to the core to help these students move forward to grade-level competency and mastery of the core subject material. Training for teachers in methods and authorization for meeting the needs of special populations to help them achieve mastery of the core curriculum is also outlined in this plan.

Therefore we conclude:

- That student achievement data, while improving, still shows needed improvements in reading and math skill levels for a large percentage of our population,
- That GATE student enrollment in Advanced Placement and Honors courses has increased, however identification of GATE students remains low relative to other schools and is especially low in the sub-populations,
- That ELD students have been served in greater numbers however, standardized test scores and grades in core classes provide evidence that these students are achieving at a lower level than the rest of the student population.
- That the number of students completing the a-g courses, while rising, still remains low relative to other students in the state,
- That the infusion of technology in instruction has improved greatly with additional labs and computers in the classroom, but teachers still have a need for more training.

Conclusions from Parent, Teacher and Student Input: Interviews with School Site Council and PTSA members and with parents at the Back-to-School Night and Career and College planning events indicates that these are welcome and helpful events whereby parents can voice their concerns and offer solutions and suggestions.

School Goals for Improving Student Achievement: Several performance improvement goals may be established in response to the academic needs of various groups of students.)

Goal #1: Increase the number of students achieving proficiency on course standards with special emphasis on language arts and math.

Goal #2: Increase the achievement of all special needs students, including GATE, at-risk, English language learners, and Special Education students.

Goal #3: Increase the number of students successfully completing the a-g courses and enrolling in Honors and Advanced Placement courses.

Goal #4: Increasing students' motivation to achieve in school by tying coursework to career aspirations and infusing technology into the curriculum.

Goal #5: Improve campus safety for students and staff and reduce the number of fights and incidences of drug and alcohol use by students.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services
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Rubidoux

High School

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND SCHOOL GOALS AND CONCLUSIONS

2004-2005

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

RUBIDOUX HIGH SCHOOL

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2004-2005

Rubidoux High School has completed a comprehensive analysis of educational practice, as required by our participation in the State's SAIT program. The accuracy of our analysis has been reviewed and verified by the Riverside County Office of Education's SAIT Team. Nine essential questions have been reviewed and answered. The APS (Academic Program Survey), which details our analysis of educational practice, is provided below.

All students in 9th and 10th grade will have availability to standards-based instructional materials in ELA. RHS has purchased textbooks for each student as well as full classroom sets. Students enrolled in Algebra A, I, II and Geometry will also have availability to individual textbooks and classroom sets are purchased for each classroom.

	Essential Component #1: Instructional Program
Finding 1.1	SAIT concurs with the site's finding of partial fulfillment for the following reasons: 1. Standards-aligned textbooks are not provided for all ninth and tenth grade students in core English classes. 2. Standards-aligned textbooks are not provided for all ninth and tenth grade students in intervention classes. 3. Standards-aligned textbooks are not provided for all ninth and tenth grade students in English language development classes.
Finding 1.2	SAIT concurs with the site's finding of partial fulfillment for the following reasons: 1. SBE-approved textbooks are not being used in all Algebra I mathematics courses. 2. The SAIT team recognizes that Algebra A classrooms are not using a SBE-approved textbook. We have done an analysis of the two books and the textbook being used is virtually the same as the SBE-approved textbook. 3. In other math programs (Algebra II and Geometry) there are not sufficient standards aligned textbooks.
	Essential Component #2: Student Access to High School Standards-aligned Core Courses
Finding 2.1	SAIT concurs with the site's finding of substantial fulfillment.
Finding 2.2	SAIT concurs with the site's finding of substantial fulfillment.
	Essential Component #3: Principals' Instructional Leadership Training
Finding 3	SAIT concurs with the site's finding of minimal fulfillment for the following reasons: 1. Neither the principal nor assistant principal for curriculum has completed AB75.
	Essential Component #4: Teachers Professional Development Opportunities
Finding 4.1	SAIT concurs with the site's finding of substantial fulfillment.
Finding 4.2	SAIT concurs with the site's finding of minimal fulfillment for the following reason: 1. English/LA teachers have not participated in AB466 training.

