

JURUPA UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION REGULAR MEETING AGENDA

MISSION STATEMENT

The mission of the Jurupa Unified School District is to educate each student to the highest levels of academic achievement and prepare students to succeed in life.

BOARD OF EDUCATION John Chavez, President Sam Knight, Clerk Mary Burns Carl Harris Mike Rodriguez
SUPERINTENDENT Elliott Duchon

TUESDAY, JULY 5, 2005

(Note: Because of the Monday Holiday, the regular meeting is changed to Tuesday.)

**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 Chavez)

Roll Call: President Chavez, Mr. Knight, Mrs. Burns, Mr. Harris, 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:

STUDENT DISCIPLINE: Pursuant to Education Code Sections 48900 and 48915, the Board will be discussing Discipline Cases: #05-001, #05-332, #05-334, #05-335, #05-320, #05-321, #05-336, #05-251, #05-296, #05-307, #05-308, #05-311, #05-315, #05-319, #05-327.

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/ evaluation; Employee Performance Evaluation: Superintendent.

CONFERENCE WITH LABOR NEGOTIATOR: Pursuant to Section 54957.6, Name of Agency Negotiator: Interim Assistant Superintendent Personnel Services. Title of unrepresented employees: Certificated Management, Classified Management and Management/Confidential Employees, Consider Increase in Health & Welfare Benefit Allowance.

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 Chavez, Mr. Knight, Mrs. Burns, Mr. Harris, Mr. Rodriguez
Flag Salute (President Chavez)
Inspirational Comment (President Chavez)

1. 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.

2. Administrative Reports and Written Communications

(Mr. Duchon)

3. 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:

	<u>Committees/Boards</u>
Mr. Harris:	→Facility Funding Committee
Mr. Rodriguez:	→Budget Committee
	→Board of Directors, District Charitable Purpose Foundation
Mr. Knight:	→Consolidated Application Advisory Committee
	→Facility Funding Committee
	→Rubidoux High School Blue Ribbon Committee
Mrs. Burns:	→Best of the Best Employee Recognition Committee
	→Budget Committee
	→Rubidoux High School Blue Ribbon Committee
	→Vocational Education Advisory Committee
President Chavez:	→English Learner Advisory Committee
	→Board of Directors, District Charitable Purpose Foundation

ACTION SESSION

A. Approve Routine Action Items by Consent

Administration recommends the Board approve/adopt Routine Action Items A 1-13 as printed.

- * 1. Approve Minutes of June 20, 2005 Regular Meeting
- * 2. Agreements (Mrs. Lauzon)
- 3. 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.

Through an Edison International employee/employer contribution program, parents of Camino Real students have donated funds in the amount of \$30.00. The funds will be used to purchase instructional materials for the school.

Parents of fifth grade students at Peralta Elementary School wish to donate \$888.75, with the request the funds be used to pay expenses for a student field trip.

The Sunnyslope Elementary School PTA wishes to donate \$3,475.00, with the request the funds be used to pay for educational programs to benefit students.

Parents of students at Sunnyslope Elementary School wish to donate funds, with the request the funds be used to pay expenses for various class field trips.

third grade	\$1,000.00
sixth grade	<u>331.00</u>
TOTAL	\$1,331.00

A. Approve Routine Action Items by Consent (Continued)

3. Accept Donations (Continued)

(Mrs. Lauzon)

Through an Edison International employee/employer contribution program, Edison wishes to donate a quarterly company match of \$84.24 for Sunnyslope Elementary School. The funds will be used to pay for educational programs for the school.

The Troth Street Elementary School PTA wishes to donate \$8,000.00, with the request the funds be used to purchase instructional materials and pay for various field trips and assemblies.

Parents of fourth grade students at Troth Street Elementary School wish to donate \$830.50, with the request the funds be used to pay for student field trip admissions and assemblies.

Pomona Baseball League, in Pomona, wishes to donate \$300.00, with the request the funds be used to benefit the Baseball program at Rubidoux High School.

Mr. Johnny E. Mosher, Sr., a resident, wishes to donate \$110.00, with the request the funds be used to benefit the Baseball program at Rubidoux High School.

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

* 4. Affirmation of Non-Routine Student Field Trip Request

(Mr. Jensen)

Lt. Colonel William Frank, teacher at Rubidoux High School, is requesting approval to travel to Nellis Air Force Base, Nevada on Monday, June 27 through Saturday, July 2, 2005 with approximately forty-five students. The purpose of the trip is to participate in a Headquarters United States Air Force sponsored Summer Leadership School. Students will have the opportunity to experience military aviation activities first-hand. Transportation will be by chartered bus; staff members will provide supervision; accommodations and meals will be provided by the Nellis Air Force Base Billeting/Dining facility; and **costs will be paid by contributions, United States Air Force funds, and ASB Trust funds.** Administration has been assured that no student will be denied an opportunity to participate in this activity due to the lack of funds. A copy of the Non-Routine Student Field Trip Request is included in the supporting documents.

It is recommended that the Board affirm the Non-Routine Student Field Trip Request from Lt. Colonel William Frank to travel to Nellis Air Force Base, Nevada with approximately 45 students to participate in Summer Leadership School on Monday, June 27 through Saturday, July 2, 2005.

A. Approve Routine Action Items by Consent (Continued)

- * 5. Approve Non-Routine Student Field Trip Request from Jurupa Valley High (Mr. Jensen)
Mr. Tim Hopper, teacher at Jurupa Valley High School, is requesting approval to travel to UC Santa Barbara on Friday, July 8 through Monday, July 11, 2005 with six students. The purpose of the trip is to attend the CADA Leadership Camp. Students will be provided with an opportunity to participate in training for development of the ASB program and evaluate co-curricular activities. Transportation will be by private vehicle; staff members will provide supervision; CADA Leadership Camp will provide meals and accommodations; and **costs will be paid through the ASB Leaders Trust account**. Administration has been assured that no student will be denied an opportunity to participate in this activity due to the lack of funds. A copy of the Non-Routine Student Field Trip Request is included in the supporting documents. It is recommended that the Board approve the Non-Routine Student Field Trip Request from Mr. Tim Hopper to travel to UC Santa Barbara July 8-11, 2005 with six students to attend the CADA Leadership Camp.

- * 6. Approve Non-Routine Student Field Trip Request from Rubidoux High (Mr. Jensen)
Mr. Vince Rosse, teacher at Rubidoux High School, is requesting approval to travel to Palm Springs with eleven students on Monday, July 25 through Thursday, July 28, 2005 to attend the annual Yearbook Editor Training Camp. Students will receive additional training in desktop publishing, trends, and editorial leadership. Transportation will be by district and private vehicles; staff members and parent volunteers will provide supervision; the Yearbook Camp will provide meals and accommodations; and **costs will be paid by donations**. Administration has been assured that no student will be denied an opportunity to participate in this activity due to the lack of funds. A copy of the Non-Routine Student Field Trip Request is included in the supporting documents. It is recommended that the Board approve the Non-Routine Student Field Trip Request from Mr. Vince Rosse to travel to Palm Springs with eleven students July 25-28, 2005 to attend the annual Yearbook Editor Training Camp.

- * 7. Approve Non-Routine Student Field Trip Request from Jurupa Valley High (Mr. Jensen)
Ms. Carly McCarty, Jurupa Valley High School teacher, is requesting approval to travel with nine students to Rancho Mirage on Monday, July 25 through Thursday, July 28, 2005 to attend the annual Josten's Yearbook Camp. Students will learn and practice yearbook software and skills. Ms. McCarty and Josten's staff will provide supervision; travel will be by private vehicles; accommodations and meals will be provided by the camp; and **costs will be paid through Yearbook Trust Funds and donations**. Administration has been assured that no student will be denied an opportunity to participate in this activity due to the lack of funds. A copy of the Non-Routine Student Field Trip Request is included in the supporting documents. It is recommended that the Board approve the Non-Routine Student Field Trip Request from Ms. Carly McCarty to travel with nine students to Rancho Mirage July 25-28, 2005 to attend the annual Josten's Yearbook Camp.

A. Approve Routine Action Items by Consent (Continued)

- * 8. Approve Non-Routine Student Field Trip Request from Jurupa Valley High (Mr. Jensen)
Mr. Tim Hopper, teacher at Jurupa Valley High School, is requesting approval to travel to the Arrowhead Lutheran Camp in Blue Jay on Saturday, July 30 through Sunday July 31, 2005 with forty students. The purpose of the trip is to attend the Jostens Leadership Training Camp and participate in workshops in teambuilding and support teaching and learning through activities and recognition. Transportation will be by personal vehicles; staff members will provide supervision; the camp will provide accommodations and meals; **costs will be paid through donations**. Administration has been assured that no student will be denied an opportunity to participate in this activity due to the lack of funds. A copy of the Non-Routine Student Field Trip Request is included in the supporting documents. It is recommended that the Board approve the Non-Routine Student Field Trip Request from Mr. Tim Hopper to travel to the Arrowhead Lutheran Camp in Blue Jay July 30-31, 2005 with 40 students to attend the Jostens Leadership Training Camp.

- * 9. Approve Non-Routine Student Field Trip Request from Rubidoux High (Mr. Jensen)
Ms. Lisa Serrano, teacher at Rubidoux High School, is requesting approval to travel to the UCLA campus on Thursday, August 4 through Sunday, August 7, 2005 with thirty-nine students. The purpose of the trip is to attend a U. S. Spirit Leaders camp where students will learn new cheerleading routines and perfect their skills. Transportation will be by district vehicles; staff members and parent volunteers will provide supervision; the camp provides accommodations and meals; and **costs are paid through fundraising activities and donations**. Administration has been assured that no student will be denied an opportunity to participate in this activity due to the lack of funds. A copy of the Non-Routine Student Field Trip Request is included in the supporting documents. It is recommended that the Board approve the Non-Routine Student Field Trip Request from Ms. Lisa Serrano to travel to the UCLA campus August 4-7, 2005 with 39 students to attend the U. S. Spirit Leaders camp.

- * 10. Approve Non-Routine Student Field Trip Request from Rubidoux High (Mr. Jensen)
Mr. Sam Gee, teacher at Rubidoux High School, is requesting approval to travel to Lake Arrowhead with twenty members of the Cross Country Team on Friday, August 5 through Saturday, August 13, 2005. The purpose of the trip is to provide students an opportunity to receive training at a high altitude to improve their endurance. Transportation will be by district and rental vans; staff members will provide supervision; **costs will be paid through fundraising activities**. Administration has been assured that no student will be denied an opportunity to participate in this activity due to the lack of funds. A copy of the Non-Routine Student Field Trip Request is included in the supporting documents. It is recommended that the Board approve the Non-Routine Student Field Trip Request from Mr. Sam Gee to travel to Lake Arrowhead with 20 members of the Cross Country Team August 5-13, 2005 to participate in endurance training.

- * 11. Approve Non-Routine Student Field Trip Request from Jurupa Valley High (Mr. Jensen)
Mr. Tim Hopper, teacher at Jurupa Valley High School, is requesting approval to travel to the Pine Summit Conference Center in Big Bear with forty students on Friday, August 12 through Sunday, August 14, 2005. The purpose of the trip is to attend the ASB Leadership Training Retreat where students will participate in leadership training and teambuilding skills workshops. Transportation will be by private vehicles; staff members and parent volunteers will provide supervision; Pine Summit Conference Center will provide meals and accommodations; and **costs will be paid through donations**. Administration has been assured that no student will be denied an opportunity to participate in this activity due to the lack of funds. A copy of the Non-Routine Student Field Trip Request is included in the supporting documents. It is recommended that the Board approve the Non-Routine Student Field Trip Request from Mr. Tim Hopper to travel to Pine Summit Conference Center in Big Bear with 40 students August 12-14, 2005 to attend the ASB Leadership Training Retreat.
- * 12. Approve Non-Routine Student Field Trip Request from Jurupa Valley High (Mr. Jensen)
Ms. Jennifer Green, Ms. Julie Boswell, Mr. Mark McFerren, and Ms. Rachel Liskes, teachers at Jurupa Valley High School, are requesting approval to travel to Crestline on Friday, November 4 through Sunday, November 6, 2005 with seventy-eight students. The purpose of the trip is to attend an AVID Senior Retreat. Students will participate in Team building confidence workshops and work on senior plans, writing, and personal statements. Travel will be by district vehicles; staff members and parent volunteers will provide supervision; meals and accommodations will be provided by the Thousand Pines Camp; and **costs will be paid through fundraising activities, donations, and the AVID District Account**. Administration has been assured that no student will be denied an opportunity to participate in this activity due to the lack of funds. A copy of the Non-Routine Student Field Trip Request is included in the supporting documents. It is recommended that the Board approve the Non-Routine Student Travel Request from Ms. Jennifer Green, Ms. Julie Boswell, Mr. Mark McFerren, and Ms. Rachel Liskes to travel to Crestline November 4-6, 2005 with 78 students to attend the AVID Senior Retreat.
- * 13. Approve Non-Routine Student Field Trip Request from Jurupa Valley High (Mr. Jensen)
Mr. Mervin Tapsfield, teacher at Jurupa Valley High School, is requesting approval to travel to Washington, D. C. and New York with twenty-five students on Monday, June 5 through Friday, June 9, 2006. The purpose of the trip is to provide an educational experience for students to see and explore the founding of our country. Travel will be by air flight; staff members and adult volunteers will provide supervision; accommodations will be at local hotels; and **costs will be paid through fundraising activities and donations**. Administration has been assured that no student will be denied an opportunity to participate in this activity due to the lack of funds. A copy of the Non-Routine Student Field Trip Request is included in the supporting documents. It is recommended that the Board approve the Non-Routine Student Travel Request from Mr. Mervin Tapsfield to travel to Washington, D.C. and New York with twenty-five students on Monday, June 5 through Friday, June 9, 2006 to see and explore the founding of our country.

- * **B. Approve Disbursement Orders** (Mrs. Lauzon)
Administration recommends the Board approve Disbursement Orders.
- * **C. Approve Purchase Orders** (Mrs. Carpenter)
Administration recommends the Board approve Purchase Orders.

- D. Approve District Representative to SELPA Community Advisory Committee** (Mr. Jensen)
The Riverside County Office of Education (RCOE) SELPA requires that each member district approve a representative to serve on its Community Advisory Board (CAC), and that this representative be approved by each district's Board of Education. We have just been notified by the RCOE SELPA that the term of our current representative will expire at the end of this year, and they are requesting that the Board approve a representative for the 2005-2006 school year. The RCOE SELPA has indicated that our current 2004-2005 representative, Ms. Marybeth Feild, has been a positive participant in the CAC process this year. Ms. Feild has also indicated that she would like to be nominated for the 2005-2006 term.

It is recommended that the Board approve Ms. Marybeth Feild as the District representative to serve on the RCOE SELPA Community Advisory Committee for the 2005/2006 school year.

- * **E. Approve CIF Representatives for Comprehensive High Schools** (Mr. Jensen)
As per legal requirement of Education Code 33353 (a)(1), the Board is requested to approve representatives to serve on the California Interscholastic Federation (CIF) League. The representatives being recommended are Mr. Ben Bunz from Jurupa Valley High and Mr. Ray Marisnick from Rubidoux High.

It is recommended that the Board ratify Mr. Ben Bunz, Jurupa Valley High School, and Mr. Ray Marisnick, Rubidoux High School, as representatives to serve on the California Interscholastic Federation (CIF) League.

- ** **F. Approve Revised June 2005 District Library Plan** (Mr. Jensen)
Pursuant to Education Code Sections 18180-18185, school districts must have a current local governing board approved Library Plan on file, to be eligible to receive funds through the Alpert (AB 825) School and Library Improvement Block Grant. In accordance with Education Code Section 18183, funds can only be dispersed to those schools that have a dedicated library space. The Library Task Force Committee met on March 24, 2005 to review the short and long range goals addressed in the current Library Plan. Suggested revisions were made for both short and long range goals. Elements of the Library Plan include: (1) selection and management of materials, (2) equal access to an effective library program, and (3) program plans, policies, and on-going assessment. Following Board of Education approval, the revised Library Plan will be filed with the Riverside County Office of Education.

It is recommended the Board approve the District Library Plan Revised June 2005.

* **G. Approve Submittal of 2005-2006 Agricultural Vocational Education Grant Proposals** (Mr. Jensen)

The District is eligible to apply for an Agricultural Vocational Education Incentive Grant for each comprehensive high school for the period of July 1, 2005 through June 30, 2006. Rubidoux High School is eligible to apply for \$18,670 and Jurupa Valley High School is applying for \$15,035. The purpose of the grant is to improve the quality of the educational program by upgrading agriculture equipment and instructional materials. A copy of each application is included in the supporting documents. Although this application requires matching funds, the District is requesting a Superintendent's waiver due to the reduction of program and educational support and the District's continued increase in student population. It is recommended that the Board approve submittal of the 2005-2006 Agricultural Vocational Education Incentive Grant proposal for Jurupa Valley High and Rubidoux High Schools with a letter from the Superintendent requesting a waiver that would exclude the requirement for matching funds.

** **H. Approve Submittal of Part I of the 2005-2006 Consolidated Application** (Ms. Moreno)

The State Department of Education requires that districts desiring to apply for certain categorical funds submit a consolidated application. This application requests funds for eleven categorical programs including: 1) the federal Title I program which provides supplemental funds to qualified low income schools in the District to plan and implement programs for underachieving compensatory education students; 2) federal Title II (Teacher Quality) provides staff development; 3) federal Title II (Technology) for technology integration and staff development; 4) federal Title III (LEP Students) provides services to Limited English Proficient students; 5) federal Title IV (Safe and Drug Free Schools and Communities); 6) federal Title V (Innovative Education) provides library and counseling services; 7) state Economic Impact Aid for compensatory and bilingual education; 8) state Peer Assistance Review program for teacher mentoring; 9) AB 1113 School Safety Block Grant to support violence prevention, 10) Cal-SAFE provides educational alternative programs; and 11) state Tobacco-Use Prevention Education.

Part I of the Consolidated Application contains 158 separate assurances covering the legal compliance requirements for each program. In addition, this portion of the document requires that the District submit certification of private school participation (if applicable) and compensatory education ranking of schools for Title I and state compensatory education funding. The District uses the percentage of students receiving free and reduced lunches as the economic criterion to rank schools. The District must also report on student data relative to students who have received Title I services from 2004-2005. This year, in order to comply with requirements under the No Child Left Behind (NCLB) act, the state is requesting expulsion, suspension, and truancy information to be used to identify "persistently dangerous" schools. No schools in the District were identified as "at risk" of being designated "persistently dangerous" according to these data requirements. In addition, a form identifying the number of NCLB compliant teachers and paraprofessionals is used to evaluate the District's compliance with ensuring "Highly Qualified" staff.

- ** H. Approve Submittal of Part I of the 2005-2006 Consolidated Application** (Ms. Moreno)
(Continued)
When the initial application is submitted, final appropriations are unknown; therefore, district and school site personnel are directed to base their planning for the next fiscal year on prior year funding. Currently, seventeen schools in the District are receiving Title I funding: Ina Arbuckle, West Riverside, Rustic Lane, Troth Street, Granite Hill, Mission Bell, Pacific Avenue, Van Buren, Pedley, Glen Avon, Peralta, Sunnyslope, Stone Avenue, Indian Hills, Jurupa Middle, Mira Loma Middle, and Mission Middle schools. In November, the District's request will be updated and Part II of the Consolidated Application will be submitted with final appropriations. Administration recommends that the Board approve submittal of Part I of the 2005-2006 Consolidated Application.
- * I. Approve Submittal of Local Education Agency Plan (LEAP) Addendum** (Ms. Moreno)
Ms. Terri Moreno, Director of Categorical Programs, will provide a report on the requirements that were necessary to complete the District's Local Education Agency Plan (LEAP) addendum and the process used to identify and assess the targeted needs to be supported by the external organization that will assist with recommended improvements incorporated into the revised LEA Plan. It is essential that the Plan modifications focus on the strategic actions that will most expeditiously improve student academic achievement for all student groups and close the achievement gap. Administration recommends that the Board approve submittal of the Local Educational Agency Plan (LEAP)
- * J. Adopt Resolution #2006/01, Adopting Local Guidelines for Implementing California Environmental Quality Act (CEQA)** (Mrs. Lauzon)
During the 2004 Legislative Session, the Governor signed into law several changes to CEQA; there were also changes in case law. These changes are reflected in the provisions of the District's Guidelines for Implementing CEQA. District counsel, Best, Best & Krieger LLP, prepared the 2005 Local Guidelines for Implementing CEQA that are provided in the supporting documents for Board members. The Guidelines are available for public review in the Director of Centralized Support Services' office. Administration recommends that the Board adopt Resolution #2006/01, Local Guidelines for Implementing the California Environmental Quality Act (CEQA).
- K. Approve Purchase of Thirteen (13) Dell OptiPlex GX280 Computers for Camino Real Elementary School** (Mrs. Lauzon)
Camino Real Elementary School wishes to purchase thirteen (13) Dell OptiPlex GX280, small Desktop computers. The computers will be purchased from Dell using the California Education NASPO (DGS State Contract A63307 #N39913654). The purchase will total \$15,865.10. **The computers will be purchased using Governor's Performance Award and SIP Funds.** 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 thirteen (13) Dell OptiPlex GX280 computers from Dell in the amount of \$15,865.10 (tax included) for Camino Real Elementary School.

L. Approve Purchase of Twenty (20) Art Project Tables for Patriot High (Mrs. Lauzon)

The District wishes to purchase twenty (20) art project tables to be delivered and installed at Patriot High School. The art project tables will be purchased with Furnishing, Furniture and Equipment funds from Measure C and the State School Building Program for the Patriot High School construction project. Board policy requires that purchases in excess of \$12,000.00 be presented to the Board for approval. Quotes were received as follows:

ATD	\$23,259.35
Culver Newlin	\$27,530.56
Jones Campbell	\$27,158.39

Administration recommends the Board authorize the purchase of twenty (20) Art Project Tables from ATD in the amount of \$23,259.35 (tax included) for Patriot High School.

M. Award Inspector of Record for New Construction and Modernization Projects

(Mrs. Lauzon)

At the February 22, 2005 Board of Education Meeting, the Board approved the Request to Solicit Proposals – Inspector of Record. The District issued a Request for Proposals (RFP) on April 29, 2005 and required that all proposals be submitted to the Facilities Department by Friday, May 13, 2005, 4 p.m. Seven consultants responded to the RFP. On June 15, 2005, district staff reviewed proposals and interviewed six consultants. One consultant declined the interview as he had taken a position with another district. The candidates interviewed were as follows:

<u>Inspector</u>	<u>Class 1</u>	<u>Class 2</u>	<u>Class 3</u>
Borg Pacific	75.00/hr	70.50/hr	68.00/hr
All American Inspection	75.00/hr	70.00/hr	65.00/hr
Arco Inspection Services	70.00/hr	62.00/hr	52.00/hr
Inland Inspections	72.50/hr	69.50/hr	66.50/hr
TYR, Inc. (Twining Lab)	78.00/hr	72.40/hr	63.00/hr
UCMI, Inc.	80.00/hr	70.00/hr	60.00/hr

- Class 1 Inspector – Buildings or additions over 2,000 square feet that utilize materials other than wood frame shear walls. Class 1 inspectors are qualified to inspect any project.
- Class 2 Inspector – All buildings or additions over 2000 square feet that utilize wood frame, shear walls as the primary lateral-load resistive system.
- Class 3 Inspector – Buildings or additions of wood frame single-story construction, pre-manufactured, single story construction.

Although Arco Inspection Services rates are lower for Class 2 and 3 inspectors, they are a new company and have no experience in performing Inspector of Record Services. Because of the complexity of modernization projects and the volume of construction projects planned in the district over the next year, we do not recommend using a new company.

M. Award Inspector of Record for New Construction and Modernization Projects

(Continued)

(Mrs. Lauzon)

Based on the information provided in the proposals, interviews, and references conducted by staff; staff recommends the Inspector of Record Services be awarded to UCMI, Inc. and to All American Inspection Services. Due to the large number of projects scheduled this year, we will be utilizing both companies in order to meet construction deadlines. The construction projects will require the services of a Class 2 and Class 3 inspector. Staff recommends UCMI be utilized as a Class 3 inspector to inspect the relocatable buildings being placed throughout the district. Staff recommends All American Inspection be utilized for all Class 2 projects.

All American Inspection has been providing exceptional services to the district for approximately 15 years. As a result of working in the district for many years, All American Inspections is very familiar with the district and our schools.

The Inspector of Record services will be paid for from the State School Facility Program and Measure C funds.

Administration recommends the Board award the Inspector of Record Services for new construction and modernization projects to All American Inspections and UCMI, Inc.

N. Award Bid #05/14, Exterior Painting at Four (4) District Sites

(Mrs. Lauzon)

At the March 7, 2005 meeting, the Board approved the advertisement and solicitation of bids for exterior painting at Camino Real, Ina Arbuckle, Sky Country, and Van Buren Elementary Schools. On June 22nd, 10:00 a.m., the bid opening was conducted. The results were:

<u>Contractor</u>	<u>Bid Amount</u>
E. Bilsakis Painting, Inc.	\$205,000
Paramount Painting, Inc.	\$229,000
Tony's Painting	\$249,500
Fix Painting Co.	\$417,000

The lowest, most responsive bidder was E. Bilsakis Painting, Inc. **This project will be paid for out of State Deferred Maintenance Funds.**

Administration recommends the Board award Bid #05/14, exterior painting at Camino Real, Ina Arbuckle, Sky Country and Van Buren Elementary Schools, to E. Bilsakis Painting, Inc. in the amount of \$205,000.

O. Award Bid #05/15, Replace Twenty (20) Air Conditioning Units at Glen Avon Elementary School (Mrs. Lauzon)

At the May 2, 2005 meeting, the Board approved the advertisement and solicitation of bids to replace twenty (20) air conditioning units at Glen Avon Elementary School. On June 23, 2005, 10:00 a.m., a bid opening was conducted. The results were:

<u>Contractor</u>	<u>Bid Amount</u>
Castillo Heating & Air Conditioning*	\$ 98,400
Pacific Air Heating & Cooling, Inc.	\$126,180
W.R. Robbins Co., Inc.	\$148,000
Air Master Air Conditioners	\$198,000

*Castillo Heating & Air Conditioning has requested that their bid be withdrawn as an error was made in calculating their bid.

The lowest, most responsive bidder was Pacific Air Heating & Cooling. **This project will be paid for out of State Deferred Maintenance funds.**

Administration recommends the Board award Bid #05/15, Replace Twenty (20) Air Conditioning Units at Glen Avon Elementary School, to Pacific Air Heating & Cooling, Inc. in the amount of \$126,180.

P. Award Bid #05/16, 2005 Parking Lot Additions at Three (3) Sites (Mrs. Lauzon)

At the November 1, 2004 meeting, the Board approved the advertisement and solicitation of bids for 2005 parking lot additions at Granite Hill, Troth Street and Van Buren Elementary Schools. On June 23, 2005, 2:00 p.m., a bid was conducted. The results were:

<u>Contractor</u>	<u>Bid Amount</u>
NPG, Corp.	\$213,944
Hillcrest Contracting	\$279,900

The lowest, most responsive bidder was NPG, Corp. **This project will be paid for out of State Deferred Maintenance Funds.**

Administration recommends the Board award Bid #05/16, 2005 parking lot additions at Granite Hill, Troth Street and Van Buren Elementary Schools, to NPG, Corp. in the amount of \$213,944.

Q. Award Bid #05/17, Asphalt Replacement and Seal Coat at Twenty-Three (23) District Sites (Mrs. Lauzon)

At the March 7, 2005 meeting, the Board approved the advertisement and solicitation of bids for asphalt replacement and seal coat at Camino Real, Glen Avon, Granite Hill, Ina Arbuckle, Indian Hills, Mission Bell, Pacific Avenue, Pedley, Peralta, Rustic Lane, Sky Country, Stone Avenue, Sunnyslope, Troth Street, Van Buren, and West Riverside Elementary Schools; Jurupa, Mira Loma, and Mission Middle Schools; Jurupa Valley, Rubidoux and Nueva Vista High Schools, and the Education Center. On June 24th, 2:00 p.m., the bid opening was conducted. The results were:

<u>Contractor</u>	<u>Bid Amount</u>
NPG Corp.	\$324,444
Mission Paving	\$388,800
Arrow Parking	\$419,225

The lowest, most responsive bidder was NPG Corp. **This project will be paid for out of State Deferred Maintenance Funds.** Administration recommends the Board award Bid #05/17, for asphalt replacement and seal coat at Camino Real, Glen Avon, Granite Hill, Ina Arbuckle, Indian Hills, Mission Bell, Pacific Avenue, Pedley, Peralta, Rustic Lane, Sky Country, Stone Avenue, Sunnyslope, Troth Street, Van Buren, and West Riverside Elementary Schools; Jurupa, Mira Loma, and Mission Middle Schools; Jurupa Valley, Rubidoux and Nueva Vista High Schools, and the Education Center, to NPG Corporation in the amount of \$324,444.

**** R. 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:

REINSTATEMENT CASE APPROVED:

1. The Administrative Hearing Panel recommends reinstatement of the pupil in Discipline Case **#05-001** to the schools of the Jurupa Unified School District.

SUSPENDED EXPULSION CASES:

1. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#05-332** for violation of Education Code Sections 48900 (a1), (k) and 48915 (b), (e) for the Summer Semester 2005 and Fall Semester 2005. However, the Board of Education may wish to consider that the enforcement of the expulsion order be suspended and the pupil be placed on school probation for the term of the expulsion order. This case shall be reviewed for possible reinstatement to the Jurupa Unified School District on or before January 17, 2006.
2. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#05-334** for violation of Education Code Sections 48900 (f), (k) and 48915 (e) for the Summer Semester 2005. However, the Board of Education may wish to consider that the enforcement of the expulsion order be suspended and the pupil be placed on school probation for the term of the expulsion order. This case shall be reviewed for possible reinstatement to the Jurupa Unified School District on or before August 1, 2005.

3. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#05-335** for violation of Education Code Sections 48900 (f), (k) and 48915 (e) for the Summer Semester 2005. However, the Board of Education may wish to consider that the enforcement of the expulsion order be suspended and the pupil be placed on school probation for the term of the expulsion order. This case shall be reviewed for possible reinstatement to the Jurupa Unified School District on or before August 1, 2005.