Finding 4.3	SAIT concurs with the site's finding of minimal fulfillment for the following reason: 1. Mathematics teachers have not participated in AB466 training.
	Essential Component #5: Student Achievement Monitoring System
Finding 5.1	SAIT concurs with the site's finding of partial fulfillment for the following reasons: 1. Nine-week benchmarks have not been developed. 2. Pacing guides have been established.
Finding 5.2	SAIT concurs with the site's finding of partial fulfillment for the following reason: 1. Data that was to be used by teachers for instructional decisions was not received from the District office in a timely manner.
	Essential Component #6: Ongoing Instructional Assistance and Support
Finding 6.1	SAIT concurs with the site's finding of partial fulfillment for the following reasons: 1. Some formal training has been provided to teachers hired after the school year has started. Training is ongoing throughout the school year for new teachers. 2. No comprehensive staff development plan, training, implementation, coaching, and assessment of plan are in place. 3. Many teachers do not have an in depth understanding of California Content Standards and appropriate assessment practices in English/language arts.
Finding 6.2	SAIT concurs with the site's finding of partial fulfillment for the following reason: 1. No comprehensive staff development plan, training, implementation, coaching, and assessment of plan are in place. 2. Many teachers do not have an in-depth understanding of California Content Standards and appropriate assessment practices in mathematics.
	Essential Component #7: Intervention Programs for Students Below Grade Level
Finding 7.1	SAIT finds this component at partial implementation for the following reasons: 1. Standards-aligned textbooks are not provided for all ninth and tenth grade students in intervention classes. 2. Assessments from Corrective Reading are the only assessments used to determine placement and progress of students in intervention classes
Finding 7.2	SAIT concurs with the site's finding of substantial fulfillment. 1. Many, but not all students identified for Algebra I remediation participated in the intervention program. 2. Criteria for selection for Algebra I remediation is not well defined.
	Essential Component #8: Teacher/Department and Subject Matter Collaboration
Finding 8.1	SAIT concurs with the site's finding of partial fulfillment for the following reasons: 1. Little evidence that meetings are focused around student achievement, mastery, data analysis, instructional planning or lesson delivery. 2. Minimal collaboration time structured for which teachers are accountable. 3. Teams are not in place for specific objectives, such as vertical articulation, course planning, assessment.
Finding 8.2	SAIT concurs with the site's finding of substantial fulfillment for the following reasons: 1. Meetings are at times focused around student achievement, mastery, data analysis, instructional planning or lesson delivery. 2. Some collaboration time structured for which teachers are accountable. 3. Teams are being put in place for specific objectives, such as vertical

	articulation, course planning, assessment.
	Essential Component #9: Fiscal Support
Finding 9.1	SAIT concurs with the site's finding of partial fulfillment for the content area of reading/language arts following reasons: 1. Textbook funds were frozen for 2003-04. 2. There are no state approved language arts materials for ninth grade. 3. A limited number of staff development opportunities were funded for 2003-04. 4. There are insufficient intervention textbooks available for the number of intervention students. 5. There is a limited amount of categorical funding apportioned to support the high school. They are not a Title I school and receive no Title I funding.
Finding 9.2	SAIT concurs with the site finding of partial fulfillment for the content area of math for the following reasons: 1. The mathematics department has sufficient textbook material. 2. Although the current adopted Algebra I textbooks were originally published by Addison Wesley, the textbooks being used in Algebra A are virtually the same as the SBE approved Prentice Hall Algebra I.

School/Family/Community Available Resources

Several family, school, district and community resources are available to assist RHS school goals. These include, but are not limited to:

- Teen Center
- Community Counseling
- Alumni (e.g., AVID)
- Passport to College (RCC)
- University Partnerships/ Collaboratives
- Score
- Youth Opportunity Center
- Satellite Continuation School
- Satellite Independent Study Program

School/Community Barriers to Improve Student Achievement

- Language Barriers (ELL Students)
- Student Apathy
- Poverty
- Truancy
- Limited Resources
- Instructional materials
- Technology Limitations
- Access to Student Achievement Data
- Aging Facility

The RHS Single Plan For Student Achievement corrective actions represent our response to address student achievement goals. This plan was created in conjunction with the school's participation in SAIT. The specific action items and timelines are those mandated by the SAIT process.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

RUBIDOUX HIGH SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2004-2005

STUDENT PERFORMANCE DATA SUMMARY

I OVERALL SCORES

Academic Performance Index (API)

School Year	API	Growth Target	Actual Growth
1999-2000	533	14	6
2000-2001	546	13	13
2001-2002	548	13	-11
2002-2003	594*	13*	47*

** Unofficial API Report Generated by Sanford Systems, Inc.*

What the Data Suggest: API

Since the inception of II/USP, Rubidoux High School (RHS) has shown mixed results on API student achievement growth. We believe that this is due, in part, to STAR testing administration inconsistencies, first occurring in 2001 (II/USP planning year). As reported by CDE officials, in 2001 the school did not test a sufficient percentage of students in the *SAT9 Language* subtest. In examining the details behind this test irregularity, it was found that RHS did not test a significant number of students *altogether.* Students omitted for testing in 2001 included significant numbers of *Special Education* and *English Learner* students—not only in the *SAT9 Language* subtest, but also *SAT9 Reading* and *CST English.* Nonetheless, the school received a growth API of 13 points (546) for test results in 2001. However, due to the fact that significant numbers of *Special Education* and *English Learner* students were not tested in three primary subtests, it is generally held that the API produced for 2001 (growth and base) was *inflated.* Student achievement results for 2002 (II/USP Year 1) resulted in an 11-point decline over the previous year. We believe this was due, in part, to the dramatic increase in the *number* and *percent* of students who participated in the State's STAR Test, especially *Special Education* and *English Learner* students. That is, the school's 2002 API growth target was set against an "inflated" 2001 API base. The following charts demonstrate *Special Education* and *ELL* participation increases in 2002 vs. 2001 on three identified subtests.

Number/Percent Increase of Special Education Students Tested: 2002 vs. 2001

Year (Total # Tested)	SAT9 Reading	*SAT9 Language*	*CST English*
2001 (207)	53 (26%)	54 (26%)	46 (22%)
2002 (249)	170 (68%)	170 (68%)	225 (90%)
Percent Increase	***220 %***	***210%***	***390%***

As evidenced from the data above, many more students who typically score in lower performance bands tested in 2002 over 2001. The percent increase is significant—up to 390%!

Not only *Special Education* students were omitted from testing in 2001. Additionally, several *English Learners,* especially those not enrolled in *regular* English classes (*Beginning* and *Early Intermediate)* were not tested, as well. The chart below demonstrates the number (#) and percent (%) increase of *English Learners* tested in 2002 vs. 2001 in three identified sub-tests.

Number/Percent Increase of English Learner Students Tested: 2002 vs. 2001

Year (Total # Tested)	**SAT9 Reading**	**SAT9 Language**	**CST English**
2001 (348)	250 (72%)	256 (73%)	220 (63%)
2002 (310)	282 (91%)	285 (92%)	298 (96%)
Percent Increase	***19 %***	***19%***	***33%***

California Standards Tests: Scaled Scores

Year Proficiency Band	**Eng 9**	**Eng 10**	**Eng 11**	**General Math**	**Alg 1**	**Alg 2**	**Geom**	**HS Math**
2002 (number tested)	*661*	*549*	*535*	*320*	*587*	*193*	*343*	*84*
%ADV	4	7	4	0	0	0	1	0
%PROF	13	15	16	3	4	6	13	6
%BAS	29	28	30	19	29	25	28	27
%BBAS	28	26	25	54	41	38	42	49
%FBBAS	25	24	26	24	26	30	15	18
Scaled Score	**301.1**	**305.5**	**301.8**	**277.1**	**281.8**	**282.6**	**296.1**	**278.8**
2003 (number tested)	*740*	*624*	*509*	*35*	*1007*	*349*	*228*	*57*
%ADV	4	5	5	0	0	1	1	2
%PROF	16	15	15	0	4	8	17	19
%BAS	35	36	34	0	17	23	28	23
%BBAS	28	27	19	6	50	42	47	49
%FBBAS	16	17	26	94	29	26	7	7
Scaled Score	**313.1**	**310.3**	**304.8**	**252.4**	**275.8**	**284.9**	**302.9**	**304.6**
1 Yr Growth/Loss	***+12***	***+4.8***	***+3.0***	***-24.7***	***-6.0***	***+2.3***	***+6.8***	***+25.8***

What the Data Suggest: CSTs

Overall student progress in English and Math on CSTs over the last two years generally shows positive gains in most areas (6 of 8 reported subtests). The most significant increases have occurred in *High School Math* and *English 9.* Upon first glance, one might mistakenly conclude that RHS showed a decline in achievement (-6 scaled score difference in 2003) in Algebra 1. However, this is not the case. Note the dramatic increase in the *number* of test takers for Algebra 1 in 2003 (1007 vs. 587). This change represents a change in test administration. In 2002 students enrolled in Algebra A took the General Math test. In 2003, students enrolled in Algebra A took the Algebra 1 test. The general reason for this change in testing administration was due to the fact that the general math test is considered to be *below grade-level.* Further, students who test in general math are automatically dropped two performance bands with reference to grade-level expectations for California Math Standards. As with Algebra 1, again, the decline in scaled score for general math is a result of changes in test administration. In 2003, only 35 students (*all* Special Education) took the General Math test, compared to 320 combined Algebra A/Special Education students in 2002.