EXPULSION / SUSPENDED EXPULSION CASES:

1. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#05-320** for violation of Education Code Sections 48900 (m) and 48915 (e) for the Summer Semester 2005 and Fall Semester 2005. 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 and this case will be reviewed in August, for educational placement for the Fall Semester 2005 and reviewed for possible reinstatement to the Jurupa Unified School District on or before January 17, 2006.
2. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#05-321** for violation of Education Code Sections 48900 (c), (k) and 48915 (b), (e) for the Summer Semester 2005 and Fall Semester 2005. 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 and this case will be reviewed in August, for educational placement for the Fall Semester 2005 and reviewed for possible reinstatement to the Jurupa Unified School District on or before January 17, 2006.
3. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#05-336** for violation of Education Code Sections 48900 (k) and 48915 (e) for the Summer Semester 2005 and Fall Semester 2005. 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 and this case will be reviewed in August, for educational placement for the Fall Semester 2005 and reviewed for possible reinstatement to the Jurupa Unified School District on or before January 17, 2006.

EXPULSION CASES:

1. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#05-251** for violation of Education Code Sections 48900 (b) and 48915 (a2), (b) for the Summer Semester 2005 and Fall Semester 2005. 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 17, 2006.
2. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#05-296** for violation of Education Code Sections 48900 (k) and 48915 (e) for the Summer Semester 2005 and Fall Semester 2005. 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 17, 2006.

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

(Mr. Duchon)

3. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#05-307** for violation of Education Code Sections 48900 (b) and 48915 (a2), (b), (c2) for one calendar year. 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 July 3, 2006.
4. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#05-308** for violation of Education Code Sections 48900 (a1), (b), (k) and 48915 (a2), (b), (c2), (e) for one calendar year. 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 July 3, 2006.
5. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#05-311** for violation of Education Code Sections 48900 (n) and 48915 (c4) for one calendar year. 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 July 3, 2006.
6. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#05-315** for violation of Education Code Sections 48900 (k) and 48915 (e) for the Summer Semester 2005 and Fall Semester 2005. 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 17, 2006.
7. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#05-319** for violation of Education Code Sections 48900 (a1), (i), (k), (.4), and 48915 (b), (e) for the Summer Semester 2005 and Fall Semester 2005. 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 17, 2006.
8. The Administrative Hearing Panel recommends the expulsion of the pupil in Discipline Case **#05-327** for violation of Education Code Sections 48900 (a2) and 48915 (b) for the Summer Semester 2005 and Fall Semester 2005. 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 17, 2006.

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

S. Approve Personnel Matters

- * 1. Approve Personnel Report #1 (Mrs. French)
Administration recommends approval of Personnel Report #1 as printed subject to corrections and changes resulting from review in Closed Session.
- * 2. Ratify Tentative Agreement with NEA-J (Mrs. French)
A tentative agreement has been reached with NEA-J on items subject to reopen negotiations for the 2004-2005 school year. Specifically, it has been agreed to increase the certificated salary schedule by 3% effective February 1, 2005. Additionally, modifications have been agreed to in three other areas. These areas are Hours of Duty, Evaluation Procedures and Health and Welfare Benefits. A copy of the tentative agreement including these articles is included in the supporting documents. The District has been informed that NEA-J ratified the agreement on June 14, 2005. Public disclosure requirements have been satisfied. Administration recommends the Board ratify the tentative agreement with NEA-J.
3. Review Increase for Salary and Health & Welfare Benefit Allowance for Classified Employees (Mrs. French)
CSEA currently has a memorandum of understanding which provides that if another employee group receives a negotiated increase in salary and health and welfare benefits, that they shall receive an equivalent increase. Accordingly, contingent on Board ratification of the NEA-J tentative agreement, CSEA members will receive equivalent increases. The Classified Salary Schedule will be increased by 3% effective February 1, 2005 and the Classified Health & Welfare Benefit allowance will be increased by \$200 for the 2005-2006 school year and the 2006-2007 school year provided the budget signed by the governor provides a 2.0% or greater COLA and the deficit is 2.1% or less. Information only.
4. Approve Increase in Health & Welfare Benefit Allowance for Certificated Management, Classified Management and Management/Confidential Employees (Mrs. French)
Management positions that are held by certificated and classified employees are not represented by a union and/or are covered by individual contracts. Included among these positions are all district principals and site-based administrators, several coordinators with district-site responsibilities, classified supervisors, directors for major district support programs, and confidential secretarial and personnel specialists, as well as employees on contracts entitled to the same benefits as other management employees. The District generally recommends increases for these employees in amounts comparable to those employees who engage in formal collective bargaining. That is the case, again, this year. Administration recommends that the Health & Welfare Benefit Allowance for Certificated Management, Classified Management, and Management/Confidential Employees be increased by \$200 for the 2005/06 school year and the 2006/07 school year provided the budget signed by the governor provides a 2.0% or greater COLA and the deficit is 2.1% or less.

ADJOURNMENT

JURUPA UNIFIED SCHOOL DISTRICT
RIVERSIDE, CALIFORNIA
MINUTES OF THE REGULAR MEETING
MONDAY, JUNE 20, 2005
OPEN PUBLIC SESSION

CALL TO ORDER	John Chavez, President of the Board, called the Regular Meeting of the Jurupa Unified School District Board of Education to order at 5:00 p.m. on Monday, June 20, 2005, in the Board Room at the Education Center, 4850 Pedley Road, Riverside, California.
ROLL CALL	<p><u>Members of the Board present were:</u></p> <p>Mr. John Chavez, President Mr. Sam Knight, Clerk Mrs. Mary Burns, Member Mr. Carl Harris, Member Mr. Michael Rodriguez, Member</p>
STAFF PRESENT	<p><u>Staff Advisers present were:</u></p> <p>Mr. Elliott Duchon, Superintendent Ms. Ellen French, Interim Assistant Superintendent Personnel Services Ms. Pam Lauzon, Business Manager Ms. Shelia Carpenter, Director of Centralized Support Services Ms. Elizabeth Connors, Director of Fiscal Services Ms. Tamara Elzig, Director of Classified Personnel Mr. Paul Jensen, Director of Secondary Education Dr. Ellen Kinnear, Director of Elementary Education Ms. Terri Moreno, Director of Categorical Projects</p>
HEARING SESSION	
PUBLIC VERBAL COMMENTS	President Chavez opened the Public Verbal Comments session for members of the public to address the Board concerning matters on the Agenda for Closed Session.
	Mr. Robert Bier asked Rubidoux High School student, Kari Miller, to relay concerns regarding a Rubidoux High School teacher.
	Kari Miller, Rubidoux High School student, relayed that Mr. Brian Kendall, teacher, over the past year involved her in several negative incidents that she felt warranted bringing it to the attention of the Board.
	Mr. Elliott Duchon, Superintendent, asked Kari if her parents filed a formal complaint regarding the incidents involving Mr. Kendall; he asked her whether her parents were present; he informed her of her rights pertaining to confidentiality, and he advised her that the proper forum to discuss her concerns would be with Ms. Tamara Elzig, Director of Classified Personnel.
	Mr. Harris clarified with Kari that some of the incidents regarding Mr. Kendall took place during the 2003/04 school year and some of the incidents occurred during the 2004/05 school year.
	Mr. Bier relayed several negative experiences that he had with Mr. Kendall while Mr. Kendall served as coach of the Rubidoux High School swim team.
	Ms. Kelly Escobar, parent, brought to the Board's attention that a Rubidoux High School teacher, Ms. Rhonda Fuller, used inappropriate language to her son and his girlfriend.
	Mrs. Rogers brought to the Board's attention a written complaint that she had previously filed against Ms. Rhonda Fuller, teacher at Rubidoux High School. She felt that Ms. Fuller demonstrated inappropriate behavior to students and animals in the agriculture program. The Superintendent told her that she would receive a telephone call from Mr. Steve Eimers to follow-up on her complaint.

ADJOURN TO CLOSED SESSION	PRESIDENT CHAVEZ ADJOURNED THE BOARD TO CLOSED SESSION IN THE BOARD CONFERENCE ROOM FOR THE FOLLOWING PURPOSES: TO DISCUSS DISCIPLINE CASES #05-119, #05-271, #05-284, #05-294, #05-309, #05-045, #05-270, #05-274, #05-277, #05-279, #05-280, #05-282, #05-283, #05-289, #05-290, #05-293, #05-301, #05-305, #05-317, #05-318, #03-109, #04-024, #04-129, #04-141, #04-176, #04-221, #04-247, #05-015, #05-078, #05-086, #05-087, #05-100, #05-146, #05-147, #05-183, #05-209, #03-248, #04-124, #04-131, #04-150, #04-163, #04-226, #04-230, #04-231, #04-233, #04-234, #04-235, #04-237, #04-240, #04-242, #04-250, #04-259, #05-007, #05-008, #05-010, #05-013, #05-016, #05-017, #05-019, #05-020, #05-021, #05-023, #05-029, #05-031, #05-035, #05-038, #05-040, #05-043, #05-048, #05-049, #05-051, #05-052, #05-053, #05-054, #05-060, #05-061, #05-062, #05-063, #05-064, #05-066, #05-069, #05-072, #05-073, #05-074, #05-079, #05-083, , #05-088, #05-090, #05-091, #05-092, #05-093, #05-094, #05-098, #05-101, #05-102, #05-103, #05-106, #05-107, #05-111, #05-112, #05-117, #05-136, #05-148, #05-184, #05-163, #05-256, #04-046, #05-032, #05-059, #05-095, #05-158, #05-162, #05-176, #05-226, #04-260, #05-012, #05-025, #05-033, #05-044, #05-046, #05-068, #05-173, #03-053, #05-034, #05-039, #05-082, #05-084, #05-119, #05-149, #05-195, #05-120, #05-125, #05-126, #05-138, #05-179, #05-182, #05-224, #05-227, #05-229, #05-240, #05-250; TO DISCUSS ITS POSITIONS REGARDING ANY MATTER WITHIN THE SCOPE OF REPRESENTATION AND INSTRUCTING ITS DESIGNATED REPRESENTATIVES FOR NEGOTIATIONS WITH EMPLOYEE GROUPS; TO DISCUSS PUBLIC EMPLOYEE DISCIPLINE/ DISMISSAL / REASSIGNMENT / RECLASSIFICATION/ RELEASE/ NONRENEWAL / RESIGNATION / RETIREMENT / SUSPENSION, EVALUATION; EMPLOYEE PERFORMANCE EVALUATION: SUPERINTENDENT; AND PUBLIC EMPLOYEE APPOINTMENT: PRINCIPAL; ASSISTANT SUPERINTENDENT EDUCATION SERVICES; CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION: SIGNIFICANT EXPOSURE TO LITIGATION PURSUANT TO SUBDIVISION (C): NUMBER OF POTENTIAL CASES: 1; CONFERENCE WITH LABOR NEGOTIATOR: CONSIDER CONTRACT PROVISIONS OF UNREPRESENTED EMPLOYEE. NAME OF AGENCY NEGOTIATOR: ASSISTANT SUPERINTENDENT PERSONNEL SERVICES. TITLE OF UNREPRESENTED EMPLOYEE: ASSISTANT SUPERINTENDENT EDUCATION SERVICES. At 5:28 p.m., the Board recessed to Closed Session in the Board Conference Room. At 7:28 p.m., the Board adjourned from Closed Session.
CALL TO ORDER	At 7:29 p.m., President Chavez called the meeting to order in Public Session.
ROLL CALL BOARD ROLL CALL STUDENTS	Mr. Chavez, Mr. Knight, Mrs. Burns, Mr. Harris, Mr. Rodriguez Amber Espinoza, absent; Jessica Acosta, absent
FLAG SALUTE	The Rubidoux High School AFJ-ROTC, under the command of Senior Master Sergeant Perry, presented colors, and President Chavez led the audience in the Pledge of Allegiance.
INSPIRATIONAL COMMENT	Mr. Rodriguez provided an inspirational comment.
COMMUNICATIONS SESSION	
RECOGNIZE 2005 HIGH SCHOOL YEARBOOKS	Rubidoux High School Editor-in-Chief, Jennifer Kaldas, and Assistant Editor-in-Chief, Samantha Val Verde, along with representatives from Jurupa Valley High School, Heather Pegg and Lauren Edison, presented 2005 yearbooks to the Board of Education and the Superintendent.
RECOGNIZE 2004-2005 SCHOOL VOLUNTEERS	Mr. Paul Jensen, Director of Secondary Education, acknowledged the hundreds of volunteers who have assisted school personnel during the 2004-2005 school year. Volunteers have assisted in classrooms, offices, libraries, and as field trip chaperons. These individuals received certificates from their site principals; their names by school site are listed in the supporting documents.

ANNOUNCE BEST OF THE BEST DRAWING WINNER	Ms. Tamara Elzig, Director of Classified Personnel, thanked 2004-2005 Best of the Best monthly employee winners for their efforts in making the Jurupa Unified School District a better place. She called each monthly winner to the front of the Board Room to participate in the final "Grand Prize" drawing. Ms. Amber Mooney, Mission Middle School teacher, won the drawing for the final grand prize, a voucher for accommodations for two at the Mission Inn and fifty "Mission Inn" dollars to spend.
INTRODUCE NEW DIRECTOR OF TRANSPORTATION AND ASST. DIRECTOR OF MAINTENANCE AND OPERATIONS	Mrs. Ellen French, Interim Assistant Superintendent Personnel Services, announced that Mr. Al Regis was appointed as the new Director of Transportation, and Mr. Dan Baldwin was appointed Assistant Director of Maintenance and Operations. She introduced both individuals to the Board and congratulated them on their new positions.
PUBLIC VERBAL COMMENTS	President Chavez opened the Public Verbal Comments session.
	Mr. Bob Bier recommended Ms. Tamara Elzig to fill the vacant Assistant Superintendent Personnel Services position.
	Mr. Chuck Dunn, Mr. Sylvester Bland, Ms. Ruth Wanamaker, Mr. Lee Parde, Ms. Anne Stephens, representative for Supervisor Tavaglione, Ms. Kim Johnson, and Mr. Jerry Lopez spoke in favor of and urged the Board to support the Jurupa Area Recreation and Park District Assessment Measure.
HEAR REPORT ON 'NEWCOMERS' PROGRAM	Ms. Martha Gomez, Language Services Coordinator, distributed copies of "The Academy of Language and Culture, An Expansion of the Newcomers Program." She provided a PowerPoint presentation on the Expansion of the Newcomers Program.
HEAR PRESENTATION ON PLANNED DEVELOPMENTS WITHIN DISTRICT BOUNDARIES	Mrs. Shelia Carpenter, Director of Centralized Support Services, reviewed new housing projects being planned within the District's boundaries; she explained how many homes would be built within each project; she reported on the number of students that would be generated from each new housing development, and she discussed how this would impact the District. President Chavez asked Mrs. Carpenter to conduct a review of the initial agreement/proposal with the Rio Vista specific plan which was presented in 1990 and determine if the new proposal includes specific plans for building schools within the specific plan.
HEAR REPORT ON 2005/06 BUDGET COMMITTEE	Mrs. Pam Lauzon, Business Manager, reported that the Budget Committee met on four separate occasions to review and discuss budget items. District staff prepared and presented information on the budget development process and allocations; updates on the State budget proposals and the impact they would have on the District. Staff is preparing additional information for committee members on the cost of a 1% salary increase, the cost of a \$100 increase in health and welfare benefits, and information on future textbook adoptions. Staff also reviewed for the Budget Committee the 2005/06 budget. There was discussion on the fact that the budget is currently developed largely by allocation. The committee recommended that staff bring back additional information on staffing ratios and the cost of a variety of positions at a meeting in mid-July. This information will be reviewed, discussed and prioritized at that time. The Budget Committee will then present their findings and recommendations to the Governing Board for their review.

BOARD MEMBER COMMENTS	Mrs. Burns said that she went in the place of Mr. Harris to visit the K-8 facility in Hacienda Heights. She was pleased with the K-8 facility concept; she spoke with several students, who spoke very positively about the K-8 concept as well. After this visit, she would like to seriously consider the K-8 concept for Jurupa. Mrs. Burns invited Board members to visit a K-8 campus as well.
	Mr. Harris acknowledged a student that was present, R. J. Feild. He appreciated the good example R. J. has set for Mr. Harris' family and thanked him for coming to the meeting. He stated that although R. J. has a handicap; he always strives to do his very best and is an inspiration to others, including his family.
	Mr. Rodriguez thanked yearbook representatives for their presentations. He attended both high school awards ceremonies and presented a scholarship on behalf of the Lions Club; he encouraged Board members to visit campuses in the District and see what is going on; he asked his wife to bring up to the front of the Board Room so Board members could see a student chair that he brought from Room P-1 at Van Buren Elementary School that was damaged. When he visited that site, 33 out of the 34 chairs were broken in that room. The Superintendent agreed that furniture should not be in disrepair.
	Mr. Knight commented on the positive things that are happening in the District; he commended the Honor Guard, and he sent kudos to all of the parents that are involved on the Consolidated Application Advisory Committee. He is meeting on July 5, 2005 with the District Assessment Team on <i>No Child Left Behind</i> criteria. Mr. Knight spoke in favor of K-8 school sites; he mentioned that K-8 schools are prevalent in the east and have worked out well. He mentioned that the District is looking at Smaller Learning Communities and this is a positive step. Mr. Knight expressed his appreciation to staff and administration for all of their hard work this year, and he urged individuals to contact their Legislators regarding funding for education. He spoke in support of the Park District, and he publicly thanked the Superintendent for his hard work; moving forward with District achievement, and he thanked him for his wonderful leadership.
	President Chavez thanked Ms. Martha Gomez for her presentation; he recognized her for her accomplishments. He said he attended the parent tour at Patriot High School; he commended the student tour guides for their excellent job. He congratulated BEST award winners. President Chavez visited Jurupa and Mission Middle Schools to see their Student Technology Showcases; saw how all of the students handled their computers, and he was impressed. He also mentioned that he has been attending Principals' Meetings regularly, and he intends to continue this practice; he attended the Youth Opportunity Center "Night of Elegance" at the Lions Club and the Nueva Vista Continuation High School graduation. President Chavez said that he served on the Construction Management interview panel; he congratulated all of those who received awards, and he supported celebrating successes. He congratulated the Color Guard for doing a great job presenting colors at the Board meeting this evening; he asked for a special letter of thanks to be sent to their commander.
	HEARING SESSION
	President Chavez opened the Public Hearing on the Proposed District Budgets. There were no comments from the public. President Chavez formally closed the hearing.

	ACTION SESSION
<p>APPROVE ROUTINE ACTION ITEMS A 1-9 -MOTION #269</p>	<p>Mr. Rodriguez requested that Routine Action Item A-3 be pulled from the Consent Agenda and acted on separately. MR. KNIGHT MOVED THE BOARD APPROVE ROUTINE ACTION ITEMS A 1-2 AND 4-9 AS PRINTED, WITH ROUTINE ACTION ITEM A-3, PURCHASE ORDERS, PULLED AND ACTED ON SEPARATELY. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY AS FOLLOWS: (1) APPROVE MINUTES OF JUNE 6, 2005 REGULAR MEETING; (2) DISBURSEMENTS; (4) AGREEMENTS; (5) PAYROLL REPORT; (6) DONATIONS; (7) NON-ROUTINE STUDENT FIELD TRIP REQUEST FROM MR. SAM GEE TO TRAVEL TO BASIC HIGH SCHOOL IN HENDERSON, NEVADA WITH FORTY STUDENTS SEPTEMBER 9-11, 2005 TO PARTICIPATE IN THE CROSS COUNTRY INVITATIONAL; (8) NON-ROUTINE STUDENT FIELD TRIP REQUEST FROM MR. JEFF RHINER TO TRAVEL TO LOUISVILLE, KENTUCKY OCTOBER 26-29, 2005 WITH NINE STUDENTS TO PARTICIPATE IN THE FFA NATIONAL LEADERSHIP CONFERENCE; (9) NON-ROUTINE STUDENT FIELD TRIP REQUEST FROM MS. JULIA HOLT, MR. LES BROWN, MS. LISA HANSON, AND MR. JESUS ROMERO TO TRAVEL TO THOUSAND PINES WITH ONE HUNDRED TWENTY 6TH GRADE STUDENTS TO PARTICIPATE IN THE 6TH GRADE OUTDOOR SCIENCE SCHOOL JUNE 5-8, 2006.</p>
<p>ACT SEPARATELY ON ROUTINE ACTION ITEM A-3 PURCHASE ORDERS -MOTION #270</p>	<p>Mr. Rodriguez questioned Mrs. Pam Lauzon, Business Manager, on several Purchase Order Items. Mrs. Lauzon addressed each of his inquiries; on Item A-3, Page 7, referencing the Scandia Amusement Park item for Van Buren Elementary School, Mr. Rodriguez asked that this item be paid for from a different fund, other than Title 1 funds. He wanted this item pulled from the Purchase Orders and brought back for Board approval under a different funding line at the next meeting. Mrs. Lauzon said that administration would bring this item back to the July 5, 2005 meeting to be paid for out of other monies.</p> <p>MR. RODRIGUEZ MOVED TO APPROVE ROUTINE ACTION ITEM A-3, PURCHASE ORDERS, WITHOUT THE LINE ITEM REGARDING SCANDIA AMUSEMENT PARK FOR VAN BUREN ELEMENTARY. PRESIDENT CHAVEZ SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.</p>
<p>APPROVE SUPPORTING JURUPA AREA RECREATION AND PARK DISTRICT ASSESSMENT MEASURE -MOTION #271</p>	<p>President Chavez asked that this item be pulled from the Agenda because it may jeopardize the District's non-profit status if the Board takes a position on this item. Mr. Duchon responded that it is his understanding that school boards can take positions on items in an election, but cannot financially support a school board candidate or ballot measure.</p> <p>Mrs. Burns brought forward a point of order; the public should have an opportunity to speak on this item as they were told they could do so during the Public Verbal Comments session. Mr. Knight supported moving forward with Public Verbal Comments regarding Agenda Item B and then making a decision whether or not to pull it.</p> <p>MR. RODRIGUEZ MOVED THE BOARD PULL AGENDA ITEM B, TAKING A POSITION ON THE PARK DISTRICT ASSESSMENT MEASURE. PRESIDENT CHAVEZ SECONDED THE MOTION, WHICH DID NOT CARRY, 3-2; AYE, MR. RODRIGUEZ, MR. CHAVEZ; NAYE, MR. KNIGHT, MR. HARRIS, MRS. BURNS. President Chavez provided an opportunity for the public to speak on this item.</p> <p>Ms. Linda Thompson spoke in favor of the School District supporting the Park District Assessment Measure. Mr. Bob Hernandez spoke about his confidence in School District staff and thanked them for doing a good job. He said that he favored the Assessment Measure.</p>

<p>APPROVE SUPPORTING URUPA AREA RECREATION AND PARK DISTRICT ASSESSMENT MEASURE -MOTION #271 (CONTINUED)</p>	<p>Ms. Kristine Scott from Victoria Homes said that Victoria Homes is committed to providing safe communities and spoke in favor of the Assessment Measure.</p> <p>Mr. Cook Barela said that he opposed the Park District Assessment Measure.</p> <p>MRS. BURNS MOVED THE BOARD SUPPORT THE JURUPA AREA RECREATION AND PARK DISTRICT ASSESSMENT MEASURE. MR. KNIGHT SECONDED THE MOTION. Mr. Rodriguez said that it is not his intent to get involved in political issues. A VOTE WAS TAKEN, WHICH CARRIED 3-1, WITH ONE ABSTENTION, MR. CHAVEZ; AYE, MRS. BURNS, MR. KNIGHT, MR. HARRIS; NAYE, MR. RODRIGUEZ.</p>
<p>APPROVE EXTENDING TIME FOR MEETING -MOTION #272</p>	<p>At 10:30 p.m., President Chavez asked whether there are items on the Agenda that can wait until the next meeting and which items on the Agenda need to be addressed tonight.</p> <p>The Superintendent reviewed remaining Agenda items; he said Agenda Item J, Approve CIF Representatives for Comprehensive High Schools, could be pulled; he stated that a Non-Routine Field Trip Request was not placed on the Agenda; he had it in his possession if Board members had concerns or questions.</p> <p>MR. KNIGHT MOVED THE BOARD EXTEND THE BOARD MEETING TIME BEYOND 11:00 P.M. Mrs. Burns asked Mr. Knight to amend his motion to stipulate that the meeting not go beyond 12 Midnight. MR. KNIGHT AMENDED HIS MOTION THAT THE BOARD EXTEND THE TIME OF THE BOARD MEETING BEYOND 11:00 P.M. WITH THE STIPULATION THAT THE MEETING NOT GO BEYOND 12 MIDNIGHT. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.</p>
<p>ADOPT 2005/06 BUDGETS FOR SPECIAL FUNDS -MOTION #273</p>	<p>MR. RODRIGUEZ MOVED THE BOARD ADOPT THE 2005/06 SPECIAL FUNDS BUDGETS. MR. HARRIS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.</p>
<p>ADOPT 2005/06 GENERAL FUND BUDGET -MOTION #274</p>	<p>MR. RODRIGUEZ MOVED THE BOARD ADOPT THE 2005/06 GENERAL FUND BUDGET AS PRESENTED. MR. HARRIS SECONDED THE MOTION, with the stipulation that he be allowed to ask questions.</p> <p>Mr. Harris asked if the District is going to receive more money next year compared to this year. Mrs. Lauzon replied that the District will have additional revenue, but will also have increased expenditures. Mr. Harris asked if the District will be in the black. She responded affirmatively. Mr. Harris asked if the District included money for an increase in teacher salaries for next year. Mrs. Lauzon responded that funds are designated for step and professional salary movement only. Also included later in the agenda is the tentative agreement with NEA-J, which would be funded from the unrestricted balance in the General Fund.</p> <p>Mr. Harris asked if the District could place in writing contingency language stating that when the District receives their funds, teachers will get increases beyond step and column if funds are available. Mrs. Lauzon said that any type of contingency language is problematic because if the District promised teachers increases now, the District would be forced to cut programs or staff next year if the funds did not come through. Mr. Harris wanted to know if the contingency language could say that when the money comes, teacher salaries would be looked at first. The Interim Assistant Superintendent Personnel Services explained that any contingency language has to be in the negotiations process; it cannot be done outside of that process.</p>

ADOPT 2005/06 GENERAL UND BUDGET -MOTION #274 (CONTINUED)	Mr. Knight asked if administration had any idea when a revised budget would be available. Mrs. Lauzon anticipated that a revised budget would be brought back to the Board within 45 days. President Chavez commented that making promises now jeopardizes negotiations next year. Mr. Rodriguez said to Mr. Harris that as a member of the Budget Committee, which included both union leaderships, the process has become transparent, so this time next year, negotiations should be much easier, based on the information that is provided at the Budget Committee meetings. The Superintendent thanked Mr. Rodriguez for his comments regarding the effectiveness of the Budget Committee. He said that this committee has made the budget process transparent; he has faith in the negotiations process; now is not the time for contingency language due to the uncertainty of November's Special Election. A VOTE WAS TAKEN, WHICH CARRIED UNANIMOUSLY.
MULTI-YEAR BUDGET PROJECTIONS	Mrs. Lauzon indicated that Multi-Year Budget Projections are an information only item; there were no questions from the Board.
ADOPT RES. #2005/48 AUTHORIZING TEMPORARY TRANSFER OF FUNDS FROM THE STATE SCHOOL BUILDING FUND TO THE CHILD DEVELOPMENT FUND -MOTION #275	MR. RODRIGUEZ MOVED THE BOARD ADOPT RESOLUTION #2005/48, AUTHORIZING THE TEMPORARY TRANSFER OF FUNDS FROM THE STATE SCHOOL BUILDING FUND TO THE CHILD DEVELOPMENT FUND. PRESIDENT CHAVEZ SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
ADOPT RES. #2005/49 AUTHORIZING TEMPORARY TRANSFER OF FUNDS FROM THE STATE SCHOOL BUILDING FUND TO THE GENERAL FUND -MOTION #276	MR. RODRIGUEZ MOVED THE BOARD ADOPT RESOLUTION #2005/49, AUTHORIZING THE TEMPORARY TRANSFER OF FUNDS FROM THE STATE SCHOOL BUILDING FUND TO THE GENERAL FUND. MR. HARRIS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
ADOPT RES. #2005/50 EXPENDITURE OF EXCESS FUNDS -MOTION #277	MRS. BURNS MOVED THE BOARD ADOPT RESOLUTION #2005/50, EXPENDITURE OF EXCESS FUNDS. MR. HARRIS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
ADOPT AT SECOND READING NEW DISTRICT MISSION STATEMENTS, GOALS AND SLOGAN -MOTION #278	MR. HARRIS MOVED THE BOARD ADOPT AT SECOND READING OF THE NEW JURUPA UNIFIED SCHOOL DISTRICT MISSION STATEMENTS, GOALS, AND SLOGAN. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
APPROVE 2005-2008 EDUCATION TECHNOLOGY PLAN -MOTION #279	MR. KNIGHT MOVED THE BOARD APPROVE THE JURUPA UNIFIED SCHOOL DISTRICT 2005-2008 EDUCATION TECHNOLOGY PLAN. MR. HARRIS SECONDED THE MOTION. Mr. Knight thanked the Technology Department for their excellent work on the District's Technology Plan. Mr. Harris said that he did not understand why the Plan would take three years to accomplish; by the time the three years end, the technology proposed today would be outdated. Mr. Mercurius, Education Technology Administrator, said that this is called a Step Through Curriculum and explained that the District is required to submit a three year plan now based on what we currently have. Mr. Duchon said that the State requires that we send them a plan for the next three years. Once approved, the State will send the District money to finance it for the next three years; that is why we must have a plan. Mr. Harris wanted to know who is monitoring that the students are actually learning. The Superintendent stated that it is really self-monitoring at the site level and also the Coordinated Compliance Review audits and monitors student progress. A VOTE WAS TAKEN, WHICH CARRIED UNANIMOUSLY.