From a pure numbers standpoint, the following table demonstrates that Algebra 1 students actually performed better in 2003 than they did in 2002. *[Note: scaled scores are derived from the number and percent of students scoring in each performance band.]*

***Algebra 1: Number of Students Scoring in Each Performance Band**

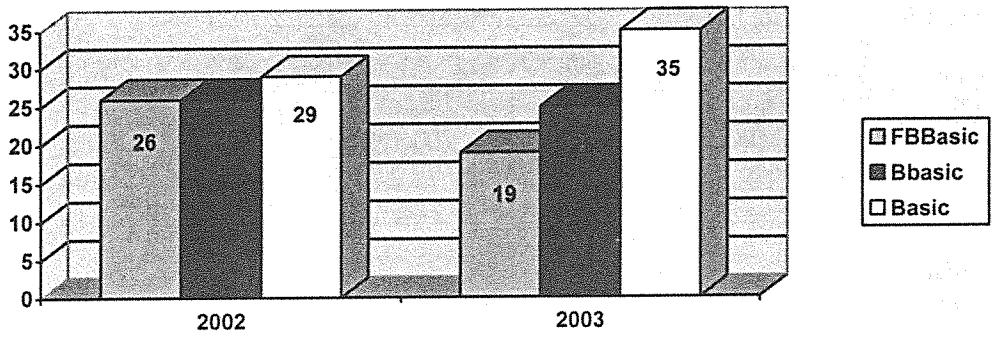
Performance Band	2003	2002
ADVANCED	0	0
PROFICIENT	41	24
BASIC	171	170
BELOW BASIC	504	250
FAR BELOW BASIC	292	460

**Algebra 1 numbers includes General Math performance band reduction*

As evidenced in the table above, 168 *fewer* students scored in the *Far Below Basic* performance band in 2003 vs. 2002 (292 vs. 460). Additionally, the number of students scoring *Proficient* increased by 17 students (41 vs. 24). These results confirm improved student achievement for Algebra 1/General Math combined for 2003 over 2002.

In looking at combined English 9-11 performance data, RHS students posted an overall decrease of 7% for students scoring in the lowest performance band--*Far Below Basic*. A 6% increase was shown for students scoring *Basic*. This performance band data is shown on the graph below.

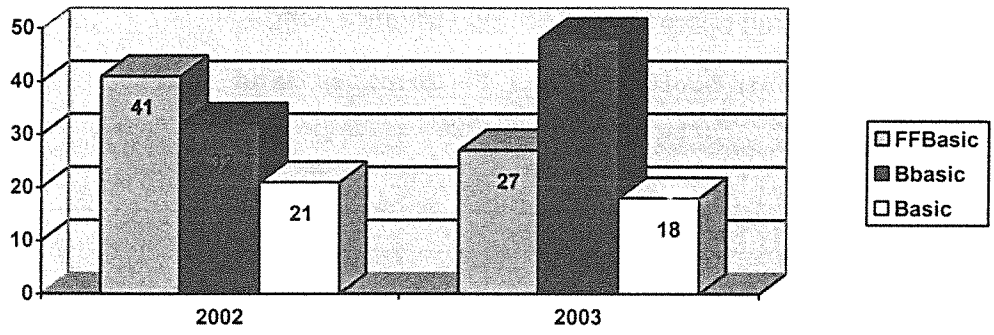
COMBINED ENGLISH 9-11



English 9-11 Percent Of Students on CST

In combined Math (the same three courses reviewed by CDE for RHS API Waiver Request), the results show a 14% decrease in students scoring in the lowest performance band—Far *Below Basic*. It appears as if the bulk of these students moved into the next performance band (*Below Basic*), where an increase of 16% is noted. Unfortunately, students scoring *Basic* fell 3%. This data suggest that added emphasis should be given to improve the achievement of *average achievers* so they can reach the advanced levels.

*COMBINED MATH: *GENERAL MATH, ALGEBRA 1, GEMOETRY*



Combined Math (General, Alg. 1, Geometry) Percent Of Students on CST

**Math calculation includes below grade-level adjustment for General Math*

II SUBGROUP PERFORMANCE DATA: API/AYP

API Sub-Groups: 5-Year History

Year	African Am	Hispanic	White	SED
1999 Base/Target	485 /11	473 /11	609 /11	458 /11
2000 Growth (*Total*)	453 (*-32*)	485 (*12*)	619 (*10*)	466 (*8*)
Met Target	no	yes	no	no
2000 Base/Target	453 /10	485 /10	619 /10	466 /10
2001 Growth (*Total*)	533 (*80*)	482 (*-3*)	653 (*34*)	481 (*15*)
Met Target	yes	no	yes	yes
2001 Base/Target	554 /10	500 /10	658 /10	498 /10
2002 Growth (*Total*)	530 (-24)	497 (-3)	648 (-10)	489 (-9)
Met Target	no	no	no	no
2002 Base/Target	512 /10	501 /10	640 /10	488 /10
2003 Growth (*Total*)	590 (*78*)	560 (*59*)	655 (*15*)	551 (*63*)
Met Target	yes	yes	yes	yes
Grand Total Gain	**105**	**87**	**46**	**93**
Average Year Gain	***26.2***	***21.7***	***11.5***	***23.2***

AYP English Target = 11.2 (Percent Proficient or Above)

Sub-Group	*2002 % Proficient*	*2003 % Proficient*	*% Growth Over 2002*
School	11.6	37.0	25.4
SED	7.7	27.2	19.5
ELL	5.4	19.2	13.8
African Am.	7.7	39.1	31.4
Hispanic	7.7	29.3	21.6
White	23.0	51.3	28.3

AYP Math Target = 9.6 (Percent Proficient or Above)

Sub-Group	*2002 % Proficient*	*2003 % Proficient*	*% Growth Over 2002*
School	4.3	27.2	22.9
SED	2.8	24.0	21.2
ELL	2.9	16.8	13.9
African Am.	0	22.4	22.4

Hispanic	2.7	22.8	20.1
White	8.8	38.0	29.2

What the Data Suggest: API/AYP

Over a 5-year period (1999-2003), student achievement gains are noted with all subgroups, as measured by API. Hispanic students posted an average gain of 26.2, followed by SED (23.2), African American (21.7) and White (11.5). Inconsistent yearly growth, again, is believed to be due, in part, to inconsistent test administration and/or irregularities. API growth over the 1999 base API has been demonstrated for each subgroup. The 2003 results as produced by Sanford Systems Inc., show the most gains of any year, with all subgroups surpassing targets.
AYP sub-group data, as measured by the California High School Exit Exam, suggest significant improvement in 2003 over 2002 for every subgroup.

III FIVE YEAR TRENDS IN ACHIEVEMENT

Three or more year achievement trends are not available for CSTs. This is largely due to the fact that CSTs are relatively new and "how" CST data is reported (e.g., performance bands) has remained constant for the last two-years only. For three years *plus* achievement trends, we have analyzed SAT9 data, which are reported in the table below.

SAT9 Results (Reading, Math, Language) Percentile Point Loss/Gain 1998-2002

	GRADE 9				**GRADE 10**				**GRADE 11**				
Year	*R*	*M*	*L*	*Grade Growth*	*R*	*M*	*L*	*Grade Growth*	*R*	*M*	*L*	**Grade Growth**	Total
97-98	26	39	37	N/A	22	30	25	N/A	31	38	35	N/A	**N/A**
98-99	25 (-1)	39 (nc)	39 (+2)	+1	23 (+1)	34 (+4)	28 (+3)	+8	29 (-2)	37 (-1)	37 (+2)	-1	**+8**
99-00	25 (nc)	41 (+2)	40 (+1)	+3	24 (+1)	33 (-1)	30 (+2)	+2	29 (nc)	36 (-1)	38 (+1)	nc	**+5**
00-01	25 (nc)	44 (+3)	42 (+2)	+5	25 (+1)	35 (+2)	31 (+1)	+4	32 (+3)	39 (+3)	41 (+3)	+9	**+18**
01-02	27 (+2)	44 (nc)	39 (-3)	-1	24 (-1)	38 (+3)	30 (-1)	+1	31 (-1)	39 (nc)	38 (-3)	-4	**-2**
Growth ***Totals***	**+1**	**+5**	**+2**	**+8**	**+2**	**+8**	**+5**	**+15**	**nc**	**+1**	**+3**	**+4**	**+29**

What the Data Suggests: SAT 9

SAT9 achievement growth over a 5-year period has been minimal to moderate. In the three reported subject areas, 4-year combined percentile point gain is 14—Math, 10—Language, and 3—Reading. Combined subject area growth for any one year is a high of 18 percentile points in 2001 to a low of -2 in 2002. Again, however, remember that 2001, is generally considered the "inflated" year. Grade-level growth trends indicate that 10th grade has shown the most combined percentile point gain (15) followed by 9th grade (8), and 11th grade (4).

Given the 2001 testing irregularity, which makes comparisons against the previous year (2000) and following year (2002) questionable, student data were analyzed another way—that is, combined percentile point gain over the baseline year (1998). This data is shown in the graph below.

9th - 11th Grade Combined Reading, Math, and Language Percentile Point Gain