APPROVE SUBMITTAL- ENGLISH LANGUAGE ACQUISITION PROGRAM (ELAP) APPLICATION -MOTION #280	MR. KNIGHT MOVED THE BOARD APPROVE SUBMITTAL OF THE 2005/2006 ENGLISH LANGUAGE ACQUISITION PROGRAM (ELAP) APPLICATION. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
APPROVE PURCHASE OF DYNAPORTAL® SOFTWARE -MOTION #281	MR. KNIGHT MOVED THE BOARD APPROVE THE PURCHASE OF THE DYNAPORTAL® SOFTWARE IN THE AMOUNT OF \$25,000 TO BE USED FOR ALL 23 SCHOOLS AND DEPARTMENTS. MR. HARRIS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
APPROVE PURCHASE OF CISCO NETWORKING EQUIPMENT FOR JURUPA MIDDLE SCHOOL MOTION #282	MR. KNIGHT MOVED THE BOARD AUTHORIZE THE PURCHASE OF CISCO NETWORKING EQUIPMENT FOR JURUPA MIDDLE SCHOOL FROM CDW-G IN THE AMOUNT OF \$15,660.64 (TAX INCLUDED). MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
APPROVE PURCHASE OF 115 DOCUMENT VISUAL PRESENTER CAMERAS FOR PATRIOT HIGH SCHOOL -MOTION #283	MR. KNIGHT MOVED THE BOARD AUTHORIZE THE PURCHASE OF 115 DOCUMENT VISUAL PRESENTER CAMERAS FOR PATRIOT HIGH SCHOOL FROM TROXELL IN THE AMOUNT OF \$56,008.45 (TAX INCLUDED). PRESIDENT CHAVEZ SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
AWARD LABOR COMPLIANCE PROGRAM CONSULTANT SERVICES -MOTION #284	<p>MR. KNIGHT MOVED THE BOARD AWARD THE LABOR COMPLIANCE PROGRAM CONSULTANT SERVICES FOR THE ENFORCEMENT OF THE DISTRICT'S LABOR COMPLIANCE PROGRAM TO ADVOCATES FOR LABOR COMPLIANCE. MRS. BURNS SECONDED THE MOTION.</p> <p>Mr. Rodriguez wanted to know how two vendors tied with their bids down to the penny and how the District selected one of the two vendors. Mrs. Carpenter, Director of Centralized Support Services, replied that the vendors applied the same percentage to the State's allocation and that the vendor was selected based on interviews with the management of the companies; Advocates for Labor provided 15 years of experience; whereas Keenan was fairly new to the process.</p> <p>A VOTE WAS TAKEN, WHICH CARRIED UNANIMOUSLY.</p>
APPROVE BID #05/11, ROOF TEAR-OFF AND REPLACEMENT AT SIX (6) DISTRICT SITES -MOTION #285	MR. KNIGHT MOVED THE BOARD APPROVE BID # 05/11, ROOF TEAR-OFF AND REPLACEMENT AT GLEN AVON, INA ARBUCKLE, INDIAN HILLS, SKY COUNTRY, AND TROTH STREET ELEMENTARY SCHOOLS AND JURUPA VALLEY HIGH SCHOOL TO BEST ROOFING & WATERPROOFING, INC. IN THE AMOUNT OF \$527,167.00. MR. RODRIGUEZ SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
ACT ON DISCIPLINE CASES -MOTION #286	As a result of review in Closed Session, Discipline Cases #05-317 and #05-318 were amended to a suspended expulsion for the spring semester with behavior contracts to include 100 hours of community service. In addition, each student will pay their share of reward money and pay restitution for damages incurred. MR. RODRIGUEZ MOVED THE BOARD APPROVE ALL OF THE DISCIPLINE CASES AS PRINTED ON THE AGENDA ALONG WITH THE AMENDED DECISIONS FOR DISCIPLINE CASES #05-317 AND #05-318. MR. HARRIS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY AS FOLLOWS: REVOKE THE SUSPENDED EXPULSION ORDER OF THE PUPIL IN DISCIPLINE CASE <u>#05-119</u> FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (B), (C), (J) AND EXPEL THE PUPIL UNDER THE TERMS OF THE ORIGINAL EXPULSION ORDER. THE PUPIL WILL BE REFERRED TO THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER. THIS CASE SHALL BE REVIEWED FOR POSSIBLE READMISSION TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JUNE 20, 2005;

ACT ON DISCIPLINE CASES
MOTION #286
(CONTINUED)

EXPEL THE PUPIL IN DISCIPLINE CASE #05-271 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1), (A2), (K), (.3) AND 48915 (B), (E) FOR THE SPRING SEMESTER 2005 AND FALL SEMESTER 2005. HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS SUSPENDED FOR THE FALL SEMESTER AND THE STUDENT IS PLACED ON SCHOOL PROBATION. THE PUPIL SHALL BE ASSIGNED TO COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER AND THIS CASE WILL BE REVIEWED IN JUNE, FOR EDUCATIONAL PLACEMENT FOR THE FALL SEMESTER 2005 AND REVIEWED FOR POSSIBLE REINSTATEMENT TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JANUARY 17, 2006; EXPEL THE PUPIL IN DISCIPLINE CASE #05-284 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1), (K) AND 48915 (B), (E) FOR THE SPRING SEMESTER 2005 AND FALL SEMESTER 2005. HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS SUSPENDED FOR THE FALL SEMESTER AND THE STUDENT IS PLACED ON SCHOOL PROBATION. THE PUPIL SHALL BE ASSIGNED TO COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER AND THIS CASE WILL BE REVIEWED IN JUNE, FOR EDUCATIONAL PLACEMENT FOR THE FALL SEMESTER 2005 AND REVIEWED FOR POSSIBLE REINSTATEMENT TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JANUARY 17, 2006; EXPEL THE PUPIL IN DISCIPLINE CASE #05-294 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1) AND 48915 (B) FOR THE SPRING SEMESTER 2005 AND FALL SEMESTER 2005. HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS SUSPENDED FOR THE FALL SEMESTER AND THE STUDENT IS PLACED ON SCHOOL PROBATION. THE PUPIL SHALL BE ASSIGNED TO COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER AND ATTEND THE LEARNING CENTER FOR SUMMER SCHOOL. THIS CASE WILL BE REVIEWED IN JUNE, FOR EDUCATIONAL PLACEMENT FOR THE FALL SEMESTER 2005 AND REVIEWED FOR POSSIBLE REINSTATEMENT TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JANUARY 17, 2006; EXPEL THE PUPIL IN DISCIPLINE CASE #05-309 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (K), (M) AND 48915 (E) FOR THE SPRING SEMESTER 2005 AND FALL SEMESTER 2005. HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS SUSPENDED FOR THE FALL SEMESTER AND THE STUDENT IS PLACED ON SCHOOL PROBATION. THE PUPIL SHALL BE ASSIGNED TO COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER AND THIS CASE WILL BE REVIEWED IN JUNE, FOR EDUCATIONAL PLACEMENT FOR THE FALL SEMESTER 2005, AT ANOTHER ELEMENTARY SCHOOL AND REVIEWED FOR POSSIBLE REINSTATEMENT TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JANUARY 17, 2006; EXPEL THE PUPIL IN DISCIPLINE CASE #05-045 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1), (K) AND 48915 (B), (E) FOR THE SPRING SEMESTER 2005 AND FALL SEMESTER 2005. 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 17, 2006; EXPEL THE PUPIL IN DISCIPLINE CASE #05-270 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1), (A2), (K), (.3) AND 48915 (B), (E) FOR THE SPRING SEMESTER 2005 AND FALL SEMESTER 2005. 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 JANUARY 17, 2006; EXPEL THE PUPIL IN DISCIPLINE CASE #05-274 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (K), (.4) AND 48915 (E) FOR THE SPRING SEMESTER 2005 AND FALL SEMESTER 2005. 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 17, 2006;

ACT ON DISCIPLINE CASES
MOTION #286
(CONTINUED)

EXPEL THE PUPIL IN DISCIPLINE CASE #05-277 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (I), (K) AND 48915 (E) FOR THE SPRING SEMESTER 2005 AND FALL SEMESTER 2005. 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 17, 2006; EXPEL THE PUPIL IN DISCIPLINE CASE #05-279 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1), (K) AND 48915 (B), (E) FOR THE SPRING SEMESTER 2005 AND FALL SEMESTER 2005. 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 17, 2006; EXPEL THE PUPIL IN DISCIPLINE CASE #05-280 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (G) AND 48915 (E) FOR THE SPRING SEMESTER 2005 AND FALL SEMESTER 2005. 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 17, 2006; EXPEL THE PUPIL IN DISCIPLINE CASE #05-282 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (G), (K) AND 48915 (E) FOR THE SPRING SEMESTER 2005 AND FALL SEMESTER 2005. 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 17, 2006; EXPEL THE PUPIL IN DISCIPLINE CASE #05-283 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1), (B) AND 48915 (B) FOR THE SPRING SEMESTER 2005 AND FALL SEMESTER 2005. 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 17, 2006; EXPEL THE PUPIL IN DISCIPLINE CASE #05-289 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1), (K) AND 48915 (B), (E) FOR THE SPRING SEMESTER 2005 AND FALL SEMESTER 2005. 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 17, 2006; EXPEL THE PUPIL IN DISCIPLINE CASE #05-290 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1) AND 48915 (B) FOR THE SPRING SEMESTER 2005 AND FALL SEMESTER 2005. 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 17, 2006; EXPEL THE PUPIL IN DISCIPLINE CASE #05-293 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1) AND 48915 (B) FOR THE SPRING SEMESTER 2005 AND FALL SEMESTER 2005. 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 17, 2006; EXPEL THE PUPIL IN DISCIPLINE CASE #05-301 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1), (K) AND 48915 (A5), (B), (E) FOR THE SPRING SEMESTER 2005 AND FALL SEMESTER 2005. 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 17, 2006;

ACT ON DISCIPLINE CASES
MOTION #286
(CONTINUED)

EXPUL THE PUPIL IN DISCIPLINE CASE #05-305 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (B) AND 48915 (A2), (B) FOR THE SPRING SEMESTER 2005 AND FALL SEMESTER 2005. 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 17, 2006; EXPUL THE PUPIL IN DISCIPLINE CASE #05-317 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (F), (K) AND 48915 (E) FOR THE SPRING SEMESTER 2005 AND FALL SEMESTER 2005. HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS SUSPENDED FOR THE SPRING SEMESTER AND THE STUDENT IS PLACED ON SCHOOL PROBATION. THE STUDENT WILL SIGN A BEHAVIOR CONTRACT; COMPLETE 100 HOURS OF COMMUNITY SERVICE, AND PAY THEIR SHARE OF THE REWARD MONEY AND RESTITUTION FOR DAMAGES INCURRED. THIS CASE SHALL BE REVIEWED FOR POSSIBLE READMISSION TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JANUARY 17, 2006; EXPUL THE PUPIL IN DISCIPLINE CASE #05-318 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (F), (K) AND 48915 (E) FOR THE SPRING SEMESTER 2005 AND FALL SEMESTER 2005. HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS SUSPENDED FOR THE SPRING SEMESTER AND THE STUDENT IS PLACED ON SCHOOL PROBATION. THE STUDENT WILL SIGN A BEHAVIOR CONTRACT; COMPLETE 100 HOURS OF COMMUNITY SERVICE, AND PAY THEIR SHARE OF THE REWARD MONEY AND RESTITUTION FOR DAMAGES INCURRED. THIS CASE SHALL BE REVIEWED FOR POSSIBLE READMISSION TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JANUARY 17, 2006; READMIT THE PUPILS IN DISCIPLINE CASES #03-109, #04-024, #04-129, #04-141, #04-176, #04-221, #04-247, #05-015, #05-078, #05-086, #05-087, #05-100, #05-146, #05-147, #05-183, #05-209 TO THE SCHOOLS OF THE JURUPA UNIFIED SCHOOL DISTRICT; DENY READMISSION OF THE PUPILS IN DISCIPLINE CASES #03-248, #04-124, #04-131, #04-150, #04-163, #04-226, #04-230, #04-231, #04-233, #04-234, #04-235, #04-237, #04-240, #04-242, #04-250, #04-259, #05-007, #05-008, #05-010, #05-013, #05-016, #05-017, #05-019, #05-020, #05-021, #05-023, #05-029, #05-031, #05-035, #05-038, #05-040, #05-043, #05-048, #05-049, #05-051, #05-052, #05-053, #05-054, #05-060, #05-061, #05-062, #05-063, #05-064, #05-066, #05-069, #05-072, #05-073, #05-074, #05-079, #05-083, #05-088, #05-090, #05-091, #05-092, #05-093, #05-094, #05-098, #05-101, #05-102, #05-103, #05-106, #05-107, #05-111, #05-112, #05-117, #05-136, #05-148, #05-184 TO THE SCHOOLS OF THE JURUPA UNIFIED SCHOOL DISTRICT; ADMIT THE PUPILS IN DISCIPLINE CASES #05-163, #05-256 TO THE SCHOOLS OF THE JURUPA UNIFIED SCHOOL DISTRICT; DENY ADMISSION OF THE PUPILS IN DISCIPLINE CASES #04-046, #05-032, #05-059, #05-095, #05-158, #05-162, #05-176, #05-226 TO THE SCHOOLS OF THE JURUPA UNIFIED SCHOOL DISTRICT; REINSTATE THE PUPILS IN DISCIPLINE CASES #04-260, #05-012, #05-025, #05-033, #05-044, #05-046, #05-068, #05-173 TO THE SCHOOLS OF THE JURUPA UNIFIED SCHOOL DISTRICT; DENY REINSTATEMENT OF THE PUPILS IN DISCIPLINE CASES #03-053, #05-034, #05-039, #05-082, #05-084, #05-119, #05-149 TO THE SCHOOLS OF THE JURUPA UNIFIED SCHOOL DISTRICT; IN DISCIPLINE CASE #05-195, APPROVE THE PUPIL TO RETURN TO THE SCHOOLS OF THE JURUPA UNIFIED SCHOOL DISTRICT ON A SUSPENDED EXPULSION ORDER; IN DISCIPLINE CASES #05-120, #05-125, #05-126, #05-138, #05-179, #05-182, #05-224, #05-227, #05-229, #05-240, #05-250, THE PUPILS WILL CONTINUE IN THEIR PRESENT EDUCATIONAL PLACEMENT ON EXPULSION.

APPROVE PERSONNEL
REPORT #22
-MOTION #287

Mrs. Ellen French, Interim Assistant Superintendent Personnel Services, recommended approval of Personnel Report #22. MR. KNIGHT MOVED THE BOARD APPROVE PERSONNEL REPORT #22. MR. HARRIS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.

PUBLICIZE TENTATIVE AGREEMENT WITH NEA-J	Mrs. Ellen French, Interim Assistant Superintendent Personnel Services, stated that a tentative successor Agreement has been reached with NEA-J for the 2004-2007 school years. The Certificated Salary Schedule will be increased by three percent (3%) effective February 1, 2005. A copy of the tentative agreement is included in the supporting documents. The District has been informed that NEA-J ratification of the Agreement has occurred. In addition, the agreement with CSEA provides for an equivalent salary and benefit increase for their employee group as well. Disclosure information is being made public at this time. The Board will be asked to ratify at its regular meeting, July 5, 2005, the NEA-J tentative Agreement.
RATIFY CONTRACT ASST. SUPERINTENDENT EDUCATION SERVICES -MOTION #288	MR. KNIGHT MOVED THE BOARD RATIFY THE PROPOSED CONTRACT FOR THE NEW ASSISTANT SUPERINTENDENT EDUCATION SERVICES. MR. HARRIS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
DISCUSS BOARD MEMBER INVOLVEMENT IN SELECTION PROCESS FOR DISTRICT ADMINISTRATORS -MOTION #289	Mrs. Ellen French, Interim Assistant Superintendent Personnel Services, requested the Board's direction regarding Board member involvement in the interview process for current open administrative positions. President Chavez said that he appointed Mr. Harris and Mr. Rodriguez to sit on interview panels. Following Board discussion, the Superintendent's office was requested to obtain clarity from previous minutes regarding Board member involvement in the interview process. Mrs. French will contact President Chavez if Mr. Harris and Mr. Rodriguez cannot make any of the interviews.
	Mrs. Burns asked a question regarding Sonitrol at Patriot High School. She asked if the Board would be reviewing that new agreement. Mr. Elzig, Senior Building Inspector, replied that Sonitrol services at the new high school are already installed and working. Mrs. Burns asked if there was an additional dollar amount to their new contract. Mr. Elzig replied, no, the contract previously approved by the Board included the new high school. Mrs. Burns asked about next year's liability insurance for the District, whether it is going to be brought to the Board. Mrs. Lauzon replied that it is up for renewal at this time; administration would present to the Board at the next meeting the renewal information.
ADJOURNMENT	<p>ADJOURNMENT</p> <p>There being no further business, President Chavez adjourned the Regular Meeting from Public Session at 11:19 p.m.</p> <p>MINUTES OF THE REGULAR MEETING OF JUNE 20, 2005 ARE APPROVED AS</p> <hr/> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <hr/> President <hr/> Date </div> <div style="text-align: center;"> <hr/> Clerk </div> </div>

JURUPA UNIFIED SCHOOL DISTRICT

2005/2006 AGREEMENTS

Agreement Number	Contractor	Amount	Fund/Program To Be Charged	Purpose
06-1 Consultant or Personal Service Agreements				
05-1-GGG+M1	Reynolds Consulting Group, Inc.	NTE \$41,762.00	General Fund	Modification extends Term by one month and adds \$6,425.00 for Consultant to provide services as interim Warehouse Supervisor and provide support for the Transportation Department to transition in the new Director. 1/24/05 to 7/31/2005.
06-1-A	Magalana Ruz Gonzalez	NTE \$1,000.00	II/USP: SAIT Corrective	Consultant to provide customized professional development services with literacy training for special education teachers at Rubidoux High School. 6/15/2005.
06-3 Riverside County Schools Agreements				
06-3-A	Advocacy Association (RCOE C-6406)	NTE \$9,000.00	General Fund	District to participate in the Riverside County Advocacy Association for advocacy services related to legislation and regulation. 7/1/05 to 6/30/2006.
06-8 Other Agreements				
04-8-PPP+M2	Dayle McIntosh Center	NTE \$94,500.00	Special Education	Modification adds \$4,500.00 for sign language services, for a total of \$94,500.00. 7/1/04 to 6/30/2005.

Agreement Number	Contractor	Amount	Fund/Program To Be Charged	Purpose
06-8 06-8-A	Other Agreements (continued) GeoSpecific Technologies, a Division of Hollister- Powell & Associates, LLC (05-016-C-001)	NTE \$11,000.00 TractMap NTE \$1,250.00	General Fund	Agreement for Geographic Services with Zangle Student System address verification; license of Online/Web Addmatch; computerized study-area and attendance boundary construction and maintenance. Includes TractMap Manager Maintenance. 7/1/05 to 6/30/2006.
06-8-B	TLC The Liquidation Company	N/A	N/A	Provide auctioneer services to dispose of District's surplus supplies. 8/15/05 to 6/30/2006.
06-8-C	Reading is Fundamental (RIF)	No district funds will be expended. \$5,249.00 provided by PTA.	N/A	Provide free books to participating district schools. 8/1/05 - 7/31/06

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

SC/et

7/5/2005

10-2
A-2

Jurupa Unified School District

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

TE(S): 27 June 2005 - 2 July 2005

LOCATION: Nellis AFB, NV

TYPE OF ACTIVITY: CIA -- Summer Leadership School

PURPOSE/OBJECTIVE: CIA -- experience military aviation activities first-hand by merging the 30-45 RHS cadets with four other high schools.

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

SASI - Lt Colonel William Frank, ASI - MSgt Terry Johnson, Chaperone - Mrs. Zamora,
Chaperone - Mr. Martinez (JUSD School District Employee)

EXPENSES:	Transportation	\$ 2000	Number of Students	<u>30-45</u>
	Lodging	\$ 3150		
	Meals	\$ 2700		
	All Other	\$ 720		
	TOTAL EXPENSE	\$ 8570	Cost Per Student	<u>30</u>
			(Total Cost ÷ # of Students)	

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

Source	Expected Income	Income Now On Hand
Student Contribution	<u>1350</u>	
HQ USAF Funds (SLS direct to JUSD)	<u>2500</u>	
HQ USAF Funds paid thru TVHS	<u>5000</u>	
ASB Trust for chaperone costs	<u>720</u>	
TOTAL:	\$ 8570	

Arrangements for Transportation: JUSD Contract Bus (out-of-state)

Arrangements for Accommodations and Meals: Nellis AFB Billeting/Dining Facility

Planned Disposition of Unexpended Funds: Return to student any unused student contribution

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

Signature: Will S. Frank Date: 6/01/2005 School: RHS
(Instructor)

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

Approvals: Principal: [Signature] Date: 6/6/05
Date approved by the Board of Education Date: _____

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

Jurupa Unified School District

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

DATE(S): July 8-11, 2005

LOCATION: UC Santa Barbara

TYPE OF ACTIVITY: CADA Leadership Camp

PURPOSE/OBJECTIVE: Train executive cabinet of ASB to develop, program, and evaluate co-curricular activities.

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

Tim Hopper (ASB Advisor)

Several other ASB Advisors all over California

EXPENSES:	Transportation	\$ <u> </u>	Number of Students <u>6</u>
	Lodging	\$ <u>485</u>	
	Meals	\$ <u> </u>	
	All Other	\$ <u> </u>	

TOTAL EXPENSE \$ 2910.00

Cost Per Student \$485
(Total Cost ÷ # of Students)

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

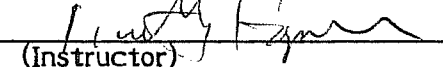
Source	Expected Income	Income Now On Hand
<u>ASB Leaders Trust</u>	<u> </u>	<u>\$15,000.00</u>
<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>
TOTAL:	\$ <u> </u>	<u> </u>

Arrangements for Transportation: Parents will provide for their student

Arrangements for Accommodations and Meals: Provided by CADA

Planned Disposition of Unexpended Funds: ASB Leaders Trust

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

Signature:  (Instructor) Date: 6/13/05 School: JVHS

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

Approvals: Principal:  Date: 6-16-05

Date approved by the Board of Education Date:

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

Jurupa Unified School District

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

DATE(S): July 25-28, 2005

LOCATION: Palm Springs

TYPE OF ACTIVITY: Yearbook Editor Training Camp

PURPOSE/OBJECTIVE: To further train Rubidoux's editors in yearbook desktop publishing; trends and editorial leadership.

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

Vince Rosse (advisor); Chris Joy (camp director); Cyndi Furr (chaperone)

EXPENSES:	Transportation	\$ <u>0</u>	Number of Students	<u>11</u>
	Lodging	\$ <u>0</u>		
	Meals	\$ <u>0</u>		
	All Other	\$ <u>1364</u>		

TOTAL EXPENSE \$ 1364

Cost Per Student \$124
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
<u>Personal funds</u>	<u>\$1364</u>	<u>\$992</u>
_____	_____	_____
_____	_____	_____
TOTAL:	<u>\$ 1364</u>	<u>\$992</u>

Arrangements for Transportation: District vehicle and parents

Arrangements for Accommodations and Meals: Included in registration

Planned Disposition of Unexpended Funds: N/A

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

Signature: Vince Rosse Date: 6/20/05 School: RUBIDOUX HS
(Instructor)

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

Approvals: Principal: _____ Date: 6/21

Date approved by the Board of Education _____ Date: _____

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

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

DATE(S): July 25 - 28, 2005

LOCATION: The Lodge at Rancho Mirage

TYPE OF ACTIVITY: Yearbook Camp

PURPOSE/OBJECTIVE: To Learn and practice yearbook software and skills

NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.) Josten's Staff
Carly McCarty-JVHS Staff

EXPENSES:	Transportation	\$		Number of Students	<u>9</u>
	Lodging	\$	<u>389.00 per student</u>		
	Meals	\$	<u>699.00 per staff</u>		
	All Other	\$	<u></u>		
	TOTAL EXPENSE	\$	<u></u>	Cost Per Student	<u>\$100.00</u>
				(Total Cost ÷ # of Students)	

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

Source	Expected Income	Income Now On Hand
<u>Students</u>	<u>\$900.00</u>	<u>\$800.00</u>
<u>Yearbook Trust</u>	<u>\$3300.00</u>	<u>\$3300.00</u>
TOTAL:	<u>\$ 4200.00</u>	

Arrangements for Transportation: parent responsibility

Arrangements for Accommodations and Meals: hotel & meals provided

Planned Disposition of Unexpended Funds:

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

Signature: Carly McCarty (Instructor) Date: 6/8/05 School: JVHS

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

Approvals: Principal: [Signature] Date: 6-8-05
Date approved by the Board of Education Date:

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

Jurupa Unified School District

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

DATE(S): July 30 & 31, 2005

LOCATION: Arrowhead Lutheran Camp, Blue Jay, CA

TYPE OF ACTIVITY: Jostens Leadership training

PURPOSE/OBJECTIVE: Teambuilding, support of teaching and learning through activities and recognition

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

Tim Hopper (ASB Advisor), Trisha Rafanan (Teacher), Pete McGowan (Teacher)

EXPENSES: Transportation \$
Lodging \$ 100
Meals \$
All Other \$

Number of Students 40

TOTAL EXPENSE \$ 4000.00

Cost Per Student \$100
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
<u>Jostens 1/3</u>	<u>\$1500.00</u>	<u>\$15,000.00</u>
<u>Students 2/3</u>	<u>\$2,500.00</u>	
<u>in advance</u>		
TOTAL:	\$ 4000.00	

Arrangements for Transportation: Parents provide for their student

Arrangements for Accommodations and Meals: provide by camp

Planned Disposition of Unexpended Funds: ASB Leaders Trust

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

Signature: [Signature] (Instructor) Date: 6/14/05 School: JVHS

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

Approvals: Principal: [Signature] Date: 6-16-05

Date approved by the Board of Education Date: _____

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

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

DATE(S): 8/4/05-8/7/05

LOCATION: UCLA Campus

TYPE OF ACTIVITY: US SPIRIT LEADERS CAMP

PURPOSE/OBJECTIVE: Cheer Camp

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

Anisa Armandaris Volunteer, Lisa Serrano Teacher
LINDA WALKER BVolunteer

EXPENSES:	Transportation	\$ 1200.00	Number of Students	39
	Lodging	\$ 12285		
	Meals	\$ -		
	All Other	\$		

TOTAL EXPENSE \$ 14285.00

Cost Per Student \$ 345.00
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
<u>Parent Payment</u>	<u>12870</u>	<u>9000.00</u>
<u>Fundraisers</u>	<u>1000.00</u>	
TOTAL:	\$ <u>13870.00</u>	

Arrangements for Transportation: District

Arrangements for Accommodations and Meals: Included

Planned Disposition of Unexpended Funds: _____

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

Signature: [Signature] Date: 6/21 School: Rubidoux High School
(Instructor)

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

Approvals: Principal: [Signature] Date: 6/21/05

Date approved by the Board of Education Date: _____

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

Jurupa Unified School District

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

DATE(S): August 5th to August 13th, 2005

LOCATION: Lake Arrowhead

TYPE OF ACTIVITY: Altitude Training

PURPOSE/OBJECTIVE: Train in the mountains - High altitude raises the quality of training.

NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.) Mrs. Graf - Assist. Coach
Mr. Sam Gee - Head Coach; Mr. Aguirre - Assist. Coach

EXPENSES:	Transportation	\$ -0-	Number of Students	<u>20</u>
	Lodging	\$ -0-		
	Meals	\$ 1,800.00		
	All Other	\$ 600.00		
	TOTAL EXPENSE	\$ 2,400.00	Cost Per Student	<u>120</u>
			(Total Cost ÷ # of Students)	

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

Source	Expected Income	Income Now On Hand
<u>Jog-A-thon</u>	<u>1,000.00</u>	<u>4,000.00</u>
<u>Work at Magic Mountain</u>	<u>3,000.00</u>	
<u>Stater Bros. Gift Cards</u>	<u>1,000.00</u>	
TOTAL:	\$ 5,000.00	

Arrangements for Transportation: District Vans & Rental Vans

Arrangements for Accommodations and Meals: Students will pay for meals

Planned Disposition of Unexpended Funds: RHS X-Country Account

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

Signature: Sam Gee (Instructor) Date: 6-18-05 School: Rubidoux High School

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

Approvals: Principal: _____ Date: 6/21
 Date approved by the Board of Education _____ Date: _____

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

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

DATE(S): August 12 - 14, 2005

LOCATION: Pine Summit Conference Center, Big Bear, CA

TYPE OF ACTIVITY: ASB Leadership Training Retreat

PURPOSE/OBJECTIVE: Planning 05-06, teambuilding, leadership training

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

Tim Hopper - ASB Advisor & various parents

EXPENSES:	Transportation	\$		Number of Students	<u>40</u>
	Lodging	\$	<u>40</u>		
	Meals	\$			
	All Other	\$			
TOTAL EXPENSE		\$	<u>1600.00</u>	Cost Per Student	<u>\$40</u>
				(Total Cost ÷ # of Students)	

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

Source	Expected Income	Income Now On Hand
<u>Students will pay in advance</u>	<u>\$40.00</u>	
TOTAL:	<u>\$ 1600.00</u>	

Arrangements for Transportation: Parents provide for their student

Arrangements for Accommodations and Meals: arranged with Pine Summit

Planned Disposition of Unexpended Funds: ASB Leadership Trust

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

Signature: *Tim Hopper* (Instructor) Date: 6/14/05 School: JVHS

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

Approvals: Principal: *M. Clark* Date: 6-16-05
Date approved by the Board of Education Date: _____

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

Jurupa Unified School District

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

DATE(S): November 4, 5, 6, 2005LOCATION: Thousand Pines Camp & Conference Center, Crestline, CATYPE OF ACTIVITY: AVID Senior RetreatPURPOSE/OBJECTIVE: Team building confidence course - The theme of team building will be used to work on Senior plans, writing, personal statements

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

Jennifer Green & Julie Boswell AVID Teachers, Mark McFerren- teacher,Rachel Liskes - Teacher, other parents & tutors will be determined later

EXPENSES:	Transportation	\$ 800.00	Number of Students	<u>78</u>
	Lodging	\$ 10,920.00		
	Meals	\$ included		
	All Other	\$		
	TOTAL EXPENSE	\$ 11,720.00	Cost Per Student	<u>\$150.25</u>
			(Total Cost ÷ # of Students)	

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

Source	Expected Income	Income Now On Hand
<u>Fundraising</u>	<u>10,000.00</u>	<u>0</u>
<u>Student Deposits</u>	<u>900.00</u>	<u>900.00</u>
<u>AVID District Account</u>	<u>800.00</u>	<u>800.00</u>
TOTAL:	\$	

Arrangements for Transportation: District BusArrangements for Accommodations and Meals: Cabins & meals @ Thousand PinesPlanned Disposition of Unexpended Funds: AVID ASB Account

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

Signature: [Signature] (Instructor) Date: 6-9-05 School: JVHS

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

Approvals: Principal: [Signature] Date: 6-8-05
 Date approved by the Board of Education _____ Date: _____

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

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

DATE(S): June 5 - 9, 2006
LOCATION: Washington/New York
TYPE OF ACTIVITY: See and explore the founding of our nation
PURPOSE/OBJECTIVE: Educational trip for students to Washington D.C. & New York
NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.):
Mervin Tapsfield - Teacher and Kim Tapsfield Chaperon

EXPENSES:	Transportation	\$		Number of Students	25
	Lodging	\$			
	Meals	\$			
	All Other	\$			
TOTAL EXPENSE		\$	44,400	Cost Per Student	\$1776.00
				(Total Cost ÷ # of Students)	

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

Source	Expected Income	Income Now On Hand
<u>Students will sponsor</u>		
<u>themselves - Payment will be made</u>		
<u>to the company - "World Strides"</u>		
TOTAL:	\$ 0	0

Arrangements for Transportation: Ontario/LAX - By World Strides
Arrangements for Accommodations and Meals: World Strides - Hotels
Planned Disposition of Unexpended Funds: 0

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

Signature: Mervin Tapsfield (Instructor) Date: 6-1-05 School: JVHS

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

Approvals: Principal: [Signature] Date: 6/8/05
Date approved by the Board of Education Date: _____

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

JURUPA UNIFIED SCHOOL DISTRICT Report of Disbursement Order Report

Purchases Over \$1
06-02-05 thru 06-17-05

Fund	Sch	Resource	Vendor	Description	Amount
03	000	UNCLAIMED PROPERTY	ALLSTAR CONCRETE PUMPING	REISSUE STATE DATED CHECK	328.00
03	000	UNCLAIMED PROPERTY	ANNA CARRILLO	REISSUE STATE DATED CHECK	773.55
03	000	UNCLAIMED PROPERTY	BENTES, KAREN	REISSUE STATE DATED CHECK	16.00
03	000	UNCLAIMED PROPERTY	CAMELIA DIECKMANN	REISSUE STATE DATED CHECK	32.31
03	000	UNCLAIMED PROPERTY	CARLENE JONES	REISSUE STATE DATED CHECK	10.00
03	000	UNCLAIMED PROPERTY	CM SCHOOL SUPPLY	REISSUE STATE DATED CHECK	99.87
03	000	UNCLAIMED PROPERTY	CM SCHOOL SUPPLY CO.	REISSUE STATE DATED CHECK	97.96
03	000	UNCLAIMED PROPERTY	COX, ANNE	REISSUE STATE DATED CHECK	46.28
03	000	UNCLAIMED PROPERTY	DONALD KROCKER	REISSUE STATE DATED CHECK	126.40
03	000	UNCLAIMED PROPERTY	ELLIOTT DUCHON	REISSUE STATE DATED CHECK	27.12
03	000	UNCLAIMED PROPERTY	GUADALUPE BALLESTEROS	REISSUE STATE DATED CHECK	72.10
03	000	UNCLAIMED PROPERTY	HALE BERTHA	REISSUE STATE DATED CHECK	153.75
03	000	UNCLAIMED PROPERTY	HILLEBERT, BOBBI	REISSUE STATE DATED CHECK	37.88
03	000	UNCLAIMED PROPERTY	JONATHON ROMERO	REISSUE STATE DATED CHECK	12.00
03	000	UNCLAIMED PROPERTY	JOSE REYES	REISSUE STATE DATED CHECK	15.00
03	000	UNCLAIMED PROPERTY	MARGARET MENDOZA	REISSUE STATE DATED CHECK	43.25
03	000	UNCLAIMED PROPERTY	MARTHA SOLORIO	REISSUE STATE DATED CHECK	25.00
03	000	UNCLAIMED PROPERTY	MARY WARD	REISSUE STATE DATED CHECK	16.77
03	000	UNCLAIMED PROPERTY	MYRNA PONCE	REISSUE STATE DATED CHECK	15.00
03	000	UNCLAIMED PROPERTY	RAFAEL MIRANDA	REISSUE STATE DATED CHECK	67.50
03	000	UNCLAIMED PROPERTY	RIVERSIDE CO. OFFICE OF EDUCA.	REISSUE STATE DATED CHECK	800.00
03	000	UNCLAIMED PROPERTY	ROBINSON, DONALD	REISSUE STATE DATED CHECK	23.40
03	000	UNCLAIMED PROPERTY	SAN MANUEL BOTTLED WATER GROUP	REISSUE STATE DATED CHECK	43.90
03	000	UNCLAIMED PROPERTY	TRACI MCCLAURY	REISSUE STATE DATED CHECK	34.80
03	000	UNCLAIMED PROPERTY	WILLIS, MARSHA	REISSUE STATE DATED CHECK	76.07
03	100	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER - MAY	526.18
03	100	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE APR 05	103.53
03	100	UNRESTRICTED	SO CALIFORNIA EDISON	ELECT MAY	3,222.63
03	105	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER - MAY	1,308.06
03	105	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE APR 05	124.63
03	105	STATE LOTTERY	SO CALIFORNIA EDISON	ELECT MAY	2,343.04
03	110	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER - MAY	564.19
03	110	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE APR 05	83.83
03	110	UNRESTRICTED	SO CALIFORNIA EDISON	ELECT MAY	3,426.48
03	115	DISCRETIONARY	NEXTEL	PHONE - MAY	72.81

JURUPA UNIFIED SCHOOL DISTRICT Report of Disbursement Order Report

Purchases Over \$1
06-02-05 thru 06-17-05

Fund	Sch	Resource	Vendor	Description	Amount
03	115	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE APR 05	134.71
03	115	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER - MAY	873.36
03	115	UNRESTRICTED	SO CALIFORNIA EDISON	ELECT MAY	3,296.85
03	120	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE APR 05	103.41
03	120	UNRESTRICTED	SO CALIFORNIA EDISON	ELECT MAY	3,447.74
03	125	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER - MAY	1,562.11
03	125	DONATIONS	LAIDLAW	BUS SERVICE	561.33
03	125	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE APR 05	126.30
03	125	UNRESTRICTED	SO CALIFORNIA EDISON	ELECT MAY	2,536.58
03	130	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE APR 05	99.75
03	130	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER - MAY	1,429.95
03	135	UNRESTRICTED	SO CALIFORNIA EDISON	ELECT MAY	3,651.70
03	135	DONATIONS	JURUPA COMMUNITY SERVICES	WATER - MAY	1,339.15
03	135	DISCRETIONARY	LAIDLAW TRANSPORTATION	BUS SERVICE	362.00
03	135	UNRESTRICTED	PACIFIC TELEPHONE/WORLDCOM	PHONE APR 05	126.47
03	140	DISCRETIONARY	SO CALIFORNIA EDISON	ELECT MAY	3,179.20
03	140	UNRESTRICTED	PACIFIC TELEPHONE/WORLDCOM	PHONE APR 05	141.72
03	140	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER - MAY	1,260.02
03	145	DISCRETIONARY	SO CALIFORNIA EDISON	ELECT MAY	2,993.75
03	145	UNRESTRICTED	PACIFIC TELEPHONE/WORLDCOM	PHONE APR 05	117.44
03	145	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER - MAY	1,434.92
03	150	DONATIONS	SO CALIFORNIA EDISON	ELECT MAY	3,314.44
03	150	DONATIONS	KATHY CLARK	REIMB SUPPLIES	15.47
03	150	DISCRETIONARY	LEVERS SHELLEY	REIMB SUPPLIES	41.10
03	150	UNRESTRICTED	PACIFIC TELEPHONE/WORLDCOM	PHONE APR 05	107.81
03	150	DONATIONS	SO CALIFORNIA EDISON	ELECT MAY	2,738.65
03	150	DONATIONS	SUZANNE ALI	REIMB SUPPLIES	25.00
03	150	DONATIONS	VIVIAN STONEBERG	REIMB SUPPLIES	47.09
03	155	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER - MAY	1,532.51
03	155	DISCRETIONARY	MAGGIE BEACH	REIMB SUPPLIES	105.06
03	155	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE APR 05	98.40
03	155	UNRESTRICTED	SO CALIFORNIA EDISON	ELECT MAY	3,205.85
03	160	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER - MAY	2,221.37
03	160	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE APR 05	132.84
03	160	UNRESTRICTED	SO CALIFORNIA EDISON	ELECT MAY	2,990.80

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

Purchases Over \$1
06-02-05 thru 06-17-05

Fund	Sch	Resource	Vendor	Description	Amount
03	165	DISCRETIONARY	BARREIRO, LAZ	REIMB SUPPLIES	47.30
03	165	DONATIONS	CERTIFIED TRANSPORTATION SERVICES	BUS SERVICE	393.75
03	165	DISCRETIONARY	NEXTEL	PHONE - MAY	15.06
03	165	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE APR 05	135.91
03	165	UNRESTRICTED	SANTA ANA RIVER WATER	WATER - APR/MAY	1,123.00
03	165	UNRESTRICTED	SO CALIFORNIA EDISON	ELECT MAY	4,072.50
03	165	DISCRETIONARY	VERONICA CARDENAS RAMOS	TXTBK REFUND	15.86
03	170	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER - MAY	1,528.64
03	170	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE APR 05	121.80
03	170	UNRESTRICTED	SO CALIFORNIA EDISON	ELECT MAY	3,124.25
03	175	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE APR 05	16.02
03	175	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER - MAY	1,685.22
03	175	UNRESTRICTED	SO CALIFORNIA EDISON	ELECT MAY	3,977.76
03	200	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER - MAY	2,802.56
03	200	UNRESTRICTED	NEXTEL	PHONE - MAY	148.23
03	200	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE APR 05	253.79
03	205	UNRESTRICTED	SO CALIFORNIA EDISON	ELECT MAY	4,689.02
03	205	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER - MAY	4,228.67
03	205	UNRESTRICTED	NEXTEL	PHONE - MAY	38.25
03	205	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE APR 05	253.02
03	210	DISCRETIONARY	SO CALIFORNIA EDISON	ELECT MAY	6,405.54
03	210	UNRESTRICTED	HUGO HERNANDEZ	REIMB MATERIALS AND SUPPLIES	10.00
03	210	UNRESTRICTED	NEXTEL	PHONE - MAY	49.61
03	210	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE APR 05	276.78
03	210	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER - MAY	3,436.35
03	210	UNRESTRICTED	SO CALIFORNIA EDISON	ELECT MAY	4,777.00
03	300	UNRESTRICTED	CHEVRON, U S A	GASOLINE - MAY	329.72
03	300	UNRESTRICTED	JULIE BOSWELL	REIMB CONF FEES	550.00
03	300	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER - MAY	6,207.30
03	300	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER - MAY	289.70
03	300	UNRESTRICTED	NANCY REYES	REIMB MEALS	54.53
03	300	DISCRETIONARY	NEXTEL	PHONE - MAY	53.57
03	300	UNRESTRICTED	NEXTEL	PHONE - MAY	36.93
03	300	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE APR 05	1,323.47
03	300	UNRESTRICTED	PACIFIC TELEPHONE/WORLDCOM	PHONE APR 05	55.54

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

Purchases Over \$1
06-02-05 thru 06-17-05

Fund	Sch	Resource	Vendor	Description	Amount
03	300	DISCRETIONARY	VICKY KAYLOR	REIMB MILEAGE	49.41
03	305	UNRESTRICTED	ACCENT ON TRAVEL	AIRFARE	357.80
03	305	UNRESTRICTED	AVID CENTER	CONF FEES - 4 ATTENDEES	2,500.00
03	305	UNRESTRICTED	CHEVRON, U S A	GASOLINE - MAY	228.56
03	305	DISCRETIONARY	H & L CHARTER CO., INC.	BUS SERVICE	272.50
03	305	DISCRETIONARY	JESSICA CEJA	TXTBK. REFUND	20.36
03	305	UNRESTRICTED	LT. COLONEL FRANK	AFJROTC SUMMER LEADERSHIP ADVANCE	1,800.00
03	305	UNRESTRICTED	NEXTEL	PHONE - MAY	101.96
03	305	DISCRETIONARY	PACIFIC TELEPHONEWORLD.COM	PHONE APR 05	1,430.87
03	305	UNRESTRICTED	PACIFIC TELEPHONEWORLD.COM	PHONE APR 05	33.33
03	305	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER - MAY	4,271.46
03	305	UNRESTRICTED	SO CALIFORNIA EDISON	ELECT MAY	16,145.50
03	305	UNRESTRICTED	SO CALIFORNIA EDISON	ELECT MAY	32.55
03	310	UNRESTRICTED	INDIAN HILLS CONSERVATION COR	WATER	2,841.90
03	310	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER - MAY	260.07
03	310	UNRESTRICTED	PACIFIC TELEPHONEWORLD.COM	PHONE APR 05	273.12
03	310	UNRESTRICTED	SO CALIFORNIA EDISON	ELECT MAY	14.96
03	405	UNRESTRICTED	FULLER, DONNA	REIMB SUPPLIES	67.34
03	405	UNRESTRICTED	NEXTEL	PHONE - MAY	69.38
03	405	UNRESTRICTED	PACIFIC TELEPHONEWORLD.COM	PHONE APR 05	19.78
03	410	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER - MAY	2,384.48
03	410	DISCRETIONARY	PACIFIC TELEPHONEWORLD.COM	PHONE APR 05	124.67
03	410	UNRESTRICTED	SO CALIFORNIA EDISON	ELECT MAY	2,314.52
03	415	DISCRETIONARY	PACIFIC TELEPHONEWORLD.COM	PHONE APR 05	29.57
03	500	UNRESTRICTED	ACCENT ON TRAVEL	AIRFARE	88.00
03	500	UNRESTRICTED	ACCENT ON TRAVEL	AIRFARE	194.90
03	500	UNRESTRICTED	ACCENT ON TRAVEL	TRAVEL AND CONFERENCES	230.90
03	500	UNRESTRICTED	ACCENT ON TRAVEL	AIRFARE	230.90
03	500	UNRESTRICTED	ACCENT ON TRAVEL	TRAVEL AND CONFERENCES	54.90
03	500	UNRESTRICTED	ACCENT ON TRAVEL	TRAVEL AND CONFERENCES	459.60
03	500	UNRESTRICTED	AL BUTLER	REIMB MILEAGE	81.00
03	500	UNRESTRICTED	ALLEN, IRENE	REIMB MILEAGE	105.70
03	500	UNRESTRICTED	AMBER JACKSON	REIMB MILEAGE	11.02
03	500	UNRESTRICTED	ATKINSON, ANDELSON, LOYA, RUUD	ATTORNEY FEES	4,049.91
03	500	MANDATED COST REIMBURSEMENTS	BANKCARD SERVICES	SUPPLIES	47.63

JURUPA UNIFIED SCHOOL DISTRICT Report of Disbursement Order Report

Purchases Over \$1
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Fund	Schl	Resource	Vendor	Description	Amount
03	500	UNRESTRICTED	BANKCARD SERVICES	SUPPLIES	224.81
03	500	UNRESTRICTED	CADIZ SUSAN	REIMB SUPPLIES FOR BEST OF THE BES	144.95
03	500	UNRESTRICTED	CADIZ SUSAN	REIMB SUPPLIES FOR BEST OF THE BES	175.00
03	500	UNRESTRICTED	CHAVEZ, JOHN	REIMB PARKING	75.00
03	500	UNRESTRICTED	CONDIT, IRWIN	REIMB MILEAGE	56.46
03	500	UNRESTRICTED	CONNIE LUBAK	REISSUE STALE DATED CHECK	125.00
03	500	UNRESTRICTED	CSHA	RECRUITMENT	200.00
03	500	UNRESTRICTED	DRAKE KOLLEEN	REIMB MILEAGE	92.34
03	500	UNRESTRICTED	ELLIOTT DUCHON	REIMB CAR RENTAL	217.78
03	500	UNRESTRICTED	FAREY, JOANNE	REIMB SUPPLIES	64.00
03	500	UNRESTRICTED	FEDERAL EXPRESS CORP	POSTAGE	25.26
03	500	STAR TESTING	FEDERAL EXPRESS CORP	POSTAGE	16.42
03	500	UNRESTRICTED	FORTIN, JEANIE	REIMB SUPPLIES	123.41
03	500	UNRESTRICTED	FORTIN, JEANIE	REIMB SUPPLIES	33.84
03	500	UNRESTRICTED	FORTIN, JEANIE	REIMB SUPPLIES	32.92
03	500	UNRESTRICTED	GLASS, TERRY L	REIMB MILEAGE	177.80
03	500	UNRESTRICTED	HALE BERTHA	REIMB MILEAGE	104.48
03	500	UNRESTRICTED	HEBERT, BRUCE	REISSUE STALE DATED CHECK	166.70
03	500	UNRESTRICTED	HEIDI FELIX	REISSUE STALE DATED CHECK	166.70
03	500	UNRESTRICTED	JEFF JACOBS	REIMB MEALS	184.98
03	500	STAFF DEV. BUY OUT	JENNIFER BULLARD	REISSUE STALE DATED CHECK	166.70
03	500	UNRESTRICTED	JENNIFER TODD	REIMB MILEAGE	14.59
03	500	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER - MAY	1,361.22
03	500	UNRESTRICTED	KEVIN HARRISON	REISSUE STALE DATED CHECK	495.00
03	500	UNRESTRICTED	MELVA MORRISON	REISSUE STALE DATED CHECK	100.00
03	500	UNRESTRICTED	MERCURIUS, NEIL	REIMB PARKING	45.00
03	500	UNRESTRICTED	NEXTEL	PHONE - MAY	4,790.66
03	500	UNRESTRICTED	NICOLE FULLAM	REIMB MILEAGE	90.72
03	500	UNRESTRICTED	NORWOOD ROBERT	REISSUE STALE DATED CHECK	150.00
03	500	UNRESTRICTED	ORTEGA, ED	REIMB SUPPLIES	80.00
03	500	UNRESTRICTED	PACIFIC TELEPHONE/WORLDCOM	PHONE APR	19.08
03	500	UNRESTRICTED	PACIFIC TELEPHONE/WORLDCOM	PHONE APR 05	9,966.87
03	500	UNRESTRICTED	RAELYNN STROTHMAN	REIMB MILEAGE	78.16
03	500	UNRESTRICTED	RIVERSIDE CO. OFFICE OF EDUC.	DATA PROCESSING USAGE CHARGES	206,149.99
03	500	UNRESTRICTED	ROBYN ANDERSON	REISSUE STALE DATED CHECK	166.70

JURUPA UNIFIED SCHOOL DISTRICT

Report of Disbursement Order Report

Purchases Over \$1
06-02-05 thru 06-17-05

Fund	Schl	Resource	Vendor	Description	Amount
03	500	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES WATER - MAY		734.08
03	500	UNRESTRICTED	SBC INTERNET SERVICES	INTERNET SERVICES	1,704.00
03	500	UNRESTRICTED	SCHOOL SERVICES OF CALIFORNI/ CONF FEES		420.00
03	500	UNRESTRICTED	SHELLA E. CARPENTER	REIMB LODGING	518.63
03	500	UNRESTRICTED	SHERRI OPLATKA	REISSUE STALE DATED CHECK	166.70
03	500	UNRESTRICTED	SO CALIFORNIA EDISON	ELECT MAY	10,372.28
03	500	UNRESTRICTED	SO CALIFORNIA EDISON	ELECT MAY	20.29
03	500	UNRESTRICTED	T. ANDREW ELLIOTT	REISSUE STALE DATED CHECK	125.00
03	500	UNRESTRICTED	TERESA ROMAN-BRUNSON	REISSUE STALE DATED CHECK	540.00
03	500	UNRESTRICTED	VERIZON WIRELESS	CELL PHONE	119.96
03	500	UNRESTRICTED	WEATHERFORD, DANIEL	REISSUE STALE DATED CHECK	150.00
03	500	UNRESTRICTED	WILLIAM HOPKINS	REIMB MILEAGE	121.96
03	500	UNRESTRICTED	WILLIAM S. PINE	REISSUE STALE DATED CHECK	150.00
			TOTAL FUND 03		\$ 395,074.78

06	125	NCLB: TITLE I, PART A, BASIC GRANTS	RIVERSIDE CO. OFFICE OF EDUC. CONF FEES		125.00
06	170	NCLB: TITLE I, PART A, BASIC GRANTS	SANDRA C. RODRIGUEZ	REIMB MILEAGE	37.87
06	175	NCLB: TITLE I, PART A, BASIC GRANTS	PACIFIC TELEPHONEWORLD.COM	PHONE APR 05	145.21
06	205	IMMEDIATE INTERVENTION/UNDERPERFORM	HYATT REGENCY LONG BEACH	LODGING	246.40
06	205	IMMEDIATE INTERVENTION/UNDERPERFORM	RIVERSIDE CO. OFFICE OF EDUC. CONF FEES		1,100.00
06	205	IMMEDIATE INTERVENTION/UNDERPERFORM	SCHOOL SERVICES OF CALIFORNI/ CONF FEES		275.00
06	210	SCHOOL IMPROVEMENT PROGRAM (SIP)	LAIDLAW TRANSPORTATION	BUS SERVICE	496.16
06	300	PARTNERSHIP ACADEMIES PROGRAM	BRIAN KANTNER	REIMB LODGING	403.20
06	300	PARTNERSHIP ACADEMIES PROGRAM	CALIFORNIA ASSOCIATION FFA	CONF FEES	790.00
06	300	IMMEDIATE INTERVENTION/UNDERPERFORM	DEBBIE BUCKHOUT	REIMB AIRFARE	356.29
06	300	PARTNERSHIP ACADEMIES PROGRAM	JEFF RHINER	REIMB MEALS	61.26
06	300	PARTNERSHIP ACADEMIES PROGRAM	PARKER JOEL	REIMB FIELD TRIP	216.00
06	300	VOCATIONAL PROGRAMS: VOC & APPL TEC	SAMY'S CAMERA	PO 58202 - JVHS CAMERA EQUIPMENT	4,818.93
06	305	VOCATIONAL PROGRAMS: VOC & APPL TEC	PACIFIC TELEPHONEWORLD.COM	PHONE APR 05	14.51
06	305	II/USP: SAIT CORRECTIVE ACTION GRAN	UCR	CONF FEES	580.00
06	405	COMMUNITY DAY SCHOOLS	FULLER, DONNA	REIMB SUPPLIES	67.34
06	405	COMMUNITY DAY SCHOOLS	GEORGE MONGE	REIMB SUPPLIES	157.15
06	405	COMMUNITY DAY SCHOOLS	MICHELLE GARDNER	REIMB SUPPLIES	107.54
06	425	SPECIAL EDUCATION	PACIFIC TELEPHONEWORLD.COM	PHONE APR 05	55.18

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JURUPA UNIFIED SCHOOL DISTRICT

Report of Disbursement Order Report

Purchases Over \$1
06-02-05 thru 06-17-05

Fund	Schl Resource	Vendor	Description	Amount
06	500	NCLB: TITLE II, PART A, TEACHER QUA	ACCENT ON TRAVEL	1,572.90
06	500	ENGLISH LANGUAGE ACQUISITION PROGRA	AIRFARE	86.00
06	500	SPECIAL EDUCATION	AIRFARE	752.70
06	500	NCLB: TITLE III, LIMITED ENGLISH PR	TXTRK. REFUND	34.49
06	500	NCLB: TITLE III, LIMITED ENGLISH PR	REIMB MILEAGE	17.85
06	500	MEDICAL BILLING OPTION	SUPPLIES	832.21
06	500	MEDICAL BILLING OPTION	SUPPLIES	416.11
06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	REIMB MILEAGE	406.62
06	500	NCLB: TITLE III, LIMITED ENGLISH PR	CONF FEES	945.00
06	500	CALIFORNIA PEER ASSISTANCE & REVIEW	REIMB MILEAGE	111.37
06	500	SPECIAL EDUCATION	REIMB MILEAGE	185.13
06	500	WORKFORCE INVESTMENT ACT (WIA)	REIMB MILEAGE	332.91
06	500	AFTER SCHOOL LEARNING & SAFE NEIGHB	REIMB MILEAGE	13.71
06	500	NCLB: TITLE I, PART A, BASIC GRANTS	REIMB MILEAGE	9.14
06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	REIMB MILEAGE	407.03
06	500	NCLB: TITLE II, PART A, TEACHER QUA	REFUND CSET	50.00
06	500	SCHOOL SAFETY & VIOLENCE PREVENTION	POSTAGE	62.93
06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	REIMB SUPPLIES	80.00
06	500	NCLB: TITLE II, PART A, TEACHER QUA	REFUND CSET	150.00
06	500	NCLB: TITLE III, LIMITED ENGLISH PR	TXTRK. REFUND	20.00
06	500	ENGLISH LANGUAGE ACQUISITION PROGRA	REIMB LODGING	327.14
06	500	TRANSPORTATION: HOME TO SCHOOL	BUS SERVICE	197.38
06	500	NCLB: TITLE III, LIMITED ENGLISH PR	REIMB MEALS	56.00
06	500	NCLB: TITLE III, LIMITED ENGLISH PR	REIMB SUPPLIES	64.64
06	500	NCLB: TITLE III, LIMITED ENGLISH PR	REIMB SUPPLIES	57.25
06	500	GIFTED & TALENTED EDUCATION (GATE)	CONF FEES	495.00
06	500	CALIFORNIA PEER ASSISTANCE & REVIEW	REIMB MILEAGE	60.22
06	500	HEAD START	REIMB CHILD CARE	55.00
06	500	NCLB: TITLE I, PART A, BASIC GRANTS	REIMB MILEAGE	72.70
06	500	TRANSPORTATION: HOME TO SCHOOL	BUS SERVICE	310.00
06	500	SPECIAL EDUCATION	REIMB MILEAGE	5.67
06	500	SPECIAL EDUCATION	REIMB MILEAGE	132.25
06	500	HEAD START	REIMB CHILD CARE	15.00
06	500	AFTER SCHOOL LEARNING & SAFE NEIGHB	REIMB MILEAGE	6.42
06	500	NCLB: TITLE I, PART A, BASIC GRANTS	REIMB MILEAGE	4.28

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

Purchases Over \$1
06-02-05 thru 06-17-05

Fund	Schl	Resource	Vendor	Description	Amount
06	500	NCLB: TITLE II, PART A, TEACHER QUA	NANCI GARCIA	REFUND CSET	75.00
06	500	COMMUNITY-BASED TUTORING GRANTS	NEXTTEL	PHONE - MAY	52.90
06	500	HEALTHY CHILDREN CONNECTION PROGRAM	NEXTTEL	PHONE - MAY	89.51
06	500	NCLB: TITLE I, PART A, BASIC GRANTS	NEXTTEL	PHONE - MAY	538.07
06	500	SCHOOL SAFETY & VIOLENCE PREVENTION	NEXTTEL	PHONE - MAY	36.78
06	500	TRANSPORTATION: HOME TO SCHOOL	NEXTTEL	PHONE - MAY	64.97
06	500	WORKFORCE INVESTMENT ACT (WIA)	NEXTTEL	PHONE - MAY	302.41
06	500	ECONOMIC IMPACT AID: LIMITED ENGLIS	PACIFIC TELEPHONEWORLD.COM	PHONE APR 05	37.70
06	500	HEAD START	PACIFIC TELEPHONEWORLD.COM	PHONE APR 05	60.42
06	500	HEALTHY CHILDREN CONNECTION PROGRAM	PACIFIC TELEPHONEWORLD.COM	PHONE APR 05	71.62
06	500	WORKFORCE INVESTMENT ACT (WIA)	PACIFIC TELEPHONEWORLD.COM	PHONE APR 05	103.53
06	500	SPECIAL EDUCATION	PEDRO ESTRADA	REIMB MILEAGE	25.74
06	500	GIFTED & TALENTED EDUCATION (GATE)	PEDROZA KATHY	REIMB SUPPLIES	48.73
06	500	NCLB: TITLE IV, PART A, DRUG-FREE S	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEES	50.00
06	500	CALIFORNIA PEER ASSISTANCE & REVIEW	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEES	100.00
06	500	WORKFORCE INVESTMENT ACT (WIA)	STAPLES, LORI	REIMB AWARDS	629.67
06	500	SPECIAL ED: IDEA BASIC LOCAL ASSIST	STEPHEN FOX	UNIFORM ALLOWANCE	100.00
06	500	CALIFORNIA PEER ASSISTANCE & REVIEW	STEVENS, TERRI	REIMB MILEAGE	31.19
06	500	HEAD START	TRACY EDWARDS	REIMB SUPPLIES	30.00
				TOTAL FUND 06	\$ 20,846.33
11	400	ADULT EDUCATION APPORTIONMENT	FULLER, DONNA	REIMB SUPPLIES	44.90
11	401	ADULT EDUCATION APPORTIONMENT	KELLY LEON	TXTRK REFUND	25.00
				TOTAL FUND 11	\$ 69.90
12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	LLUVICELA NUNEZ	REIMB CHILD CARE	15.00
12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	PACIFIC TELEPHONEWORLD.COM	PHONE APR 05	13.01
				TOTAL FUND 12	\$ 28.01
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	ADRIANA JAIMES	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	ANGELA CISNEROS	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	ANITA VENEGAS	UNIFORM ALLOWANCE	150.00



JURUPA UNIFIED SCHOOL DISTRICT

Report of Disbursement Order Report

Purchases Over \$1
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Fund	Sch	Resource	Vendor	Description	Amount
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	ARRON CURBY	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	ASHLEY CRIDDELL	UNIFORM ALLOWANCE	50.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	BERNICE PAZ	UNIFORM ALLOWANCE	75.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	CANALES, GLADYS	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	CAREY DOYLE	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	CARMEN CORNEJO	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	CARRANZA, MARIA	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	CARRILLO, ARMINDA	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	CARRILLO, SHARON	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	CASSEN-SNYDER LORI	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	CHAMPION, YVONNE	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	CHRISTINA GALVAN	UNIFORM ALLOWANCE	50.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	CONNIE STERLING	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	CONNIE TUJAEA	UNIFORM ALLOWANCE	75.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	CONRAD, SHARON	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	DANFORD, DENA	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	DEL REAL, ROSA	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	DEMELLO FRANK	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	DEMELLO, DARLENE	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	DEVEREAUX CHARITTA	UNIFORM ALLOWANCE	131.22
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	DEVORE MISTY	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	DIANE KAGAWA-AGUIRRE	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	DODD, CAROLYN	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	ELAINE MURO	UNIFORM ALLOWANCE	50.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	ESTRADA, TONI	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	FLORES LOURDES	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	FOSTER BARBARA	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	FRANCES MILLER	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	GABRIELA CHAVEZ	UNIFORM ALLOWANCE	75.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	GABRIELA JACKSON	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	GARCIA NELLE	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	GARCIA, ESTHER	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	GIBSON SHIRLEY	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	GLORIA DURAN	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	GREAYER BRENDA	UNIFORM ALLOWANCE	150.00

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JURUPA UNIFIED SCHOOL DISTRICT

Report of Disbursement Order Report

Purchases Over \$1
06-02-05 thru 06-17-05

Fund	Schl	Resource	Vendor	Description	Amount
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	GUERRERO, ROSALIE	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	HALCROMB VENI	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	HOLDEN, KIM	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	HOLLEY, JESSICA	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	JADE VICKERY	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	JANET WHITCOMB	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	JERRI FOGG	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	JODY KOOP	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	JOHNSON, PEGGY	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	JUDY FREEMAN	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	JULIA DESCHENE	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	KALT GERALDINE	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	KARLA MARTINEZ-GONZALEZ	UNIFORM ALLOWANCE	75.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	KELLEY, MARCIA	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	KIBLER, LINDA	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	KIRLEY, VIRGINIA	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	LEACH NANCY	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	LESTER, JUDY	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	LINDA OMARA	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	MADRID, MARGARET	UNIFORM ALLOWANCE	50.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	MAGDALENA MONESTERO	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	MARIA CARILLO	UNIFORM ALLOWANCE	50.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	MARIA CARMONA	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	MARIA GONZALEZ	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	MARLENE HARDING	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	MARTIN CHRISTINA	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	MARTINEZ, ARMIDA	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	MARTINEZ, SYLVIA	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	MCINTOSH BELINDA	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	MCMURRAY, STACIE	UNIFORM ALLOWANCE	75.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	MERCY WILSON	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	MIKE BYNUM	REIMB MILEAGE	173.16
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	MILLER, SHARON	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	MORRIS PATRICIA	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	MORRIS, SALLY	UNIFORM ALLOWANCE	150.00

JURUPA UNIFIED SCHOOL DISTRICT

Report of Disbursement Order Report

Purchases Over \$1
06-02-05 thru 06-17-05

Fund	Sch	Resource	Vendor	Description	Amount
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	NANCY LAMB	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	NEXTEL	PHONE - MAY	307.32
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	NIDA DELROSARIO	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	NORMA CARUSO	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	PACIFIC TELEPHONE/WORLDCOM	PHONE APR 05	433.56
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	PENNY TRAVIS	REIMB MEAL/MILEAGE	101.77
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	RACHEL FISSEHA	UNIFORM ALLOWANCE	100.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	RAU KAREN	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	REGUA, LAURIE	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	REINEN, AUDREY	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	ROBLERO, GEORGIA	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	RONLELE HICKS	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	RUBIO, LORETTA	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	SANDRA LOPEZ	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	SANTAVICCA THERESE	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	SARAH GREEN	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	SCHROEDER, CHERRI	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	SELF BOBBIE	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	SHARON CORDOVA	UNIFORM ALLOWANCE	100.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	SINSLEY, SHIRLEY	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	SKIDMORE, MICHELE	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	SONJA ENGLISH	REFUND LUNCH ACCT	13.75
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	SOTOMAYOR BETTY	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	SUSAN SCHEU	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	SUSAN WAGNER	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	TERESA EDMONDS	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	TERRI BROWN	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	TEXACO	PROPANE	23.71
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	THERESA WALLACE-KING	REIMB MILEAGE	100.06
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	TRUJILLO JUANITA	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	VAN DEVER, CHARLIE	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	VICKIE RIDGLEY	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	VICUNA, NANCY	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	VIRGINIA WARD	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	WALKER DEBORAH	UNIFORM ALLOWANCE	150.00

JURUPA UNIFIED SCHOOL DISTRICT Report of Disbursement Order Report

Purchases Over \$1
06-02-05 thru 06-17-05

Fund	Schl	Resource	Vendor	Description	Amount
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	WALKER, CHERYL	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	WALKER, RICHARD	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	WELTY, JOYCE	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	WILLIAMS, DOROTHY	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	WRIGHT, TERI	UNIFORM ALLOWANCE	150.00
13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	YVONNE GALVAN	UNIFORM ALLOWANCE	150.00
				TOTAL FUND 13	\$ 16,209.55
30	500	INTEREST GROWTH 100%	OFFICE OF PUBLIC SCHS CONSTRUC	RETURN INTEREST TO STATE	6,262.68
				TOTAL FUND 30	\$ 6,262.68
				276 TOTAL DISBURSEMENT ORDERS FOR A TOTAL OF	\$ 438,491.25
			APPROVAL:	<i>Beth Connors</i> DIRECTOR OF FISCAL SERVICES	

Jurupa Unified School District

Report of Purchases

Purchases Over \$200

6-04-05 thru 6-17-05

P.O.#	Fund	School	Resource	Vendor	Description	Amount
252937	06	500	TRANSPORTATION: HOME TO SCHOOL	PARKHOUSE TIRE, INC.	TRANS-OPEN PO-PARTS FOR DISTRICT VEHICLES	7,500.00
253077	06	500	TRANSPORTATION: HOME TO SCHOOL	QUALITY POWER, INC.	TRANS-OPEN PO-PARTS FOR DISTRICT VEHICLES	1,500.00
253079	06	500	TRANSPORTATION: HOME TO SCHOOL	PATRIOT TOWING	TRANS-OPEN PO-TOWING SERVICES	1,500.00
253107	03	500	SAFETY CREDIT	STAPLES	EC-OPEN PO-ERGONOMIC SUPPLIES	946.14
253161	06	300	PARTNERSHIP ACADEMIES PROGRAM	HOME DEPOT	JVH-OPEN PO-SUPPLIES	2,000.00
253167	06	145	NCLB: TITLE I, PART A, BASIC GRANTS	ROUND TABLE PIZZA	RL-OPEN PO-STUDENT INCENTIVES	600.00
253237	03	500	UNRESTRICTED	BABCOCK & SONS, INC. (EDWARD)	GA-OPEN PURCHASE-WATER TESTING SAMPLES	750.00
253261	03	500	HEALTH & WELFARE CLEARING	MET LIFE DENTAL	EC-04/05 PREMIUMS	1,731.18
253295	06	500	HEAD START	K-MART (LIMONITE STORE)	EC-OPEN PO-INSTRUCT MATERIALS & SUPPLIES	225.00
253295	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	K-MART (LIMONITE STORE)	EC-OPEN PO-INSTRUCT MATERIALS & SUPPLIES	50.00
253295	12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	K-MART (LIMONITE STORE)	EC-OPEN PO-INSTRUCT MATERIALS & SUPPLIES	225.00
253402	03	500	HEALTH & WELFARE CLEARING	KEENAN & ASSOC/U.S. LIFE DISABILITY	EC-PREMIUMS 2004-2005	537.62
253537	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	FRAZEE PAINT & WALLCOVERING	MAINT-OPEN PO-PAINT SUPPLIES	250.00
253549	13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	A & R WHOLESALE DISTRIBUTORS	FOOD SER-OPEN PO-GROCERIES	10,000.00
253622	06	500	WORKFORCE INVESTMENT ACT (WIA)	SMART & FINAL IRIS CO	YOC-LC-OPEN PO-MATERIALS AND SUPPLIES	500.00
253623	06	500	WORKFORCE INVESTMENT ACT (WIA)	STATER BROTHERS	YOC-LC-OPEN PO-SUPPLIES	250.00
253633	13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	P & R PAPER SUPPLY CO	FOODS-OPEN PO-PAPER SUPPLIES	25,000.00
253677	06	500	WORKFORCE INVESTMENT ACT (WIA)	COSTCO	YOC-LC-OPEN PO-SUPPLIES & MATERIALS	500.00
253682	13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	GRAINGER W W INC	FOODS-OPEN PO-REPLACEMENT EQUIPMENT	1,500.00
253700	13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	SYSCO FOOD SERVICES	FOODS-OPEN PO-GROCERIES	75,000.00
253990	06	170	SCHOOL IMPROVEMENT PROGRAM (SIP)	KONICA MINOLTA BUSINESS SOLUTIONS	DIST WIDE-MAINT AGREEMENTS-COPIERS	2,500.00
254282	14	500	DEFERRED MAINTENANCE APPORTIONMENT	INFOTOX, INC.	IA-ASBESTOS & AIR SAMPLE ANALYSIS	305.00
254366	03	305	UNRESTRICTED	COSTCO WHOLESALE	RHS-OPEN PO-INSTRUCTIONAL SUPPLIES	200.13
254387	06	500	WORKFORCE INVESTMENT ACT (WIA)	KINKOS	YOC-LC-OPEN PO-MATERIALS & SUPPLIES	250.00
254689	06	205	NCLB: TITLE I, PART A, BASIC GRANTS	OFFICEMAX	MLM-OPEN PO-SUPPLIES	526.64
254734	06	500	SCHOOL READINESS PROGRAM	SCHOLASTIC, INC.	EC-OPEN PO-BOOKS FOR SCHOOL READINESS	5,500.00
256403	06	500	TRANSPORTATION: HOME TO SCHOOL	FRANKLIN TRUCK PARTS	TRANS-OPEN PO-PARTS FOR DISTRICT VEHICLES	2,500.00
257168	03	500	UNRESTRICTED	C.D.G. MATERIALS, INC.	MAINT-TOP SOIL DELIVERY	446.00
257323	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	FOURTH STREET ROCK CRUSHER	PHS-CONCRETE FOR TRACK	1,039.79
257330	03	500	UNRESTRICTED	VILLAGE NURSERIES	VB-LANDSCAPE PROJECT	2,337.56
257461	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	WESTERN DC SYSTEMS	JVH-REPAIR SERVICE LIGHTING FOR FIELD	440.00
257554	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	AC METAL FABRICATION & POWDER COATING	TS-RE-COAT DRINKING FOUNTAINS	500.00
257555	03	500	UNRESTRICTED	D-3 EQUIPMENT	MOT-SERVICE CALL TO REPAIR FUEL LEAK	420.51
257602	03	500	UNRESTRICTED	WESTERN FARM SERVICE, INC.	PHS-FERTILIZER	856.74
257603	03	500	UNRESTRICTED	ERIC CHAMBERLAIN PEST CONTROL	PHS/RHS-WEED CONTROL	2,435.00
257604	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	WESTERN WATER WORKS SUPPLY CO.	PER-MAIN WATER LINE REPAIR	1,102.13

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Jurupa Unified School District

Report of Purchases

Purchases Over \$200
6-04-05 thru 6-17-05

P.O.#	Fund	School	Resource	Vendor	Description	Amount
'57608	21	125	MODERNIZATION PROJECTS	ROYAL WHOLESALE ELECTRIC	MB&T-ELECTRICAL SUPPLIES FOR PORTABLES	282.21
'57608	21	165	MODERNIZATION PROJECTS	ROYAL WHOLESALE ELECTRIC	MB&T-ELECTRICAL SUPPLIES FOR PORTABLES	282.20
'57615	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	ELROD FENCING CO.	PHS-FENCING	2,323.04
'57644	06	500	GIFTED & TALENTED EDUCATION (GATE)	LONG BEACH AQUARIUM OF THE	PER-FIELD TRIP ADMISSIONS	351.00
'57675	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	RED HAWK SECURITY	PHS-SECURITY PATROL	3,570.00
'57683	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	BRICKLEY CONSTRUCTION	MAINT-ASBESTOS REMOVAL @ MISSION BLVD. HOUSE	3,675.00
'57684	06	500	TRANSPORTATION: HOME TO SCHOOL	BERNELL HYDRAULICS, INC.	TRANS-REPAIRS FOR BUS #24	211.22
'57685	06	500	TRANSPORTATION: HOME TO SCHOOL	RDO EQUIPMENT (POWER PLAN)	TRANS-EQUIPMENT REPLACEMENT FOR TRASH TRUCK	4,074.39
'57690	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	WHITE CAP INDUSTRIES	MOT-REPLACEMENT CHARGERS FOR PLUMBERS	247.40
'57774	14	500	DEFERRED MAINTENANCE APPORTIONMENT	GLEN PRODUCTS	WR-REPLACE TOILET PARTITIONS	572.30
'57783	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	TECHNICAL AIR CORPORATION	MAINT-STOCK FOR EMS SYSTEMS	4,516.24
'57799	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	FOURTH STREET ROCK CRUSHER	MLM-CONCRETE FOR MARQUEE	385.75
'57835	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	FERGUSON ENTERPRISES	MAINT-PLUMBING SUPPLIES FOR MOT	620.40
'57839	14	500	DEFERRED MAINTENANCE APPORTIONMENT	FERGUSON ENTERPRISES	DISTRICTWIDE-DRINKING FOUNTAIN REPAIRS	536.80
'57847	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	RIVERSIDE WINNELSON COMPANY	MOT-PLUMBING SUPPLIES FOR STOCK	1,149.15
'57852	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	ELROD FENCING CO.	PHS-MATERIALS TO MAKE GATES	578.47
'57853	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	REBEL RENTS	JVH-PHS-EQUIPMENT RENTAL	878.26
'57860	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	TECHNICAL AIR CORPORATION	MOT-SUPPLIES FOR EMS SYSTEM	387.13
'57868	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	ACOUSTICAL MATERIAL SERVICES	IH-CEILING TILES IN MPR	382.13
'57908	14	500	DEFERRED MAINTENANCE APPORTIONMENT	FERGUSON ENTERPRISES	TS-REFURBISH DRINKING FOUNTAINS	1,011.53
'57910	14	500	DEFERRED MAINTENANCE APPORTIONMENT	PACIFIC AIR	IH-REPLACE A/C UNIT IN LIBRARY	8,800.00
'57915	06	500	TRANSPORTATION: HOME TO SCHOOL	A-Z BUS SALES	TRANS-REPAIRS TO BUS #18	2,280.25
'57916	06	500	TRANSPORTATION: HOME TO SCHOOL	A-Z BUS SALES	TRANS-REPAIRS TO BUS #24	579.74
'57917	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	FOURTH STREET ROCK CRUSHER	PHS-CONCRETE FOR PUMP HOUSE CONSTRUCTION	4,140.50
'57918	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	ALLSTAR CONCRETE PUMPING SERVICE	PHS-CONCRETE PUMPING	360.00
'57938	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	ALL CITIES STEEL & FABRICATION	PHS-REBAR CAGES, FOOTING FOR PUMP HOUSE	1,357.65
'57939	03	500	UNRESTRICTED	JPR SYSTEMS, INC.	PHS-REPLACEMENT STRAINER FOR PUMP	1,897.27
'57940	03	500	UNRESTRICTED	UNITED GREEN MARK, INC.	RHS-IRRIGATION SUPPLIES	659.97
'57941	03	500	UNRESTRICTED	EMPIRE MOWERS	GROUNDS-POLE HEDGER REPLACEMENT	427.77
'57947	06	300	PARTNERSHIP ACADEMIES PROGRAM	CHATFIELD-CLARKE COMPANY	JVH-SOUND BOARDS	1,307.14
'57983	06	200	IMMEDIATE INTERVENTION/UNDERPERFORM	GREAT SOURCE EDUCATION GROUP	JMS-INSTRUCTIONAL MATERIALS	417.08
'57987	06	210	IMMEDIATE INTERVENTION/UNDERPERFORM	FLINN SCIENTIFIC, INC.	MM-CLASSROOM MICROSCOPES	1,425.53
'57987	06	210	NCLB: TITLE I, PART A, BASIC GRANTS	FLINN SCIENTIFIC, INC.	MM-CLASSROOM MICROSCOPES	3,326.25
'58024	06	500	TRANSPORTATION: HOME TO SCHOOL	REDLANDS TRUCK SERVICE INC	TRANS-COMPLETE WIRE HARNESSING	2,292.93
'58025	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	ROTO-ROOTER SERVICE/PLUMBING	RHS-HYDRO JET FOR MAIN LINES	785.00
'58026	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	LENNOX INDUSTRIES	MOT-REPLENISH STOCK	2,387.60

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Jurupa Unified School District

Report of Purchases

Purchases Over \$200
6-04-05 thru 6-17-05

P.O.#	Fund	School	Resource	Vendor	Description	Amount
258027	03	500	UNRESTRICTED	RED HAWK SECURITY	MS/HS-SECURITY GUARDS FOR GRAD. EQUIP.	3,780.00
258028	03	500	UNRESTRICTED	SILVER BULLET	RHS-WATER TRUCK SERVICE FOR RHS GRAD.	300.00
258029	03	500	UNRESTRICTED	FOUR SEASONS TREE SERVICE	PER/SS/MB/JM/STS-TREE WORK	4,250.00
258035	06	500	TRANSPORTATION: HOME TO SCHOOL	PETROQUIP. G.W. MAINTENANCE	TRANS-REPAIR RED JACKET SYS AT FUEL PUMP	324.05
258040	21	310	PATRIOT HIGH SCHOOL START UP COST	JON'S FLAG SHOP	PHS-CLASS RM FLAGS & HOLDERS FOR PHS	766.10
258042	21	310	PATRIOT HIGH SCHOOL START UP COST	PIONEER CHEMICAL COMPANY	PHS-CLASSROOM SUPPLIES	1,539.42
258043	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	FOURTH STREET ROCK CRUSHER	PHS-CONCRETE FOR CONTAINER SLAB	5,355.86
258044	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	ALLSTAR CONCRETE PUMPING SERVICE	PHS-CONCRETE PUMPING FOR CONTAINER SLAB	444.00
258047	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	INLAND LIGHTING	JVH-LIGHTING FOR OUTSIDE	297.39
258074	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	MISSION GARDEN SUPPLY	PHS-PUMP HOUSE:BUILDING SUPPLIES	2,339.69
258076	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	S & W PLASTIC STORES, INC.	MOT-REPLACE STOCK	263.52
258078	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	FOURTH STREET ROCK CRUSHER	JVH-CONCRETE AND PEA GRAVEL MIX	499.64
258081	21	310	UNRESTRICTED	STOVER SEED COMPANY	PHS-OVERSEEDING FIELDS @ PHS	2,639.88
258081	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	STOVER SEED COMPANY	PHS-OVERSEEDING FIELDS @ PHS	2,639.87
258089	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	DELL	PHS-LAPTOPS FOR ADMINISTRATION	702.00
258091	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	FOLLETT LIBRARY RESOURCES	PHS-LIBRARY BOOKS	229,631.35
258092	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	FOLLETT LIBRARY RESOURCES	PHS-LIBRARY BOOKS	50,200.50
258093	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	FOLLETT LIBRARY RESOURCES	PHS-LIBRARY BOOKS	642.92
258099	06	500	GIFTED & TALENTED EDUCATION (GATE)	I.M.P.A.C. GOVERNMENT SERVICES	RHS-INSTRUCTIONAL MATERIALS	456.95
258165	06	170	NCLB: TITLE I, PART A, BASIC GRANTS	REALLY COOL STUFF	VB-DELUXE DESKTOP WORD BUILDER SET	398.05
258173	06	205	IMMEDIATE INTERVENTION/UNDERPERFORM	DELL	MLM-FLOPPY DRIVES	308.87
258175	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	DELL	PHS-COMPUTERS FOR SPEC ED CLASSROOMS	11,500.46
258177	06	300	PARTNERSHIP ACADEMIES PROGRAM	DELL	JVH-COMPUTERS	5,830.50
258180	06	405	COMMUNITY DAY SCHOOLS	CDW-G	LC-COMPUTER HARD DRIVE	209.38
258182	06	205	IMMEDIATE INTERVENTION/UNDERPERFORM	LIBRARY VIDEO COMPANY	MLM-INSTRUCTIONAL VIDEOS	283.12
258186	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	HOME DEPOT	MOT-LUMBER FOR PORTABLES	1,023.63
258189	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	MISSION GARDEN SUPPLY	PHS-BLOCK, REBAR, FOR PUMP HOUSE	3,755.98
258191	03	205	GOVERNORS PERFORMANCE AWARD (SB1X)	I.M.P.A.C. GOVERNMENT SERVICES	MLM-BAND SUPPLIES & EQUIPMENT	998.66
258192	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	CDW-G	PHS-PRINTERS FOR ADMINISTRATION	5,821.48
258196	03	500	UNRESTRICTED	STOVER SEED COMPANY	PHS-SEEDS NEEDED FOR OVERSEEDING	4,148.38
258197	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	HOME DEPOT	MOT-LUMBER FOR PLAN ROOM	566.28
258198	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	CDW-G	PHS-LASER PRINTERS FOR SPEC ED	775.75
258199	06	175	SCHOOL IMPROVEMENT PROGRAM (SIP)	I.M.P.A.C. GOVERNMENT SERVICES	WR-CLASSROOM CASSETTE/CD PLAYERS	2,303.43
258200	03	500	UNRESTRICTED	XEROX PAPER PRODUCTS	CSR-STOCK	37,667.68
258220	06	205	SCHOOL IMPROVEMENT PROGRAM (SIP)	WILLIAM V. MACGILL & CO.	MLM-NURSE SUPPLIES	224.11
258221	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	ROTO-ROOTER SERVICE/PLUMBING	PED/JVHS-HYDROJET MAIN LINES	610.00

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Jurupa Unified School District

Report of Purchases

Purchases Over \$200

6-04-05 thru 6-17-05

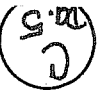
P.O.#	Fund	School	Resource	Vendor	Description	Amount
258222	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	GRANGER	RL-CEILING FAN FOR MPR	215.31
258224	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	ON-TRAX, INC.	RHS-SOUND SYSTEM FOR GRADUATION	490.00
258228	06	500	WORKFORCE INVESTMENT ACT (WIA)	MCGRATHS	JYOC/LC-ACHIEVEMENT CELEBRATION FOR 99	1,047.33
258229	06	500	TRANSPORTATION: HOME TO SCHOOL	UNITED TRANSMISSION EXCHANGE	TRANS-STUD KIT	858.55
258233	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	CDW-G	PHS-DESKTOP COPIERS	5,151.31
258234	06	125	IMMEDIATE INTERVENTION/UNDERPERFORM	ZONES	MB-LASER PRINTER	2,135.07
258235	06	170	NCLB: TITLE I, PART A, BASIC GRANTS	DEMCO SUPPLY INC	VB-LIBRARY SUPPLIES	238.60
258257	03	500	UNRESTRICTED	R & V SHEET METAL, INC	PHS-REPAIR WATER FILTER	215.50
258261	06	205	IMMEDIATE INTERVENTION/UNDERPERFORM	CLASSROOM PRODUCTS	MLM-INSTRUCTIONAL SUPPLIES	233.38
258264	06	170	NCLB: TITLE I, PART A, BASIC GRANTS	CM SCHOOL SUPPLY CO.	VB-TEACHING EASELS	2,430.84
258266	06	170	NCLB: TITLE I, PART A, BASIC GRANTS	SIMPLER LIFE EMERGENCY PROVISIONS	VB- MEDICAL KITS	2,042.94
258269	03	300	UNRESTRICTED	CORPORATE EXPRESS	JVH-SUMMER SCHOOL SUPPLIES	1,882.79
258270	03	500	UNRESTRICTED	OFFICE DEPOT	CSR-STOCK	9,690.39
258271	06	145	NCLB: TITLE I, PART A, BASIC GRANTS	POSITIVE PROMOTIONS	RL-STAFF INCENTIVES	201.67
258272	06	170	NCLB: TITLE I, PART A, BASIC GRANTS	OFFICE DEPOT	VB-FAX MACHINE AND TONER CARTRIDGES	856.11
258277	06	500	GIFTED & TALENTED EDUCATION (GATE)	PC & MACEXCHANGE	JMS-VIDEO PROJECTORS AND PULL SCREEN	1,970.42
258279	03	500	UNRESTRICTED	WAXIE SANITARY SUP. 334773400	CSR-STOCK	201.97
258280	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	NETSELLER	EC-COMPUTER SUPPLIES	248.04
258281	06	165	SCHOOL IMPROVEMENT PROGRAM (SIP)	CORPORATE EXPRESS	TS-EASEL FOR CLASSES	2,209.35
258282	03	300	UNRESTRICTED	SCANTRON	JVH-SCANTRON ANSWER SHEETS	289.28
258284	03	405	UNRESTRICTED	CORPORATE EXPRESS	SCORE-FAX MACHINE AND TONER CARTRIDGES	474.29
258286	06	500	GIFTED & TALENTED EDUCATION (GATE)	BIO CORPORATION	CR-INSTRUCTIONAL SUPPLIES	588.94
258291	03	500	UNRESTRICTED	ERIC CHAMBERLAIN PEST CONTROL	VARIOUS SITES-WEED ABATEMENT	761.25
258294	06	125	IMMEDIATE INTERVENTION/UNDERPERFORM	DELL	MB-INSTRUCTIONAL MATERIALS	11,563.31
258300	06	155	NCLB: TITLE I, PART A, BASIC GRANTS	DELL	SA-COMPUTER SUPPLIES	697.28
258311	06	500	NCLB: TITLE II, PART D, ENHANCING E	EDUCATIONAL RESOURCES - ORDERS	EC-SOFTWARE LICENSES	429.28
258312	06	500	NCLB: TITLE II, PART D, ENHANCING E	EDUCATIONAL RESOURCES - ORDERS	EC-SOFTWARE LICENSES	10,141.65
258313	06	125	IMMEDIATE INTERVENTION/UNDERPERFORM	JONES-CAMPBELL COMPANY	MB-STEEL BOOKCASES	2,440.54
258314	06	175	SCHOOL IMPROVEMENT PROGRAM (SIP)	TROXELL COMMUNICATIONS INC.	WR-CLASSROOM LISTENING CENTERS	2,353.26
258315	06	125	IMMEDIATE INTERVENTION/UNDERPERFORM	TROXELL COMMUNICATIONS INC.	MB-CLASSROOM MEDIA EQUIPMENT	8,350.63
258317	03	300	DISCRETIONARY	EDGEWISE MEDIA	JVH-MEDIA SUPPLIES	435.00
258318	06	500	GIFTED & TALENTED EDUCATION (GATE)	WEEKLY READER	JMS-SUBSCRIPTION	386.86
258320	06	145	NCLB: TITLE I, PART A, BASIC GRANTS	AWARDS BY IMAGINE IT	RL-SKILLS DAY RIBBONS	404.06
258321	06	135	SCHOOL IMPROVEMENT PROGRAM (SIP)	SPINITAR	PED-POSTER PRINTER SUPPLIES	775.48
258322	03	135	GOVERNORS PERFORMANCE AWARD (SB1X)	OAK TREE PRODUCTS (BOB FAREY)	PED-CLASSROOM BOOKCASES	1,206.80
258323	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	DAVE BANG ASSOCIATES, INC.	PHS-BIKE RACKS	1,392.74

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Jurupa Unified School District

Report of Purchases Purchases Over \$200 6-04-05 thru 6-17-05

P.O.#	Fund	School	Resource	Vendor	Description	Amount
256324	21	310	UNRESTRICTED	LAWN TECH EQUIPMENT	PHS-GROUNDS EQUIPMENT	3,889.92
256324	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	LAWN TECH EQUIPMENT	PHS-GROUNDS EQUIPMENT	3,889.85
256326	03	300	DISCRETIONARY	AUTHENTIK LTD.	JVH-SUBSCRIPTIONS	367.29
256326	06	500	GIFTED & TALENTED EDUCATION (GATE)	AUTHENTIK LTD.	JVH-SUBSCRIPTIONS	367.29
256328	06	205	IMMEDIATE INTERVENTION/UNDERPERFORM	CA AWARDS & ADVERTISING SPECIALTIES	MLM-TEACHER OF THE YR INCENTIVES	502.65
256329	06	115	SCHOOL IMPROVEMENT PROGRAM (SIP)	PATFINDER RANCH	IA-SCIENCE CAMP DEPOSIT FOR 2005-2006	5,000.00
256331	03	405	UNRESTRICTED	BUDGETEXT	LC-PHOTOGRAPHY HARDCOVER BOOKS	120.68
256331	06	405	COMMUNITY DAY SCHOOLS	BUDGETEXT	LC-PHOTOGRAPHY HARDCOVER BOOKS	120.68
256332	06	145	NCLB: TITLE I, PART A, BASIC GRANTS	I.M.P.A.C. GOVERNMENT SERVICES	RL-INSTRUCTIONAL MATERIALS	1,810.50
256334	06	500	HEAD START	DSM ENTERPRISES, INC.	EC-HS/PS SUPPLIES	382.05
256334	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	DSM ENTERPRISES, INC.	EC-HS/PS SUPPLIES	84.90
256334	12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	DSM ENTERPRISES, INC.	EC-HS/PS SUPPLIES	382.05
256337	06	205	IMMEDIATE INTERVENTION/UNDERPERFORM	FOLLETT LIBRARY RESOURCES	MLM-STUDENT ACHIEVEMENT MATERIALS	3,572.74
256338	03	405	UNRESTRICTED	GLENCOE - MCGRAW HILL	LC-INSTRUCTIONAL MATERIALS	592.77
256338	06	405	COMMUNITY DAY SCHOOLS	GLENCOE - MCGRAW HILL	LC-INSTRUCTIONAL MATERIALS	592.76
256339	06	300	VOCATIONAL PROGRAMS- VOC & APPL TEC	I.M.P.A.C. GOVERNMENT SERVICES	JVH-INDIVIDUAL CAREER PORTFOLIO	274.94
256340	06	130	NCLB: TITLE I, PART A, BASIC GRANTS	FOLLETT LIBRARY RESOURCES	PA-INSTRUCTIONAL MATERIALS	17,700.00
256341	06	130	NCLB: TITLE I, PART A, BASIC GRANTS	FOLLETT LIBRARY RESOURCES	PA-LIBRARY BOOK	10,100.00
256342	06	160	SCHOOL IMPROVEMENT PROGRAM (SIP)	HOUGHTON MIFFLIN CO	SS-INTEGRATED THEME TESTS	268.78
256344	03	300	DISCRETIONARY	CDW-G	JVH-PRINTERS AND CARTRIDGES	269.71
256347	03	500	SAFETY CREDIT	OFFICE DEPOT	PA-DESK CHAIRS	210.34
256347	06	130	NCLB: TITLE I, PART A, PROGRAM IMPR	OFFICE DEPOT	PA-DESK CHAIRS	152.32
256348	03	120	DONATIONS	BURTRONICS (MARTIN BUS. MACH)	IH-RISOGRAPH SUPPLIES	284.46
256349	21	310	UNRESTRICTED	TROXELL COMMUNICATIONS INC.	PHS-SECURITY WANDS	153.01
256349	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	TROXELL COMMUNICATIONS INC.	PHS-SECURITY WANDS	153.00
256353	03	500	UNRESTRICTED	JUSD PRINT SHOP	CSR-STOCK	2,768.20
256355	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	AXCES	MOT-SALT REMOVER FOR DIST VEHICLE	761.15
256362	06	205	IMMEDIATE INTERVENTION/UNDERPERFORM	DELL	MLM-COMPUTERS	2,066.12
256363	06	115	NCLB: TITLE I, PART A, BASIC GRANTS	I.M.P.A.C. GOVERNMENT SERVICES	IA-INSTRUCTIONAL MATERIALS	662.36
256369	03	135	SCHOOL SITE EMPLOYEE BONUS (SB1667)	ITS ELEMENTARY	PED-AWARDS AND INCENTIVES	656.46
256369	06	135	SCHOOL IMPROVEMENT PROGRAM (SIP)	ITS ELEMENTARY	PED-AWARDS AND INCENTIVES	3,787.38
256370	03	500	SAFETY CREDIT	OFFICE DEPOT	TRANS-DESK CHAIRS	336.58
256372	06	135	SCHOOL IMPROVEMENT PROGRAM (SIP)	I.M.P.A.C. GOVERNMENT SERVICES	PED-INSTRUCTIONAL MATERIALS	386.83
256374	06	135	NCLB: TITLE I, PART A, BASIC GRANTS	I.M.P.A.C. GOVERNMENT SERVICES	PED-INSTRUCTIONAL MATERIALS	1,297.68
256375	06	210	NCLB: TITLE I, PART A, BASIC GRANTS	FOLLETT LIBRARY RESOURCES	MM-INSTRUCTIONAL MATERIALS	330.09
256376	06	500	NCLB: TITLE IV, PART A, DRUG-FREE S	WEST ED	EC-STUDENT SURVEY MATERIALS	1,450.00



Jurupa Unified School District

Report of Purchases

Purchases Over \$200

6-04-05 thru 6-17-05

P.O.#	Fund	School	Resource	Vendor	Description	Amount
158377	06	200	IMMEDIATE INTERVENTION/UNDERPERFORM	ACADEMIC INNOVATIONS	JMS-INSTRUCTIONAL MATERIALS	579.20
158379	03	300	DISCRETIONARY	RYDIN SIGN AND DECAL	EC-LC-NV-RHS-JVH-05/06 PARKING DECALS	471.49
158379	03	305	DISCRETIONARY	RYDIN SIGN AND DECAL	EC-LC-NV-RHS-JVH-05/06 PARKING DECALS	343.12
158379	03	410	DISCRETIONARY	RYDIN SIGN AND DECAL	EC-LC-NV-RHS-JVH-05/06 PARKING DECALS	68.11
158379	03	405	UNRESTRICTED	RYDIN SIGN AND DECAL	EC-LC-NV-RHS-JVH-05/06 PARKING DECALS	25.94
158379	03	500	UNRESTRICTED	RYDIN SIGN AND DECAL	EC-LC-NV-RHS-JVH-05/06 PARKING DECALS	52.39
158379	06	405	COMMUNITY DAY SCHOOLS	RYDIN SIGN AND DECAL	EC-LC-NV-RHS-JVH-05/06 PARKING DECALS	26.72
158379	11	400	ADULT EDUCATION APPORTIONMENT	RYDIN SIGN AND DECAL	EC-LC-NV-RHS-JVH-05/06 PARKING DECALS	25.94
158384	06	500	SPECIAL EDUCATION	CM SCHOOL SUPPLY CO.	EC-OPEN PO-SUMMER SCHOOL SUPPLIES	750.00
158385	03	500	UNRESTRICTED	SIZZLER RESTAURANT	EDSERV-OPEN PO-END OF YR CELEBRATION	600.00
158386	06	300	VOCATIONAL PROGRAMS: VOC & APPL TEC	BERT WESTEYN	JVH-LOAD OF HAY	2,000.00
158387	14	500	DEFERRED MAINTENANCE APPORTIONMENT	PRESS ENTERPRISE COMPANY	FAC:PLAN-LEGAL AD FOR ROOF TEAR OFF	670.80
158388	40	500	UNRESTRICTED	PRESS ENTERPRISE COMPANY	FAC:PLAN-LEGAL AD FOR ENERGY MANAGE. SYS	481.00
158389	06	205	IMMEDIATE INTERVENTION/UNDERPERFORM	SAN BERNARDINO COUNTY SCHOOLS	MLM-INSTRUCTIONAL MATERIALS	300.00
158392	03	500	UNRESTRICTED	COMMERCIAL AQUATIC SERVICE	JVHS-EMERGENCY REPAIR ACID PUMP	1,093.74
158393	03	105	DONATIONS	LIFETOUGH PUBLISHING INC	GA-FINAL PAYMENT FOR YEARBOOK	761.21
158396	03	500	UNRESTRICTED	ANAHEIM BAND INSTRUMENTS INC	MLM-OPEN PO-INSTRUMENT REPAIRS	3,500.00
158397	03	100	DONATIONS	HILL YARD FLOOR CARE	CR-WET/DRY VAC FOR CUSTODIAL USE	660.47
158398	06	160	SCHOOL IMPROVEMENT PROGRAM (SIP)	HOUGHTON MIFFLIN CO	SS-STATE ADOPTED INSTRUCT MATERIALS	2,817.61
158399	06	155	NCLB: TITLE I, PART A, BASIC GRANTS	HOUGHTON MIFFLIN CO	SA-STATE ADOPTED INSTRUCT MATERIALS	2,220.10
158400	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	HOME DEPOT	PHS-REFRIGERATORS FOR SPECIAL ED CLASSES	800.00
158402	06	100	SCHOOL IMPROVEMENT PROGRAM (SIP)	HOUGHTON MIFFLIN CO	CR-STATE ADOPTED INSTRUCT MATERIALS	1,003.42
158403	06	155	NCLB: TITLE I, PART A, BASIC GRANTS	HOUGHTON MIFFLIN CO	SA-STATE ADOPTED INSTRUCT MATERIALS	2,401.65
158404	06	100	SCHOOL IMPROVEMENT PROGRAM (SIP)	HOUGHTON MIFFLIN CO	CR-STATE ADOPTED INSTRUCT MATERIALS	1,912.35
158405	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	CM SCHOOL SUPPLY CO.	MLM-OPEN PO-TEACHING SUPPLIES	2,100.00
158406	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	CM SCHOOL SUPPLY CO.	WR-OPEN PO-INSTRUCTIONAL SUPPLIES	1,750.00
158407	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	CM SCHOOL SUPPLY CO.	SS-OPEN PO-INSTRUCTIONAL MATERIALS	1,550.00
158408	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	CM SCHOOL SUPPLY CO.	IH-OPEN PO-INSTRUCTIONAL MATERIALS	1,750.00
158409	06	160	SCHOOL IMPROVEMENT PROGRAM (SIP)	HOUGHTON MIFFLIN CO	SS-STATE ADOPTED INSTRUCT MATERIALS	5,062.81
158410	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	CM SCHOOL SUPPLY CO.	GA-OPEN PO-INSTRUCTIONAL MATERIALS	1,500.00
158412	06	120	SCHOOL IMPROVEMENT PROGRAM (SIP)	HOUGHTON MIFFLIN CO	IH-STATE ADOPTED INSTRUCT MATERIALS	2,608.90
158413	06	165	SCHOOL IMPROVEMENT PROGRAM (SIP)	HERTZ FURNITURE SYSTEMS CORP.	TS-TABLES	623.55
158414	06	120	SCHOOL IMPROVEMENT PROGRAM (SIP)	HOUGHTON MIFFLIN CO	IH-STATE ADOPTED INSTRUCT MATERIALS	6,355.74
158415	03	300	DISCRETIONARY	CONSTITUTIONAL RIGHTS FOUNDATION	JVH-INSTRUCTIONAL MATERIALS	274.38
158416	06	110	NCLB: TITLE I, PART A, BASIC GRANTS	RENAISSANCE LEARNING SYSTEMS	GH-READING PRACTICE QUIZZES	1,078.23
158417	06	160	SCHOOL IMPROVEMENT PROGRAM (SIP)	HOUGHTON MIFFLIN CO	SS-STATE ADOPTED INSTRUCT MATERIALS	947.30

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**Jurupa Unified School District
Report of Purchases**

Purchases Over \$200
6-04-05 thru 6-17-05

P.O.#	Fund	School Resource	Vendor	Description	Amount
258418	06	155 NCLB: TITLE I, PART A, BASIC GRANTS	HOUGHTON MIFFLIN CO	SA-STATE ADOPTED INSTRUCT MATERIALS	998.97
258419	06	500 HEAD START	MINOLTA BUSINESS SYSTEMS, INC.	EC-COPIER AND NETWORK EQUIPMENT	5,299.69
258419	06	500 NCLB: TITLE I, PART A, BASIC GRANTS	MINOLTA BUSINESS SYSTEMS, INC.	EC-COPIER AND NETWORK EQUIPMENT	1,177.71
258419	06	500 SCHOOL READINESS PROGRAM	MINOLTA BUSINESS SYSTEMS, INC.	EC-COPIER AND NETWORK EQUIPMENT	2,944.27
258419	12	500 CHILD DEVELOPMENT: STATE PRESCHOOL	MINOLTA BUSINESS SYSTEMS, INC.	EC-COPIER AND NETWORK EQUIPMENT	2,355.41
258420	06	115 NCLB: TITLE I, PART A, BASIC GRANTS	HOUGHTON MIFFLIN CO	IA-STATE ADOPTED INSTRUCT MATERIALS	818.12
258421	06	105 SCHOOL IMPROVEMENT PROGRAM (SIP)	HOUGHTON MIFFLIN CO	GA-STATE ADOPTED INSTRUCT MATERIALS	1,119.54
258422	06	120 SCHOOL IMPROVEMENT PROGRAM (SIP)	HOUGHTON MIFFLIN CO	IH-STATE ADOPTED INSTRUCT MATERIALS	775.06
258423	35	310 NEW CONSTRUCTION - STATE SCHOOL FAC	CHATFIELD-CLARKE COMPANY	PHS-WHITE BOARDS WITH ROLLERS	7,751.97
258424	03	165 DISCRETIONARY	CHATFIELD-CLARKE COMPANY	TS-HIGH WHITE BOARDS	294.70
258425	03	500 UNRESTRICTED	CONSOLIDATED FABRICATORS CORP.	EC-FRONT LOAD RECYCLE BINS	10,516.40
258426	06	170 NCLB: TITLE I, PART A, BASIC GRANTS	HOUGHTON MIFFLIN CO	VB-INSTRUCTIONAL MATERIALS	34,973.57
258427	06	300 PARTNERSHIP ACADEMIES PROGRAM	NORCO FEED & RECYCLING	JVH-OPEN PO-AG SUPPLIES	2,000.00
258428	06	145 SCHOOL IMPROVEMENT PROGRAM (SIP)	PEARSON DIGITAL LEARNING	RL-SUCCESSMAKER ENTERPRISE RENEWAL	1,616.25
258429	06	115 NCLB: TITLE I, PART A, BASIC GRANTS	HOUGHTON MIFFLIN CO	IA-INSTRUCTIONAL MATERIALS	6,637.29
258430	06	500 GIFTED & TALENTED EDUCATION (GATE)	SOCIAL STUDIES SCHOOL SERVICE	RHS-INSTRUCTIONAL DVD'S	770.87
258433	06	500 GIFTED & TALENTED EDUCATION (GATE)	IMAGINE THAT	JMS-OPEN PO-BOOKS	500.00
258434	03	500 UNRESTRICTED	MUSIC MIKES REPAIR CENTER	JMS-INSTRUMENT REPAIR	364.50
258435	06	170 NCLB: TITLE I, PART A, BASIC GRANTS	FOLLETT LIBRARY RESOURCES	VB-LIBRARY BOOKS	300.00
258436	06	170 NCLB: TITLE I, PART A, BASIC GRANTS	FOLLETT LIBRARY RESOURCES	VB-LIBRARY BOOKS	500.00
258437	06	170 NCLB: TITLE I, PART A, BASIC GRANTS	FOLLETT LIBRARY RESOURCES	VB-LIBRARY BOOKS	350.00
258438	06	170 NCLB: TITLE I, PART A, BASIC GRANTS	FOLLETT LIBRARY RESOURCES	VB-LIBRARY BOOKS	375.00
258439	06	170 NCLB: TITLE I, PART A, BASIC GRANTS	FOLLETT LIBRARY RESOURCES	VB-LIBRARY BOOKS	300.00
258440	06	170 NCLB: TITLE I, PART A, BASIC GRANTS	FOLLETT LIBRARY RESOURCES	VB-LIBRARY BOOKS	325.00
258441	06	210 NCLB: TITLE I, PART A, BASIC GRANTS	FOLLETT LIBRARY RESOURCES	MM-LIBRARY BOOKS	36,000.00
258442	06	170 NCLB: TITLE I, PART A, BASIC GRANTS	FOLLETT LIBRARY RESOURCES	VB-LIBRARY BOOKS	350.00
258443	06	160 SCHOOL IMPROVEMENT PROGRAM (SIP)	HOUGHTON MIFFLIN CO	SS-INSTRUCTIONAL MATERIALS	1,545.73
258444	06	500 INSTRUCTIONAL MATERIALS REALIGNMENT	HOLT, RINEHART & WINSTON PUBL.	EC-STATE ADOPTED MATERIALS	1,424.83
258445	06	500 NCLB: TITLE II, PART A, TEACHER QUA	HARRY K. WONG PUBLICATIONS	ED-SERVICES-INSTRUCTIONAL MATERIALS	2,917.41
258449	06	500 NCLB: TITLE III, LIMITED ENGLISH PR	I.M.P.A.C. GOVERNMENT SERVICES	RHS-INSTRUCTIONAL MATERIALS	840.45
258452	06	205 IMMEDIATE INTERVENTION/UNDERPERFORM	I.M.P.A.C. GOVERNMENT SERVICES	MLM-INSTRUCTIONAL MATERIALS	849.07
258453	21	310 UNRESTRICTED	CORPORATE EXPRESS	PHS-LOCKING ROLL AWAY FILE SYSTEM	187.16
258453	35	310 NEW CONSTRUCTION - STATE SCHOOL FAC	CORPORATE EXPRESS	PHS-LOCKING ROLL AWAY FILE SYSTEM	187.15
258460	21	310 UNRESTRICTED	I.M.P.A.C. GOVERNMENT SERVICES	PHS-MICROWAVES	105.17
258460	35	310 NEW CONSTRUCTION - STATE SCHOOL FAC	I.M.P.A.C. GOVERNMENT SERVICES	PHS-MICROWAVES	105.16
258461	06	145 NCLB: TITLE I, PART A, BASIC GRANTS	PC & MACECHANGE	RL-CABLES, ADAPTERS & PRINTER	5,230.19

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Jurupa Unified School District

Report of Purchases

Purchases Over \$200
6-04-05 thru 6-17-05

P.O.#	Fund	School	Resource	Vendor	Description	Amount
258465	06	205	IMMEDIATE INTERVENTION/UNDERPERFORM	PC & MACEEXCHANGE	MLM-VIDEO CABLES AND WIRING SUPPLIES	2,765.21
258466	06	205	IMMEDIATE INTERVENTION/UNDERPERFORM	PC & MACEEXCHANGE	MLM-HP LASER JET PRINTER	7,400.29
258467	06	205	IMMEDIATE INTERVENTION/UNDERPERFORM	PC & MACEEXCHANGE	MLM-CABLES FOR VIDEO SPLITTER	1,096.46
258468	06	205	IMMEDIATE INTERVENTION/UNDERPERFORM	PC & MACEEXCHANGE	MLM-PRINTERS FOR CLASSES	6,250.53
258469	21	310	UNRESTRICTED	PC & MACEEXCHANGE	PHS-PULL DOWN SCREENS & WALL BRACKETS	4,018.47
258469	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	PC & MACEEXCHANGE	PHS-PULL DOWN SCREENS & WALL BRACKETS	4,018.46
258471	06	200	IMMEDIATE INTERVENTION/UNDERPERFORM	TROXELL COMMUNICATIONS INC.	JMS-AMP SYSTEM	9,395.80
258472	06	200	IMMEDIATE INTERVENTION/UNDERPERFORM	TROXELL COMMUNICATIONS INC.	JMS-HANDHELD MICROPHONES & STANDS	4,202.25
258473	06	500	GIFTED & TALENTED EDUCATION (GATE)	TROXELL COMMUNICATIONS INC.	JMS-AMP SYSTEMS	2,818.74
258474	06	500	NCLB: TITLE III, LIMITED ENGLISH PR	PEARSON EDUCATION	EC-TEXTBOOKS FOR ELD SUMMER SCHOOL	13,871.14
258475	06	110	SCHOOL IMPROVEMENT PROGRAM (SIP)	HOUGHTON MIFFLIN CO	GH-STATE ADOPTED INSTRUCT MATERIALS	14,880.12
258476	06	160	SCHOOL IMPROVEMENT PROGRAM (SIP)	HOUGHTON MIFFLIN CO	SS-STATE ADOPTED INSTRUCT MATERIALS	2,415.49
258477	06	500	INSTRUCTIONAL MATERIALS REALIGNMENT	HOUGHTON MIFFLIN CO	TECH-STATE ADOPTED INSTRUCT MATERIALS	1,674.65
258478	03	115	GOVERNORS PERFORMANCE AWARD (SB1X)	TROXELL COMMUNICATIONS INC.	IA-OVERHEAD PROJECTORS	672.36
258479	06	170	NCLB: TITLE I, PART A, PROGRAM IMPR	HOUGHTON MIFFLIN CO	VB-STATE ADOPTED INSTRUCT MATERIALS	5,068.75
258480	06	115	NCLB: TITLE I, PART A, BASIC GRANTS	HOUGHTON MIFFLIN CO	IA-STATE ADOPTED INSTRUCT MATERIALS	2,026.14
258481	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	HOLT, RINEHART & WINSTON PUBL.	TPC-STATE ADOPTED INSTRUCT MATERIALS	56,373.10
258483	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	HOLT, RINEHART & WINSTON PUBL.	TPC-STATE ADOPTED INSTRUCT MATERIALS	44,818.94
258484	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	HOLT, RINEHART & WINSTON PUBL.	TPC-STATE ADOPTED INSTRUCT MATERIALS	52,450.55
258485	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	HOLT, RINEHART & WINSTON PUBL.	TPC-STATE ADOPTED INSTRUCT MATERIALS	27,747.78
258486	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	HOLT, RINEHART & WINSTON PUBL.	TPC-STATE ADOPTED INSTRUCT MATERIALS	26,305.76
258487	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	HOLT, RINEHART & WINSTON PUBL.	TPC-STATE ADOPTED INSTRUCT MATERIALS	10,838.57
258488	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	PRENTICE HALL	TPC-STATE ADOPTED INSTRUCT MATERIALS	73,565.88
258489	06	500	INSTRUCTIONAL MATERIALS REALIGNMENT	HOLT, RINEHART & WINSTON PUBL.	TPC-STATE ADOPTED INSTRUCT MATERIALS	4,838.57
258490	21	310	UNRESTRICTED	FIRST SERVICE	PHS-PADS FOR GYM ROLL-UP DOORS	399.38
258490	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	FIRST SERVICE	PHS-PADS FOR GYM ROLL-UP DOORS	399.36
258491	21	310	UNRESTRICTED	GRAINGER W W INC	PHS-LOCKER ROOM MIRRORS	231.56
258491	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	GRAINGER W W INC	PHS-LOCKER ROOM MIRRORS	231.55
258492	06	500	INSTRUCTIONAL MATERIALS REALIGNMENT	HAMPTON-BROWN BOOKS	EC-INSTRUCTIONAL MATERIALS-ACTS TEAM PROGRAM	1,001.82
258493	06	205	IMMEDIATE INTERVENTION/UNDERPERFORM	ZONES	MLM-DVD SYSTEM (SPEAKERS) FOR CLASSROOM	5,439.04
258504	06	500	ENGLISH LANGUAGE ACQUISITION PROGRAM	THOMSON LEARNING	LANG SERV-INSTRUCTIONAL MATERIALS	16,623.03
258509	21	310	UNRESTRICTED	SCHOOL HEALTH SUPPLY CO	PHS-I.V. STANDS FOR SPEC ED CLASSROOMS	221.49
258509	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	SCHOOL HEALTH SUPPLY CO	PHS-I.V. STANDS FOR SPEC ED CLASSROOMS	221.47
258521	21	310	UNRESTRICTED	RADIOPHONE ENGINEERING	PHS-MOTOROLA RADIO EQUIP AND SUPPLIES	7,968.19
258521	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	RADIOPHONE ENGINEERING	PHS-MOTOROLA RADIO EQUIP AND SUPPLIES	7,968.13
258524	03	500	UNRESTRICTED	CDW-G	EC-ANTIVIRUS FOR JUSD COMPUTERS	31,516.88

Jurupa Unified School District

Report of Purchases Purchases Over \$200 6-04-05 thru 6-17-05

P.O.#	Fund	School	Resource	Vendor	Description	Amount
258525	06	205	IMMEDIATE INTERVENTION/UNDERPERFORM	ZONES	MLM-FLATBED SCANNER	2,327.40
258526	06	205	SCHOOL IMPROVEMENT PROGRAM (SIP)	ZONES	MLM-HDTV SCREENS	2,397.44
258527	06	175	SCHOOL IMPROVEMENT PROGRAM (SIP)	CHATFIELD-CLARKE COMPANY	WR-WHITE BOARDS	294.70
258528	21	310	UNRESTRICTED	TROXELL COMMUNICATIONS INC.	PHS-DVD/VCRS FOR SPEC ED CLASSROOMS	5,988.21
258528	35	310	NEW CONSTRUCTION - STATE SCHOOL FAC	TROXELL COMMUNICATIONS INC.	PHS-DVD/VCRS FOR SPEC ED CLASSROOMS	5,988.20
258530	03	300	DISCRETIONARY	ZONES	JVH-CAMCORDER	2,424.34
258532	06	205	IMMEDIATE INTERVENTION/UNDERPERFORM	TROXELL COMMUNICATIONS INC.	MLM-REMOTE GLOBAL PRESENTERS	4,534.12
258534	06	170	SCHOOL IMPROVEMENT PROGRAM (SIP)	LARSON COMMUNICATIONS-DO NOT USE	VB-STEP UP TO WRITING STAFF DEV. PROGRAM	7,443.00
258536	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	CM SCHOOL SUPPLY CO.	JMS-OPEN PO-SUPPLIES	1,750.00
258537	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	CM SCHOOL SUPPLY CO.	EC-OPEN PO-SUPPLIES	1,500.00
258538	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	OFFICEMAX	EC-OPEN PO-SUPPLIES	1,500.00
258539	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	SMART & FINAL IRIS CO	EC-OPEN PO-SUPPLIES FOR SUMMER PRGM	1,500.00
258540	06	500	NCLB: TITLE II, PART D, ENHANCING E	ZONES	EC-SOFTWARE	3,528.81
258541	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	STATER BROTHERS	EC-OPEN PO-SUPPLIES FOR SUMMER PRGM	1,500.00
258542	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	TARGET GREATLAND	EC-OPEN PO-SUPPLIES	1,500.00
258543	12	500	CHILD DEVELOPMENT: QUALITY IMPROVEM	LAKESTORE CURRICULUM MATERIAL	EC-INSTRUCTIONAL MATERIALS	532.18
258544	06	205	IMMEDIATE INTERVENTION/UNDERPERFORM	CLEARVUE	MLM-INSTRUCTIONAL MATERIALS	1,565.42
258545	12	500	CHILD DEVELOPMENT: QUALITY IMPROVEM	LAKESTORE CURRICULUM MATERIAL	RL-INSTRUCTIONAL MATERIALS FOR PRESCHOOL	439.57
258547	12	500	CHILD DEVELOPMENT: QUALITY IMPROVEM	LAKESTORE CURRICULUM MATERIAL	RL-INSTRUCTIONAL MATERIALS FOR PRESCHOOL	1,568.79
258548	12	500	CHILD DEVELOPMENT: QUALITY IMPROVEM	LAKESTORE CURRICULUM MATERIAL	VB-INSTRUCTIONAL MATERIALS	511.58
258548	12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	LAKESTORE CURRICULUM MATERIAL	VB-INSTRUCTIONAL MATERIALS	38.48
258549	12	500	CHILD DEVELOPMENT: QUALITY IMPROVEM	LAKESTORE CURRICULUM MATERIAL	EC-INSTRUCTIONAL MATERIALS	503.78
258549	12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	LAKESTORE CURRICULUM MATERIAL	EC-INSTRUCTIONAL MATERIALS	37.92
258551	03	300	DISCRETIONARY	COACH COMM WINNING SOLUTIONS	JVH-FOOTBALL SUPPLIES	8,986.69
258552	12	500	CHILD DEVELOPMENT: QUALITY IMPROVEM	LAKESTORE CURRICULUM MATERIAL	SS-INSTRUCTIONAL MATERIALS FOR PRESCHOOL	708.46
258553	03	500	SAFETY CREDIT	CONTOUR DESIGN, INC	LC-ROLLER MOUSES	247.76
258554	12	500	CHILD DEVELOPMENT: QUALITY IMPROVEM	LAKESTORE CURRICULUM MATERIAL	VB-INSTRUCTIONAL MATERIAL FOR PRESCHOOL	537.51
258555	03	120	DONATIONS	PARENT INSTITUTE, THE	IH-INSTRUCTIONAL MATERIALS	219.60
258555	06	500	NCLB: TITLE III, LIMITED ENGLISH PR	PARENT INSTITUTE, THE	IH-INSTRUCTIONAL MATERIALS	1,999.99
258556	06	170	NCLB: TITLE I, PART A, BASIC GRANTS	CALIFORNIA DEPT. OF EDUCATION	VB-INSTRUCTIONAL MATERIALS	365.41
258557	06	170	NCLB: TITLE I, PART A, BASIC GRANTS	INLAND LIGHTING	VB-LIGHTING SUPPLIES	776.34
258561	06	170	IMMEDIATE INTERVENTION/UNDERPERFORM	ABC SCHOOL SUPPLY, INC	VB-MATERIALS AND SUPPLIES	3,261.53
258565	12	500	CHILD DEVELOPMENT: QUALITY IMPROVEM	LAKESTORE CURRICULUM MATERIAL	SS-INSTRUCTIONAL MATERIALS	208.55
258566	03	205	SCHOOL SITE EMPLOYEE BONUS (SB1667)	SCHOOL SPECIALTY	MLM-MOBILE LUNCH TABLES	11,199.19
258109	06	170	SCHOOL IMPROVEMENT PROGRAM (SIP)	SCANDIA AMUSEMENT PARK	VB-FIELD TRIP ADMISSIONS FOR 200	1990.00

Jurupa Unified School District
Report of Purchases
Purchases Over \$200
6-04-05 thru 6-17-05

P.O.#	Fund	School Resource	Vendor	Description	Amount
296				P.O.'s over \$200	\$ 1,448,242.09
108				P.O.'s NOT over \$200	\$ 7,524.41
403				TOTAL PURCHASE ORDERS	\$ 1,455,766.50

RECOMMEND APPROVAL: Shelia Z. Carpenter
Director of Centralized Support Services



California Interscholastic Federation

Marie Ishida, Executive Director
STATE OFFICE

333 Hegenberger Road, Suite 511, Oakland, CA 94621
Tel: (510) 639-4445 - FAX: (510) 639-4449

www.cifstate.org

2005-2006 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and return to the CIF SECTION OFFICE (ADDRESS ON REVERSE SIDE) no later than July 1, 2005.

Jurupa Unified School District/Governing Board at its July 5, 2005 meeting,
(name of school district/governing board) (date)

appointed the following individual(s) to serve for the 2004-2005 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Rubidoux High School
NAME OF REPRESENTATIVE Ray Marisnick POSITION Athletic Director
ADDRESS 4250 Opel Street CITY Riverside ZIP 92509
PHONE 951-222-7863 FAX 951-779-1035 E-MAIL Raymond.Marisnick@JUSD.k12.ca.us

NAME OF SCHOOL Jurupa Valley High School
NAME OF REPRESENTATIVE Ben Bunz POSITION Assistant Principal
ADDRESS 10551 Bellegrove Ave. CITY Mira Loma ZIP 91752
PHONE (951) 360-2600 FAX 951-360-2612 E-MAIL bbunz@jUSD.k12.ca.us

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. NOTE: League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's Name (print) _____ Superintendent's Signature _____
Address _____ City _____ Zip _____
Phone _____ Fax _____

PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION, SEE REVERSE SIDE FOR CIF SECTION OFFICES⇒⇒⇒

**AGRICULTURAL VOCATIONAL EDUCATION INCENTIVE GRANT
2005-2006 APPLICATION FOR FUNDING**
(Due Date: To be received in Regional Supervisor's Office by June 30, 2005)
DATES OF PROJECT DURATION - JULY 1, 2005 TO JUNE 30, 2006

Rubidoux High School
(School Site)

Jurupa Unified
(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are as

Signature of Authorized Agent

Paul Jensen, Director Secondary Education

Title

Signature of Agriculture Teacher
Responsible for the Program

Signature of Principal

Contact Phone Number (951) 360-4174

Date of Approval of Local Agency Board:

7/5/2005

Funds Requested - Part I

\$6,670.00

Part II

\$12,000.00

Part III

\$0.00

Total

\$18,670.00

Number of Different Agriculture Teachers at Site:

3

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	X	
2. Leadership and Citizenship Development	X	
3. Practical Application of Occupational Skills	X	
4. Qualified and Competent Personnel	X	
5. Facilities, Equipment, and Materials	X	
6. Community, Business and Industry Involvement	X	
7. Career Guidance	X	
8. Program Promotion	X	
9. Program Accountability and Planning	X	

Formal Variance Request must be included if Requesting Variance. Request must include a plan for bringing the program into compliance.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	\$4,000	
Two Teachers	\$4,500	
Three Teachers or More	\$5,000	\$5,000.00

Total Number of Students	2004-05 R2 Number	Amount Requested
List Number from R2 Report	334	\$1,670.00

TOTAL FUNDS REQUESTED PART 1 (Add amount requested for number of teachers and amount requested for number of students.

\$6,670.00

PART II - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

- * Amounts requested in Quality Criteria 10 will be the indicated amount for that criteria, multiplied by the full-time equivalent (FTE). To count a Prep Period, the teacher must be teaching 50% of their teaching periods in agriculture.
- * Amounts requested in Quality Criteria 11A will be the indicated amount for each teacher who was compensated a minimum of \$2,000 for year round employment.
- * Amounts requested in Quality Criteria 11B will be the indicated amount for each teacher who is provided a Project Supervision Period.

Number of FTE Agriculture Teachers at Site:

3

List the Names of the Agriculture Teachers:

Rhonda Fuller	5
Sharon Tavaglione	6
Diane Parker	7
4	8

	Number Meeting Criteria	Amount Requested
Criteria 10 - Student/Teacher Ratio (\$2000/FTE)	0	\$0.00
Criteria 11 - Year Round Employment (\$2000/Teacher)	3	\$6,000.00
Criteria 11 - Project Supervision Period (\$2000/Teacher)	3	\$6,000.00

TOTAL FUNDS REQUESTED PART II

\$12,000.00

PART III - QUALITY CRITERIA 12 (OPTIONAL) ALLOCATION

Quality Criteria 12 form is attached and all criteria has been met. If the answer is yes, list \$3,000 (funds requesting) in space to the right.

PART IV - FINANCIAL SCHEDULE

Part A

Line	Acct. No.	Classification	A Description of Item for which funds will be	B Incentive Grant Funds	C Matching Funds
1	4000	Books & Supplies		16,880.00	2,000.00
2			Subtotal for 4000	\$16,880.00	\$2,000.00
3	5000	Services and other Operating Expenses such as Personal Services of Consultants, Staff Travel, and Conference; Rentals, leases, and Repairs; Bus Transportation	1 Conference/Workshops	1,500.00	1,500.00
4			2		
5			3		
6			4		
			5		
7			6		
8			Subtotal for 5000	\$1,500.00	\$1,500.00
9	6000	Capital Outlay includes sites and improvements of sites; buildings, and improvement of buildings, equipment; equipment; replacement	1		
10			2		
11			3		
			4		
12			5		
13			Subtotal for 6000	\$0.00	\$0.00
14			Total for 4000- 6000 Lines 2,8,13	\$18,380.00	\$3,500.00

TOTAL 2005-2006 Incentive Grant Allocation:

\$18,670.00

Part B - Complete this portion if a waiver of the matching requirement was granted.

Line	Acct No.	Classification	A Description of Item for which funds were expended	B Incentive Grant Funds	C Amount of Salary and Benefits
15	1000	Salaries	Teacher's <u>summer service</u> salaries		53,478.00
16	1000	Salaries	Teachers salaries for <u>project supervision period</u>		16,123.00
17	3000	Benefits	Benefits for the Above Items (1000)		
18			TOTAL		\$69,601.00

TOTAL Amount of Waiver Requested:

\$15,170.00

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**AGRICULTURAL VOCATIONAL EDUCATION INCENTIVE GRANT
2005-2006 APPLICATION FOR FUNDING**

(Due Date: To be received in Regional Supervisor's Office by June 30, 2005)

DATES OF PROJECT DURATION - JULY 1, 2005 TO JUNE 30, 2006

Jurupa Valley High School
(School Site)

Jurupa
(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are as

Signature of Authorized Agent

Paul Jensen, Director Secondary Education

Title

Signature of Agriculture Teacher
Responsible for the Program

Signature of Principal

Contact Phone Number (951) 360-4174

Date of Approval of Local Agency Board:

7/5/2005

Funds Requested - Part I

\$7,035.00

Part II

\$8,000.00

Part III

\$0.00

Total

\$15,035.00

Number of Different Agriculture Teachers at Site:

3

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	X	
2. Leadership and Citizenship Development	X	
3. Practical Application of Occupational Skills	X	
4. Qualified and Competent Personnel	X	
5. Facilities, Equipment, and Materials	X	
6. Community, Business and Industry Involvement	X	
7. Career Guidance	X	
8. Program Promotion	X	
9. Program Accountability and Planning	X	

Formal Variance Request must be included if Requesting Variance. Request must include a plan for bringing the program into compliance.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	\$4,000	
Two Teachers	\$4,500	
Three Teachers or More	\$5,000	\$5,000.00

Total Number of Students	2004-05 R2 Number	Amount Requested
List Number from R2 Report	407	\$2,035.00

TOTAL FUNDS REQUESTED PART 1 (Add amount requested for number of teachers and amount requested for number of students.

\$7,035.00

PART II - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

- * Amounts requested in Quality Criteria 10 will be the indicated amount for that criteria, multiplied by the full-time equivalent (FTE). To count a Prep Period, the teacher must be teaching 50% of their teaching periods in agriculture.
- * Amounts requested in Quality Criteria 11A will be the indicated amount for each teacher who was compensated a minimum of \$2,000 for year round employment.
- * Amounts requested in Quality Criteria 11B will be the indicated amount for each teacher who is provided a Project Supervision Period.

Number of FTE Agriculture Teachers at Site:

3

List the Names of the Agriculture Teachers:

Rob Norwood	5
Brian Kantner	6
Jeff Rhiner	7
4	8

	Number Meeting Criteria	Amount Requested
Criteria 10 - Student/Teacher Ratio (\$2000/FTE)	0	\$0.00
Criteria 11 - Year Round Employment (\$2000/Teacher)	3	\$6,000.00
Criteria 11 - Project Supervision Period (\$2000/Teacher)	1	\$2,000.00

TOTAL FUNDS REQUESTED PART II

\$8,000.00

PART III - QUALITY CRITERIA 12 (OPTIONAL) ALLOCATION

Quality Criteria 12 form is attached and all criteria has been met. If the answer is yes, list \$3,000 (funds requesting) in space to the right.

PART IV - FINANCIAL SCHEDULE

Part A

Line	Acct. No.	Classification	A Description of Item for which funds will be	B Incentive Grant Funds	C Matching Funds
1	4000	Books & Supplies		13,035.00	15,000.00
2			Subtotal for 4000	\$13,035.00	\$15,000.00
3	5000	Services and other Operating	1 Conference/Workshops	2,000.00	4,000.00
4		Expenses such as Personal	2		
5		Services of Consultants, Staff	3		
6		Travel, and Conference; Rentals,	4		
		leases, and Repairs; Bus	5		
7		Transportation	6		
8			Subtotal for 5000	\$2,000.00	\$4,000.00
9	6000	Capital Outlay includes sites and	1		
10		improvements of sites; buildings,	2		
11		and improvement of buildings,	3		
		equipment; equipment;	4		
12		replacement	5		
13			Subtotal for 6000	\$0.00	\$0.00
14			Total for 4000- 6000 Lines 2,8,13	\$15,035.00	\$19,000.00

TOTAL 2005-2006 Incentive Grant Allocation:

\$15,035.00

Part B - Complete this portion if a waiver of the matching requirement was granted.

Line	Acct No.	Classification	A Description of Item for which funds were expended	B Incentive Grant Funds	C Amount of Salary and Benefits
15	1000	Salaries	Teacher's <u>summer service</u> salaries		53,478.00
16	1000	Salaries	Teachers salaries for <u>project supervision period</u>		16,123.00
17	3000	Benefits	Benefits for the Above Items (1000)		
18			TOTAL		\$69,601.00

TOTAL Amount of Waiver Requested:

\$0.00

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**LOCAL EDUCATION AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

LEA Plan Information:

Name of Local Educational Agency: Jurupa Unified School District

County District Code: 33-67090

Date of Local Governing Board Approval: July 5, 2005

District Superintendent: Elliott Duchon

Address: 4850 Pedley Road

City: Riverside

Zip Code: 92509

Phone: (951) 360-4168

FAX: (951) 360-4152

EMAIL:
educhon@jUSD.k12.ca.us

Signatures:

On behalf of LEA participants included in the preparation of this program improvement plan addendum.

	Elliott Duchon	07/05/05
Signature of Superintendent	Printed Name of Superintendent	Date

	John Chavez	07/05/05
Signature of Board President	Printed Name of Board President	Date

I certify that my organization has worked with the identified Program Improvement District to complete the requirements of NCLB Section 111.6(c) and California *Education Code* Section 52055.57 (c).

	Riverside County Office of Education	
Signature of External Organization Representative	Printed Name of External Organization Representative	Date

Send this signed Assurance page by August 1, 2005, to:

Leanne Wheeler, Consultant
NCLB Implementation Office
California Department of Education
1430 N Street, Suite 6208
Sacramento, CA 95814

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

The No Child Left Behind (NCLB) Act of 2001 Section 1116(c)(7)(A) requires that LEAs identified for PI shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than a complete rewrite of your existing LEA Plan, we ask that you instead use this Plan Addendum template to address the items below. Type your responses in the expandable text boxes. Please submit your completed Addendum via email to: LEAP@cde.ca.gov

The Plan Addendum, which must be submitted to CDE by August 1, 2005, is required to:

1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful.

In response to identification as a Program Improvement (PI) District, Jurupa Unified School District administrators and staff took a number of steps to identify why it did not meet district goals for Adequate Yearly Progress (AYP), and what were the needed revisions of the Local Educational Agency Plan (LEAP). The district contacted Riverside County Office of Education (RCOE) to act as the external organization to assist the district and provide technical assistance throughout this process.

The district established a District Assessment Team (DAT) with many stakeholders including the Superintendent, a board member, district office staff, principals, site level reading coaches, parents, and teachers. A number of RCOE staff joined the effort providing technical expertise in improving student achievement for all students particularly students with disabilities and English learners in English/language arts and mathematics.

The DAT Team worked with the staff from RCOE to establish a process and a timeline to train staff and complete an Academic Program Survey for each school site. Next, RCOE staff aggregated the Academic Program Surveys (APS) into a District aggregated APS to look for trends in the implementation of the Nine Essential Program Components (EPCs) across the district. The Jurupa DAT Corrective Action Team was trained by RCOE staff to write Corrective Actions for the district as well as each school based on each site's APS EPC ratings. This process was then taken back to each site for final work with school leadership teams.

The next step in the process was the completion of the District Assistance Survey (DAS) by the Jurupa District Assessment Team (DAT). The DAT came together in expert teams to analyze the seven areas of the DAS and rate the implementation of each item within the seven categories. A second team of responders gave additional input into the ratings. The RCOE staff facilitators for each group made the final decision on the ratings based on evidence presented from district documents and input from both groups. Recommendations were written by the RCOE team for each area of the DAS that was rated at minimal or partial implementation. The DAT then prioritized the recommendations for inclusion in the LEA plan addendum. The recommendations addressing the teaching and learning needs of the district and specifically problems of low-achieving students are:

1. Provide a more consistent and comprehensive implementation and monitoring of the English/language arts and mathematics programs K-12 through implementation of intervention programs, AB 466 and AB 75 training, curriculum-embedded assessments, focused teacher collaboration, instructional coaches, pacing guides, and reallocation of funding.

2. Increase the effectiveness of the instructional program for students with disabilities.
3. Increase the effectiveness of the English Language Learner instructional program.
4. Increase parent involvement and communication.
5. Develop and implement board policies to ensure full implementation of the Nine Essential Program Components: 1) Instructional Program, 2) Instructional Time (High Schools—Student Access to High School Standards-Aligned Core Courses), 3) School Principals' Leadership Training, 4) Credentialed Teachers and Teacher Professional Development Opportunity, 5) Student Achievement Monitoring System, 6) Ongoing Instructional Assistance and Support for Teachers, 7) Monthly Collaboration by Grade Level for Teachers Facilitated by the Principal (High Schools—Teacher/Department and Subject Matter Collaboration), 8) Lesson Pacing Schedule (High Schools—Intervention Programs for Students Below Grade Level), and 9) Fiscal Support.

The RCOE staff also analyzed and discussed with the district its student achievement data. Based on the accountability system criteria, Jurupa Unified School District did not make Adequate Yearly Progress for two consecutive years in 2002-2003 and 2003-2004 in reading and mathematics for students with disabilities. RCOE staff discussed with the DAT why its LEAP failed to bring about increased student academic achievement. The RCOE and District team determined that the plan is well written and speaks to the needs of all groups of students in Jurupa. However, they also determined that the plan failed to increase student achievement due to lack of specificity in how to meet the needs of students with disabilities and English learners as well as staff awareness of LEA plan content. It was decided that the addendum would focus on appropriate activities and monitoring systems needed to increase student achievement for all students, particularly students with disabilities and English learners. The actions outlined in this addendum will be an ongoing process over the next three years. However, implementation began in January of 2005.

The addendum strategies along with the nine EPCs associated with the APS will also be incorporated into school site plans and the school planning checklist will be modified to verify compliance with these requirements. The district will monitor funding for support of the EPCs that would include: staffing with adequate coaches in reading/language arts and mathematics, instructional support of students with disabilities and English learners, strategic and intensive intervention services, professional development (i.e., AB75/AB466), provision of SBE-adopted instructional materials in reading/language arts, mathematics, as well as additional support through extended school days and summer school.

The district is currently in the process of revising its mission and goals statement to align with the NCLB goals for academic achievement. This year, the Superintendent has also developed a five-point plan called the "Blueprint for Learning." The five points include: implementation, structure, materials, method, and support for an effective standards-based instructional program. This plan integrates the elements of the EPCs into a district-wide focus for student learning.

In addition, the district will develop a systematic, comprehensive professional development plan that will support the district goal for student achievement and focus on standards-based content knowledge in reading/language arts and mathematics with an implementation timeline. As part of this plan all teachers will be trained in the analysis of student achievement data. An annual needs assessment will drive this plan and include disaggregation of student achievement data and a survey of school, teacher, and student needs.

RCOE recommends that JUSD identify a District/School Liaison Team (DSLTL) to support, monitor, and adjust the implementation of the LEAP addendum. The DSLTL will regularly report progress on the LEAP addendum implementation to the Board of Trustees. RCOE proposes that this team be made of district administrators, representative principals, teachers, union leadership, and parent/community members. RCOE will assign a liaison to the DSLTL to assist in ways such as brokering services, providing information/strategies, and advising where appropriate.

2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe those goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable.

Jurupa Unified School District's specific academic student achievement goals match California's AYP, AMO and AMAO targets. Measurable targets for growth in student achievement are listed below. District wide Adequate Yearly Progress (AYP) Goals for the District state that all students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014. The AYP Goals for 2004-2005 and 2005-2006 are found in the following chart. To reach targets for 2007-08 necessary growth is prorated into the yearly target increases from 2004 through 2006.

Jurupa Unified School District Adequate Yearly Progress Goals	Current Status 2003-04	Target 2004-2005	Needed Increase in % Proficient	Target 2005-2007	JUSD Prorated 2005-06 Target	Needed Increase in % Proficient For 2005-06	JUSD Prorated 2006-07 Target	Needed Increase in % Proficient For 2006-07
English-Lang. Arts	25.4%	23.0 %	-2.4%	23.0%	26.7%	1.3%	30.1%	4.7%
• African American	23.3%	23.0 %	-.3%	23.0 %	26.7%	3.4%	30.1%	6.8%
• Asian	50.6%	23.0 %	-27.6%	23.0 %	26.7%	-23.9%	30.1%	20.5%
• Filipino	60.7%	23.0 %	-37.7%	23.0 %	26.7%	-34%	30.1%	30.6%
• Hispanic	19.8%	23.0 %	3.2%	23.0 %	26.7%	6.9%	30.1%	10.3%
• Pacific Islander	25.4%	23.0 %	-2.4%	23.0 %	26.7%	1.3%	30.1%	4.7%
• White	39.8%	23.0 %	-16.8%	23.0 %	26.7%	-13.1%	30.1%	-9.7%
• SED	18.5%	23.0 %	4.5%	23.0 %	26.7%	8.2%	30.1%	11.6%
• EL	11.4%	23.0 %	11.6%	23.0 %	26.7%	15.3%	30.1%	18.7%
• Students with Disabilities	6.7%	23.0 %	16.3%	23.0 %	26.7%	20%	30.1%	23.4%
Mathematics	31.9%	23.7%	-8.2%	23.7%	27.3%	-4.6%	30.9%	-1.0%
• African American	25.0%	23.7 %	-1.3%	23.7%	27.3%	2.3%	30.9%	5.9%
• Asian	62.6%	23.7 %	-38.9%	23.7 %	27.3%	-35.3%	30.9%	-31.7%
• Filipino	71.4%	23.7 %	-47.7%	23.7 %	27.3%	-44.1%	30.9%	-40.5%
• Hispanic	27.8%	23.7 %	-4.1%	23.7 %	27.3%	-.5%	30.9%	3.1%
• Pacific Islander	40.0%	23.7 %	-16.3%	23.7 %	27.3%	-12.7%	30.9%	-9.1%
• White	41.4%	23.7 %	-17.7%	23.7 %	27.3%	-14.1%	30.9%	-10.5%
• SED	27.0%	23.7 %	-3.3%	23.7 %	27.3%	.3%	30.9%	3.9%
• EL	21.9%	23.7 %	1.8%	23.7 %	27.3%	5.4%	30.9%	9%
• Students with Disabilities	10.9%	23.7 %	12.8%	23.7 %	27.3%	16.4%	30.9%	20%
Minimum Graduation Rate	78.3%	82.9%	4.6% or 78.4%	82.9%				
API	644	645	1 point	1 point	1 point	1 point	1 point	1 point
Participation Rate	All subgroups had 95% or above and will continue at that rate.							

3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that you will use and how you will accomplish this.

Description of Specific Actions to Improve Academic Program	Persons Involved	Related Expenses	Estimated Cost	Funding Source
<p><i>Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-2014</i></p> <p><u>Alignment of instruction with content standards</u></p> <p>A. Provide time in the instructional day K-12 for reading interventions in addition to elementary. universal access time. Monitor implementation.</p> <p>B. Provide time in the instructional day K-12 to allow for additional mathematics instruction aligned to state-adopted texts, state standards, and the CAHSEE. Monitor implementation.</p> <p>C. Provide and monitor necessary daily, uninterrupted instructional time for reading/language arts and mathematics.</p> <p>D. Develop and implement a master schedule that provides all students 9-12 who have not passed the CAHSEE ELA and math, full access to the ELA and math programs.</p> <p>E. Provide and monitor specific pacing guides for reading/language arts and mathematics that include pacing timeline, sequence of instruction, and timeline for assessments.</p> <p>F. Utilize a model of Professional Learning Communities (PLC) and continuous improvement devised from Quality Systems Theory, create grade level, cross grade level, and disciplinary teams at every school to focus on improving student learning of content standards.</p> <p><u>Use of standards-aligned instructional materials</u></p> <p>A. Provide AB466 and AB75 training in state-adopted and standards-aligned texts. Monitor implementation.</p> <p>B. Monitor the use of grade level standards-based adopted language arts and mathematics materials and ensure mandated time for core instruction including special education classrooms.</p> <p>C. Provide reading interventions (using state-adopted programs) for students who are more than two grade levels behind (K-8) and those not at 6th grade proficiency in grades 9-12.</p> <p>D. Provide math interventions (using state-adopted programs, if available) for K-8 students who are two or more than two grade levels behind and for 9-12 students who are unable to demonstrate proficiency in 7th grade mathematics and/or the CAHSEE.</p>	<p>ASE, DE, DS, PR</p> <p>ASE, DE, DS, PR</p> <p>DE, DS, PR</p> <p>ASE, DS, PR, APR,</p> <p>ASE, DE, DS, PR</p> <p>PR, T</p> <p>DE, DS, PR</p> <p>ASE, DE, DS, PR</p> <p>ASE, DE, DS, PR</p> <p>ASE, DE, DS, PR</p>	<p>Ad ITSA/C</p> <p>Ad ITSA/C</p> <p>Ad/C</p> <p>Couns</p> <p>Ad ITSA/C</p> <p>Conf/Reg</p> <p>ITSA/C</p> <p>ITSA/C</p> <p>InsMtl</p> <p>InsMtl</p>	<p>\$25,000</p> <p>\$25,000</p> <p></p> <p></p> <p>\$25,000</p> <p>\$50,000</p> <p>\$100,000</p> <p>\$100,000</p> <p>\$500,000</p> <p>\$500,000</p>	<p>Title I/II</p> <p>Title I/II</p> <p></p> <p></p> <p>Title I/II</p> <p>Title I/II</p> <p>Title I/II S/D</p> <p>Title I/II S/D</p> <p>Title I/II S/D</p> <p>Title I/II, IMF S/D</p>

<p><u>Increased access to technology</u></p> <p>A. Develop a plan with a focus on increased student achievement by the use of an assessment system, including ongoing diagnostic assessments, to appropriately place students in and exit students from intensive and strategic interventions in both reading/language arts and mathematics, specialized instructional settings (RSP, special day), and leveled instruction (CELDT).</p> <p>B. Develop a process to periodically review and refine data collection, entry, and storage to ensure accuracy across all grade spans.</p> <p>C. Develop a process to refine current system of student achievement data reporting on local assessments (i.e., CRT, curriculum-embedded) so teachers receive relevant data within one week of assessment.</p> <p>D. Develop a process with clearly established procedures including a professional development schedule so that all teachers will be able to enter and obtain assessment and demographic data regarding their students easily and in an understandable format.</p> <p>E. Develop a needs assessment process that includes input from classroom teachers and site administrators, to determine data needs that are reported at the student level. Using data from needs assessments, develop a system for accurate and timely reporting of relevant data for use by teachers and site administrators.</p> <p>F. Develop system so teachers' data from previous students is available for longitudinal study by teachers.</p>	ASE, DE, DS, PR, T, A, AES	DataSys Equip Conf ITSA/C	\$300,000	Title I/II S/D
	DS, AT, PR	TechStaff	\$50,000	Title I/II
	DE, DS, A AT	ITSA Scanners DataSys PS Copier ITSA/C	\$200,000	Title I/II MicroSoft
	DE, DS, A	Conf	\$50,000	Title I/II
	DE, DS, PR, T A	Needs Assess	\$5,000	Title II
	DE, DS, A	DataSys		
<p><u>Monitoring program effectiveness</u></p> <p>A. Monitor implementation through support from RCOE liaisons and DSLT team.</p> <p>B. Monitor and support content implementation through use of data, timing, and lesson plan protocols as well as content checklists and instructional TSA/coach support.</p> <p>C. Use common curriculum-embedded standards-correlated assessments that follow a 6-8 week pacing schedule K-12 in reading language arts and mathematics, and incorporate these assessments into an electronic data management system.</p> <p>D. Develop monitoring plan for how district will support systems to promote effective implementation of EPCs through use of reading, mathematics and English learner specialists and coaches/content experts, pacing calendar observed and teachers monitored for implementation, and curriculum embedded assessment schedules (e.g., agreed-upon common assessments</p>	ASE, DE, DS, PR, RCOE	Contract Contract ITSA/C	\$50,000 \$50,000	Title I Title I/II
	PR, T	Hourly ITSA/C DataSys	\$50,000	Title I/II
	ASE, DE, DS, PR, T, A	CollabT ITSA/C DataSys		Title I/II

provided from adopted textbooks, timetable for administration of assessments, common cut points of proficiency to monitor student progress and make instructional decisions).

Goal 2: All limited-English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics

ELA and mathematics instruction aligned with ELD standards

A. Provide additional time during the instructional day K-12 to implement ELD standards-based instruction using SBE-adopted ELD materials (e.g., K 20 min. minimum; 1-6 30 min. minimum; 7-12 one period minimum).

B. Employ universal access and include SDAIE/SIOP strategies (e.g., whole group, small group, pairs, flexible grouping, multi-level, homogeneous).

C. Provide ELD standards-aligned interventions for K-12 students who are two or more grade levels below (i.e. supplemental ELD materials)

D. Provide additional Newcomer programs to support Beginning and Early Intermediate students using Spanish and English SBE-approved instructional materials.

E. Ensure students are grouped by their appropriate proficiency level.

F. Assignment of EL students based on teacher authorization.

G. Assignment for elementary and secondary level EL students based on EL proficiency (e.g., SEI are B, EI, I; ELM are EA, A).

H. Provide comprehensible progress reports, parent-teacher conferences, report cards, site and district parent meetings.

I. Provide BCLAD, CLAD, SB395, SIOP, and other district supported trainings in both language arts and mathematics (i.e., AB466, AB75).

J. Monitor and support content and ELD implementation through use of collaborative teaming (include language support), data analysis (including CELDT), pacing, and use of lesson plan protocols as well as content checklists with instructional TSA/coach support with English Learner emphasis.

ASE, DE, DS, CLS, PR, T	ELRT	\$25,000	EIA, TI/III
ASE, DE, DS, CLS, PR	ELRT, ELF, ELT	\$1,500,000	EIA, TI/III
CLS, PR	InstMtls	\$200,000	TI/III SB1113
DE, DS, CLS, PR	Staff InstMtls BLTs	\$200,000	ELAP, TIII
DE, DS, CLS, PR CLS, PR	ELRT Personnel ELF	\$25,000	EIA, TIII
PR	Conselrs ELF	\$5,000	EIA
DE, DS, CLS, PR, T	Printing	\$5,000	EIA, TI
DE, DS, CLS, PR, T	Conf ELRT	\$150,000	EIA, TIII
DE, DS, CLS, PR, T	ITSA/C ELRT ELF	\$100,000	EIA, TIII

4. Identify actions that have the greatest likelihood of improving the student achievement in meeting state standards.

Please identify those actions.

The corrective actions and recommendations from Academic Program Survey and District Assistance Survey along with the analysis of student achievement data support the identification of these actions that will have the greatest likelihood of improving the student achievement in meeting state standards.

1. **Provide a more consistent and comprehensive implementation and monitoring of the ELA and mathematics program district wide.** Jurupa Unified School District will develop a plan and procedures that include daily monitoring of instruction by all principals to ensure adequate uninterrupted instructional time for reading/language arts and math, provide and monitor K-12 pacing guides for ELA and math with complete use of all program components. K-12 teachers, principals and district administrators will be provided with full access to a data system including K-12 curriculum-embedded 6-8 week assessments in ELA and mathematics, and adequate time for teachers to meet and discuss student progress toward standards. The District will offer all teachers AB 466 and all site administrators AB 75 training in reading and mathematics beginning in January of 2005. The district will provide intervention programs (using state adopted programs) for all students who are more than two grade levels behind in K-8 and those not at 6th grade proficiency in grades 9-12 in reading/language arts and for students who are more than two years below grade level in math or 9-12 students unable to demonstrate proficiency in 7th grade math. Master schedules at the high school level will be developed to provide students who have not passed the CAHSEE ELA and math full access to the ELA and math programs to include specific intervention classes.
2. **Increase the effectiveness of the instructional program for students with disabilities.** Teachers of students with disabilities (SWD) will be included in the core and intervention adoptions AB 466 training for reading and math. Special Education teachers and students with disabilities will have daily access to the core and intervention adoptions in reading/language arts and mathematics. Teachers of SWD will be included in the grade level/department collaboration meetings to discuss student achievement data and determine instructional goals and strategies based on the student achievement data information. The district will review the special education program through the state Least Restrictive Environment (LRE) self assessment tool to examine their practices in supporting educational options for students with disabilities. The district will also use the Education Benefit Process to determine if the Individual Education Plan used with special education students was reasonably calculated to result in an educational benefit.
3. **Increase the effectiveness of the English Language Learner instructional program.** Jurupa Unified School District will identify a more consistent approach to meeting the instructional needs of EL students. The district will use the AMAO data, the English Learner Student Self Assessment (ELSSA) data information, and will answer the questions in the ELSAA to identify patterns of achievement for English learner students. Specific district wide direction and strategies to meet the needs of this student population will result from this analysis.
4. **Enhance parent involvement.** Jurupa Unified School District will develop school board policy that sets standards for parent communication, involvement and education regarding school programs and state content standards. A district Parent Communication Plan will be developed and implemented that will ensure user-friendly, timely, and accurate information that will assist parents with resources to ensure their student's academic success and provide for two-way communication between parents and the district.
5. **Develop and implement board policies** to ensure full implementation of the Nine Essential Program Components. To support the improvement process, Board policies, procedures, and vehicles will be developed to establish systematic expectations and accountability for all stakeholders K-12 to implement an academic program with aligned curriculum, instruction, and assessment program using standards-based SBE-adopted instructional materials. District policy on assessment will also include ongoing diagnostic assessments, to appropriately place students in and exit students from intensive

and strategic interventions in both reading/language arts and mathematics, specialized instructional settings (RSP, special day), and leveled instruction (ELD). To support the students in the most need of academic support at program improvement and school assistance sites, priority will be given on classroom assignments and master schedule access. Board policies relative to parent and student involvement will be reviewed and revised to include district expectations for parent and student involvement as well as fiscal policies that fully support implementation of the nine EPCs that include intensive, strategic interventions, instructional time appropriate for grade levels and subjects, and alignment of fiscal commitments to these district objectives for improvement.

5. Address the professional development needs of the instructional staff.

Please explain how you will address those needs.

Description of Specific Actions to Improve Professional Development	Persons Involved	Related Expenses	Estimated Cost	Funding Source
<u>Staff development and professional collaboration</u>				
A. Provide K-8 administrators with AB75 training and practicum in reading/language arts and mathematics.	ASE, DE, DS, PR	RCOE, SDCOE	\$10,000	Title II AB75
B. Provide high school administrators with AB75 training in Algebra I and remedial mathematics and reading intervention programs.	DS, PR	Contract	\$2,000	Title II AB75
C. Provide K-8 teachers with AB466 training and practicum in reading/language arts and mathematics including special education staff.	ASE, DE, DS, PR, T, AES	RCOE, SDCOE Contract	\$450,000	Title I/II S/D AB466
D. Provide 9-10 teachers with AB466 training in Algebra I and remedial mathematics, reading/language arts core and intervention programs including special education staff.	ASE, DE, DS, PR, T, A, AES	ITSA/C Contract DataSys	\$50,000	Title I/II AB466
E. Provide K-12 teachers, principals, and appropriate district administrators training and full access to the use of curriculum-embedded reading/language arts and math assessments every 6-8 weeks.	ASE, DE, DS, A	ITSA/C		
F. Provide training in how to use data from curriculum-embedded assessments to modify and improve instruction.	DE, DS A	ITSA/C		
G. Develop a schedule to provide adequate time for collaboration in interpreting data, modifying instruction, and planning interventions.	DE, DS, PR, T	Hourly DataSys	\$25,000	Title I/II
H. Create and implement a systematic PD plan based on student data and needs assessment that addresses: standards-based content knowledge, application of classroom activities, contact hours, including classroom support (e.g., coaching), grade-level/department collaboration, active engagement of participants, coherence with other PD activities, and a review of research-based strategies associated with improved student achievement including SDAIE, SUW, and SIOP.	ASE, DE, DS, PR, T	DataSys		
I. Continue to use BTSA and SMART programs as support for teachers in reading, math, and instruction of English learners.	ASE, DE, DS, PR	SMART Teachers	\$50,000	Title II
J. Hire coaches to assist teachers in implementing the	DE, DS,	ITSA/C	\$2,000,000	Title I S/D

<p>reading and math adoptions, grade-level/department collaboration, and interventions.</p> <p>K. Develop and expand district induction activities specifically focused on content needs for all teachers, and particularly for teachers new to the district.</p> <p>L. Develop schedule for training site staff in completing the California Least Restrictive Environment (LRE) Self-Assessment and Continuous Improvement Activities Tool to examine practices and create improved educational options for students with disabilities.</p> <p>M. Provide training on Professional Learning Communities (PLC) and continuous improvement devised from Quality Systems Theory and follow-up training of PLC through use of protocols in support of collaborative teaming and intervention support services.</p> <p>N. Provide instructional aides and paraprofessionals with AB466 training and practicum in reading/language arts and mathematics, when available, or other appropriate curriculum support.</p> <p>O. Ensure that all paraprofessionals meet the "Highly Qualified" requirements under NCLB.</p> <p>P. Ensure that all teachers meet the "Highly Qualified" requirements under NCLB including support for completion of HOUSSE documentation.</p>	PR			CSR/IUSP
	ASE, DE, DS, PR	ITSA/C	\$10,000	Title II
	ASE, DE, DS, AES, PR	RSpec		SpecEd TII
	DE, DS, PR, T	Conf Contract	\$50,000	Title I/II S/D
	DE, DS, PR, Para	Hourly Contract	\$50,000	Title I/II S/D AB466
	ASP, DP	PerTech	\$25,000	Title II
	ASP, DP	PerTech	\$25,000	Title II

6. Include specific academic achievement and English Language Proficiency goals and targets for English Learner students. Please describe those goals and targets.

The following tables show the district's goals and targets for Goals 1 and 2 of Title III.

	AMAO I*				AMAO II*			
	03-04	04-05	05-06	06-07	03-04	04-05	05-06	06-07
	%	%	%	%	%	%	%	%
Jurupa Unified	61.9	61.9	61.9	61.9	41.1	41.1	41.1	41.1
Camino Real Elementary	44.4	51.5	52.0	52.5	33.3	33.3	33.3	33.3
Glen Avon Elementary	67.7	67.7	67.7	67.7	36.2	36.2	36.2	36.2
Granite Hill Elementary	59.8	59.8	59.8	59.8	32.7	32.7	32.7	32.7
Ina Arbuckle Elementary	60.0	60.0	60.0	60.0	37.9	37.9	37.9	37.9
Indian Hills Elementary	71.1	71.1	71.1	71.1	48.3	48.3	48.3	48.3
Mission Bell Elementary	60.4	60.4	60.4	60.4	38.6	38.6	38.6	38.6
Pacific Avenue	53.0	53.0	53.0	53.0	30.3	30.7	31.4	32.1
Pedley Elementary	57.3	57.3	57.3	57.3	42.0	42.0	42.0	42.0
Peralta Elementary	46.6	51.5	52.0	52.5	31.9	31.9	31.9	32.1
Rustic Lane Elementary	42.4	51.5	52.0	52.5	12.5	30.7	31.4	32.1
Sky Country Elementary	59.7	59.7	59.7	59.7	43.6	43.6	43.6	43.6
Stone Avenue Elementary	62.8	62.8	62.8	62.8	37.9	37.9	37.9	37.9
Sunnyslope Elementary	55.8	55.8	55.8	55.8	44.0	44.0	44.0	44.0
Troth Street Elementary	55.9	55.9	55.9	55.9	31.6	31.6	31.6	32.1
Van Buren Elementary	58.6	58.6	58.6	58.6	39.7	39.7	39.7	39.7
West Riverside	59.8	59.8	59.8	59.8	37.2	37.2	37.2	37.2
Jurupa Middle	66.7	66.7	66.7	66.7	53.6	53.6	53.6	53.6
Mira Loma Middle	70.3	70.3	70.3	70.3	52.5	52.5	52.5	52.5
Mission Middle	82.2	82.2	82.2	82.2	62.2	62.2	62.2	62.2
Jurupa Valley High	64.0	64.0	64.0	64.0	46.8	46.8	46.8	46.8
Nueva Vista Continuation	78.8	78.8	78.8	78.8	58.3	58.3	58.3	58.3
Rubidoux High	71.9	71.9	71.9	71.9	53.9	53.9	53.9	53.9

AMAOs are applied by CDE only at the LEA level; site level computations are provided for informational purposes only.

AMAO Goals	AMAO I				AMAO II			
	2004	2005	2006	2007	2004	2005	2006	2007
	51.0	51.5	52.0	52.5	30.0	30.7	31.4	32.1

• 03-04 values for all AMAOs are the actual percentages the District/Site (*estimated*) received on the 03-04 AMAO report

• District/Site goals for 04-05, 05-06, and 06-07 for all AMAOs are the actual goals for *unified* (K-12), *elementary/middle* (K-8) or *high* (9-12) districts/sites.

• When figures are shown in RED, they indicate that the District/School needs to improve on their 03-04 actual achievement performance in order to make the goals for the next three years; figures in BLACK, indicate that the District/School needs to maintain their present actual achievement percentages in order to make the goals so indicated.

	AMAO III ELA*				AMAO III Math*			
	03-04	04-05	05-06	06-07	03-04	04-05	05-06	06-07
	%	%	%	%	%	%	%	%
Jurupa Unified	11.4	23.0	23.0	23.0	21.9	23.7	23.7	23.7
Camino Real Elementary	33.3	33.3	33.3	33.3	44.4	44.4	44.4	44.4
Glen Avon Elementary	13.5	24.4	24.4	24.4	33.1	33.1	33.1	33.1
Granite Hill Elementary	13.1	24.4	24.4	24.4	27.1	27.1	27.1	27.1
Ina Arbuckle Elementary	12.9	24.4	24.4	24.4	31.3	31.3	31.3	31.3
Indian Hills Elementary	30.0	30.0	30.0	30.0	35.0	35.0	35.0	35.0
Mission Bell Elementary	11.0	24.4	24.4	24.4	19.4	26.5	26.5	26.5
Pacific Avenue	9.3	24.4	24.4	24.4	20.9	26.5	26.5	26.5
Pedley Elementary	10.5	24.4	24.4	24.4	21.0	26.5	26.5	26.5
Peralta Elementary	20.0	24.4	24.4	24.4	37.8	37.8	37.8	37.8
Rustic Lane Elementary	7.9	24.4	24.4	24.4	18.2	26.5	26.5	26.5
Sky Country Elementary	15.4	24.4	24.4	24.4	32.3	32.3	32.3	32.3
Stone Avenue Elementary	14.6	24.4	24.4	24.4	33.3	33.3	33.3	33.3
Sunnyslope Elementary	12.2	24.4	24.4	24.4	24.5	26.5	26.5	26.5
Troth Street Elementary	9.8	24.4	24.4	24.4	22.3	26.5	26.5	26.5
Van Buren Elementary	9.0	24.4	24.4	24.4	24.1	26.5	26.5	26.5
West Riverside	11.6	24.4	24.4	24.4	29.4	29.4	29.4	29.4
Jurupa Middle	11.2	24.4	24.4	24.4	13.7	26.5	26.5	26.5
Mira Loma Middle	8.9	24.4	24.4	24.4	11.7	26.5	26.5	26.5
Mission Middle	9.7	24.4	24.4	24.4	13.9	26.5	26.5	26.5
Jurupa Valley High	15.1	22.3	22.3	22.3	15.6	20.9	20.9	20.9
Nueva Vista Continuation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Rubidoux High	6.6	22.3	22.3	22.3	0.0	20.9	20.9	20.9

AMAOs are applied by CDE only at the LEA level; site level computations are provided for informational purposes only.

AMAO Goals	AMAO III ELA			AMAO III Math		
		2004	2005-2007		2004	2005-2007
	ES\MS	13.6	24.4	ES\MS	16.0	26.5
	HS	11.2	22.3	HS	9.6	20.9
	Unified	12.0	23.0	Unified	12.8	23.7

• 03-04 values for all AMAOs are the actual percentages the District/Site (*estimated*) received on the 03-04 AMAO report

• District/Site goals for 04-05, 05-06, and 06-07 for all AMAOs are the actual goals for *unified* (K-12), *elementary/middle* (K-8) or *high* (9-12) districts/sites.

• When figures are shown in RED, they indicate that the District/School needs to improve on their 03-04 actual achievement performance in order to make the goals for the next three years; figures in BLACK, indicate that the District/School needs to maintain their present actual achievement percentages in order to make the goals so indicated.

7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how you will incorporate them.

Description of Specific Actions to Improve Extension of Learning Activities	Persons Involved	Related Expenses	Estimated Cost	Funding Source
<u>Extended learning time</u> A. Develop and monitor district plan for focused learning opportunities outside the instructional day that provide access to grade-level core instruction. B. Provide extended day and summer materials that are aligned to standards-based instruction. C. Maintain and expand zero-periods, tutorial classes, 7-8 periods, Saturday school, after-school, and/or before school ELO programs for special education, English learner, retained, at risk of retention or failing the CAHSEE students. D. Expand preschool program and K-1 transitional activities through school readiness. F. Provide supplemental ELD materials for extended day and summer school instructional programs and strategic intervention materials for students with disabilities. G. Provide Supplemental Education Services (SES) to Year 2 Program Improvement sites (i.e., one-on-one tutoring, small group instruction by state-approved provider)	ASE, DE, DS, PR DE, DS, PR ASE, DE, DS, AES, PR DE, SPS DE, CLS DE, DS	 InstMtIs Hourly Hourly Inst. MtIs InstMtIs Contract	 \$200,000 \$600,000 \$100,000 \$50,000 550,000	 Title I S/D Title I AR/R/CS S/D SchRd HS/PS Title III Title I

8. Include strategies to promote effective parental involvement in the school.

Please describe those strategies.

Description of Specific Actions to Promote Parental Involvement	Persons Involved	Related Expenses	Estimated Cost	Funding Source
<u>Parent and community</u> A. Ensure that information sent out to parents is written or presented in a comprehensible manner in order to give equal access of information to all parents (i.e., web-based information and automated calling). B. Revise and monitor district and site communication plans with timelines, calendars, and contact information for specific types of notifications so that all parents are notified in a consistent and timely manner in their home language. C. Revise and monitor a district-wide plan to ensure that all parents are informed about and understand the standards-based system (e.g.,	ASE, DE, DS, CLS, PR ASE, DE, DS, PR ASE, DE, DS, PR	Trans Contract Printing CallSys Printing	\$65,000 \$5,000 \$5,000	Title 1/III TII S/D Title I Title I

<p>grade-level expectations for proficiency, high school exit exam requirements, data reporting for STAR and local assessments, and available interventions in reading, language arts, and mathematics for students needing assistance).</p> <p>D. Revise and monitor a district-wide plan to ensure that all parents (grades K-12) are informed on a regular basis of their students' academic progress (e.g., parents receive at least a 9-week progress report, parent/teacher conferences, informed if student is at risk of not being promoted to next grade level, failing a subject course, or failing the CAHSEE, etc.).</p> <p>E. Monitor district and site plans for inclusion of parent involvement that reflect district policy and include expectations for annual training in curricular and budgetary decision-making.</p> <p>F. Monitor district and site plans for inclusion of resources and opportunities to all parents including strategies for students with disabilities and English learners to support their children's academic success (e.g., family literacy, family math/science events, workshops on support for learning at home, access to daily/weekly homework assignments, and viable parent/family resource centers, etc.).</p>	ASE, DE, DS, PR	Printing	\$10,000	Title I
	ASE, DE, DS, PR,	ParTrng	\$5,000	Title I, SIP Site
	ASE, DE, DS, PR	ParTrng	\$20,000	Title I, SIP Site

Legend for Persons Involved:

ASE=Assistant Superintendent of Education Services

ASP=Assistant Superintendent of Personnel Services

DE=Director of Elementary Education

DS=Director of Secondary Education

DP=Director of Personnel

AES=Administrator of Education Support

AT=Administrator of Technology

CLS=Coordinator of Language Services

SPS=Supervisor of Head Start/Preschool

PR=Principal APR=Assistant Principal

CS=Counselor

T=Teacher

A=Assessment

Para=Paraprofessionals

RESOLUTION #2006/01

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

WHEREAS, the California Legislature has enacted the California Environmental Quality Act ("CEQA") (Pub. Resources Code §§ 2100 et seq.) and the State CEQA Guidelines (Cal. Code of Regs. tit. 14, §§ 15000 et seq.) and the California courts have interpreted specific provisions of CEQA;

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

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

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

SECTION 1. The Board of Education adopts "Local Guidelines for Implementing the California Environmental Quality Act (2005)," a copy of which is on file at the offices of the School District and is available for inspection by the public.

ADOPTED this 5th day of July 2005.

AYES:

NOES:

ABSTAIN:

ABSENT:

John J. Chavez, President
Board of Education
Jurupa Unified School District

ATTEST:

Sam D. Knight, Sr., Clerk
Board of Education
Jurupa Unified School District

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Jurupa Unified School District

Personnel Report #1

July 5, 2005

Regular Assignment

Teacher	Ms. Tracey Akers 8432 Magnolia Ave. #775 Riverside, CA 92504	Eff. September 2, 2005 Preliminary Multiple Subject
Teacher	Ms. Veronica Alvarez 6039 Emery St. Riverside, CA 92509	Eff. September 2, 2005 Professional Clear Multiple Subject w/ CLAD
Teacher	Ms. Geri Beld 7651 ½ Mission Blvd. Riverside, CA 92509	Eff. September 2, 2005 Preliminary Multiple Subject w/ CLAD
Teacher	Ms. Linda Blackburn 12475 Desert Springs St. Mira Loma, CA 91752	Eff. September 2, 2005 Professional Clear Multiple Subject w/ AB 1059
Teacher	Ms. Christina Bold 600 Central Ave. #414 Riverside, CA 92507	Eff. September 2, 2005 Professional Clear Multiple Subject w/ CLAD
Teacher	Mr. Daniel Brooks 8557 Mill Pond Place Riverside, CA 92508	Eff. September 2, 2005 Preliminary Multiple Subject
Teacher	Ms. Tonya Coats 12378 Silver Saddle Dr. Rancho Cucamonga, CA 91739	Eff. September 2, 2005 Professional Clear Multiple Subject w/ AB 1059
RSP Teacher	Mr. Kevin Corridan 8427 Lindenhurst St. Riverside, CA 92508	Eff. September 2, 2005 Preliminary Mild/Moderate w/ CLAD
Teacher	Ms. Mary Frances Dempsey 3637 Canyon Crest Dr. #R205 Riverside, CA 92507	Eff. September 2, 2005 Preliminary Multiple Subject
Intern Teacher	Mr. Juan Carlos Delgado 1075 East Olive Place Colton, CA 92324	Eff. September 2, 2005 Intern Single Subject Spanish
50% Teacher	Ms. Kathy Mason 7980 Harbart dr. Riverside, CA 92506	Eff. September 2, 2005 Professional Clear Multiple w/ CLAD
Teacher	Ms. Cynthia Nadolny 35533 Ashwood Ave. Moreno Valley, CA 92557	Eff. September 2, 2005 Intern Single Subject Math

Personnel Report #1

CERTIFICATED PERSONNEL

Regular Assignment

Teacher	Ms. Brenda Nowak 12889 Pattison St. Corona, CA 92880	Eff. September 2, 2005 Preliminary Single Subject Music w/ AB 1059
Intern Teacher	Ms. Elizabeth O'Connor 9140 Owari Lane Riverside, CA 92508	Eff. September 2, 2005 Intern Single Subject Spanish
Teacher	Mr. David Pierson 11363 Big Dipper Dr. Mira Loma, CA 91752	Eff. September 2, 2005 Professional Clear Single Subject Social Science W/ AB 1059
Teacher	Mr. Mark Pontious 9099 Cajalco Rd. Corona, CA 92881	Eff. September 2, 2005 Professional Clear Single Subject Math w/ AB 1059
Teacher	Ms. Victoria Preciado 6266 Baker St. Riverside, CA 92509	Eff. September 2, 2005 Preliminary Multiple Subject w/ 2042
Intern Teacher	Mr. Chad Reed 17755 Montgomery Ct. Fontana, CA 92336	Eff. September 2, 2005 Intern Single Subject Physical Education
Teacher	Ms. Lisa Rodriguez 3077 Cabana St. Mira Loma, CA 91752	Eff. September 2, 2005 Preliminary Multiple Subject w/ CLAD
Teacher	Ms. Erica Sawhill 5561 Norwood Ave. Riverside, CA 92505	Eff. September 2, 2005 Professional Clear Multiple Subject w/ AB 1059

Temporary Assignment

Teacher	Ms. Lisa Brown 4310 Lime St. Riverside, CA 92501	Eff. September 2, 2005 Professional Clear Single Subject
SDC Teacher	Mr. Todd Chard 3692 Castle Reagh Pl. Riverside, CA 92506	Eff. September 2, 2005 IIC Intern Mild/Moderate
Teacher	Ms. Michelle Clines 7572 Isla St. Hemet, CA 92545	Eff. September 2, 2005 Preliminary Multiple Subject w/ Supp. English W/ AB 1059
SDC Teacher	Mr. Harrison Cole 13228 Eyota Dr. Moreno Valley, CA 92555	Eff. September 2, 2005 IIC Intern Mild/Moderate

Personnel Report #1

CERTIFICATED PERSONNEL

Temporary Assignment

SDC Teacher	Mr. Freddie Goss 5200 Chicago Ave. #A11 Riverside, CA 92507	Eff. September 2, 2005 Intern Mild/Moderate
Teacher	Mr. Jarrod Hesler 6010 Snowgrass Trail Riverside, CA 92509	Eff. September 2, 2005 Preliminary Multiple Subject w/ CLAD
Intern School Psychologist	Ms. Nicole Horne 341 Settlers Rd. Upland, CA 91786	Eff. September 2, 2005 Intern School Psychologist
RSP Teacher	Mr. Jeffery Huerta 871 Arbor Ridge Rd. Perris, CA 92571	Eff. September 2, 2005 IIC Mild/Moderate
Teacher	Ms. Krista Jones 5708 Country Lane Rd. Mira Loma, CA 91752	Eff. September 2, 2005 Intern Single Subject English w/ SB 2042
Teacher	Mr. Brian Miller 15545 Arobles Ct. Moreno Valley, CA 92555	Eff. September 2, 2005 IIC Intern Single Subject Biological Science
Teacher	Ms. Katherine Palagi 842 Navajo Dr. Riverside, CA 92507	Eff. September 2, 2005 Emergency Preschool Education Specialist
SDC Teacher	Ms. Jennifer Porter 6099 Andalusia #3 Riverside, CA 92509	Eff. September 2, 2005 Intern Mild/Moderate
Teacher	Ms. Leticia Rangel 21498 Townsendia Ave. Moreno Valley, CA 92557	Eff. September 2, 2005 Intern Multiple Subject w/ SB 2042
Teacher	Ms. Maria Rodriguez-Nunez 755 Glenhill Dr. Riverside, CA 92507	Eff. September 2, 2005 Intern Multiple Subject w/ SB 2042
Intern Science Teacher	Ms. Irene Stewart 22075 Naples Dr. Moreno Valley, CA 92557	Eff. September 2, 2005 Intern Single Subject Biology w/CLAD
Teacher	Mr. Tony Sulli 3050 Graceland Way Corona, CA 92882	Eff. September 2, 2005 Emergency Single Subject Mathematics

Personnel Report #1

CERTIFICATED PERSONNEL

Change of Assignment/Status

Teacher	Ms. Amber Alkire 8149 Faircrest Rd. Riverside, CA 92508	Eff. July 1, 2005 From Intern to Regular Probationary
From Teacher to TSA/Instructional Coach	Ms. Sandra Amatriain 6930 Valdez Ave. Riverside, CA 92509	Eff. July 1, 2005
Teacher	Ms. Leanna Apodaca 8715 Magnolia Ave. #103 Riverside, CA 92503	Eff. July 1, 2005 From Temporary to Regular Probationary
Teacher	Ms. LeAnn Bryan 6048 Vista Del Cazador Riverside, CA 92509	Eff. July 1, 2005 From Temporary to Regular Probationary
Guidance Coordinator	Mr. Derald Erickson 5361 Golden Ave. Riverside, CA 92335	Eff. August 8, 2005 From Temporary to Regular Probationary
Teacher	Ms. Michelle Gage 6507 Avenue Juan Diaz Riverside, CA 92509	Eff. July 1, 2005 From Temporary to Regular Probationary
Teacher	Mr. Christopher Gillotte 125 ½ N. Magnolia Ave. Monrovia, CA 91016	Eff. July 1, 2005 From Temporary to Regular Probationary
Resource Specialist	Mr. Adam Gonzales 125 Loma Verde Colton, CA 92324	Eff. July 1, 2005 From Temporary to Regular Probationary
Teacher	Mr. Robert Green 6533 Avenue Juan Diaz Riverside, CA 92509	Eff. July 1, 2005 From Temporary to Regular Probationary
From Teacher to TSA/Instructional Coach	Ms. AnnMarie Hershey 13010 Sycamore Ln. Yucaipa, CA 92399	Eff. July 1, 2005
Teacher	Mr. Christopher Kimball 18816 Citrus Edge St. Asuza, CA 91702	Eff. July 1, 2005 From Temporary to Regular Probationary
From Behavior Specialist To 50% Behavior Specialist & 50% Psychologist	Ms. Loni Kuhn 2495 Sierra Dr. Upland, CA 91784	Eff. July 1, 2005
Psychologist	Ms. Esther Marquez 3951 Ashwood Cir. Corona, CA 92881	Eff. July 1, 2005 From 100% to 50%

Personnel Report #1

CERTIFICATED PERSONNEL

Change of Assignment/Status

From Teacher to TSA/Instructional Coach	Ms. RaeAnn Magnon 7797 Jayhawk Dr. Riverside, CA 92509	Eff. July 1, 2005
SDC Teacher	Ms. Anita Martinez 8670 Barton St. Riverside, CA 92508	Eff. July 1, 2005 From Intern to Regular Probationary
Resource Specialist	Mr. Jason McMains 4210 Estrada Dr. Riverside, CA 92509	Eff. July 1, 2005 From Intern to Regular Probationary
From Teacher to TSA/Instructional Coach	Ms. Diane Ochoa 11497 Southampton Ct. Rancho Cucamonga, CA 91730	Eff. July 1, 2005
Teacher	Ms. Melissa Olivier 835 Shana Ct. Perris, CA 92570	Eff. July 1, 2005 From Temporary to Regular Probationary
From SDC Teacher To RSP Teacher	Ms. Trisha Rafanan 22131 Ladera St. Grand Terrace, CA 92313	Eff. July 1, 2005
Teacher	Mr. George Ramos 1812 Hibiscus St. Corona, CA 91720	Eff. July 1, 2005 From Intern to Regular Probationary
Teacher	Ms. Danielle Richardson 8066 Haven View Riverside, CA 92509	Eff. July 1, 2005 From Intern to Regular Probationary
Guidance Coordinator	Ms. Mary Ricks 109 S. LaSenda Dr. Laguna Beach, CA 92651	Eff. July 1, 2005 From 100% to 80%
Language Speech & Hearing Specialist	Ms. Kari Rohr 4143 Rosewood Riverside, CA 92506	Eff. July 1, 2005 From 60% to 70%
From Teacher to TSA/Instructional Coach	Ms. Rosa Santos-Lee 3944 Beechwood Pl. Riverside, CA 92506	Eff. July 1, 2005
Teacher	Ms. Jamie Smallwood 10850 Church St. #L302 Rancho Cucamonga, CA 91730	Eff. July 1, 2005 From Temporary to Regular Probationary
Teacher	Mr. Claude Umbarger 10200 Wrangler Way Corona, CA 92883	Eff. July 1, 2005 From Temporary to Regular Probationary

Personnel Report #1

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Administrative Services; provide Saturday school instruction; June 2005 through July 2005; not to exceed 4 hours per week; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$674 total.

Mr. Chris Franz

Categorical Projects; attend summer ELO planning meeting; June 9 & 16, 2005; not to exceed 3 hours each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$1,213 total.

Mr. John Allen	Ms. Sandi Amatriain	Ms. Dani Anderson
Ms. Cheryl Boyce	Ms. Shawnette Bukarau	Ms. Josefina Castro
Ms. Linda Goedhart	Ms. Irasema Guzman	Ms. Dolores Hernandez
Ms. Virginia Huckaby	Ms. Janet Garcia-Hudson	Ms. Nancy Jenkins
Ms. RaeAnn Magnon	Mr. Russ Orwig	Ms. Elva Silva
Mr. Doug Stevens	Ms. Terri Stevens	Ms. Roxanne Winemiller
Ms. Suzanne Wong		

Education Support Services; provide specialized tutoring during summer school; June 27, 2005 through August 4, 2005; not to exceed 1 hour per day; appropriate hourly rate of pay; Funding Source: Special Education; \$916 total.

Ms. Diane Pearson

Education Technology; participate in ELA Middle School teacher summer workshops; August 22-25, 2005; not to exceed 7 hours daily each; appropriate hourly rate of pay; Funding Source: Enhance Education through Technology; \$30,195 total.

Ms. Hilary Barnett	Ms. Lynne Bjazevich	Ms. Kerry Blackwell
Ms. Joan Bosze	Ms. Rebecca Brawner	Ms. Lois Clark
Ms. Christy Coello	Ms. Molly Complin	Ms. Stephanie Cunningham
Ms. Jana Dexter	Ms. Wendy Eccles	Ms. Toni Fletcher
Mr. Juan Garcia	Ms. Pam Grethen	Ms. Rebecca Gomez
Ms. Cynthia Karner	Ms. Laila Lewis	Ms. Laura Lewis
Ms. Ann Marie McCoy	Ms. Courtney McCutcheon	Ms. Blanca Precicado-Diaz
Ms. Mary Pritchard	Ms. Danielle Richardson	Ms. Christine Rizzo
Ms. Maria Rodriguez	Ms. Elizabeth Rountree	Mr. Brian Shaffer
Ms. Karen Stokoe	Ms. Maureen Thurman	Mr. Dennis Turner
Ms. Vera Walker		

Personnel Report #1

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Education Technology; participate in workshops for EETT Competitive Grant development; 2005-2006 school year; not to exceed 20 hours each; appropriate hourly rate of pay; Funding Source: Enhance Education through Technology; \$21,568 total.

Ms. Hilary Barnett	Ms. Lynne Bjazevich	Ms. Kerry Blackwell
Ms. Joan Bosze	Ms. Rebecca Brawner	Ms. Lois Clark
Ms. Christy Coello	Ms. Molly Complin	Ms. Stephanie Cunningham
Ms. Jana Dexter	Ms. Wendy Eccles	Ms. Toni Fletcher
Mr. Juan Garcia	Ms. Pam Grethen	Ms. Rebecca Gomez
Ms. Cynthia Karner	Ms. Laila Lewis	Ms. Laura Lewis
Ms. Ann Marie McCoy	Ms. Courtney McCutcheon	Ms. Blanca Precicado-Diaz
Ms. Mary Pritchard	Ms. Danielle Richardson	Ms. Christine Rizzo
Ms. Maria Rodriguez	Ms. Elizabeth Rountree	Mr. Brian Shaffer
Ms. Karen Stokoe	Ms. Maureen Thurman	Mr. Dennis Turner
Ms. Vera Walker		

Education Technology; participate in EETT Competitive Grant Camp CTAP workshops; July 25-28, 2005; not to exceed 7 hours daily; appropriate hourly rate of pay; Funding Source: Enhance Education through Technology; \$8,492 total.

Ms. Hilary Barnett	Ms. Kerry Blackwell	Ms. Christy Coello
Ms. Stephanie Cunningham	Ms. Jana Dexter	Ms. Elizabeth Rountree
Ms. Mary Pritchard	Ms. Karen Stokoe	Ms. Vera Walker

Language Services; attend summer school ELD Focus Group meeting; June 1, 2005; not to exceed 1 hour each; appropriate hourly rate of pay; Funding Source: Title III-LEP; \$539 total.

Mr. Jim Beckley	Ms. Heather Broda	Ms. Carol Camacho
Ms. Nancy Croxton	Ms. Kristin DeFrance	Ms. Kristine Doty
Ms. Elena Escobar	Mr. Jose Guillen	Ms. Guadalupe Hernandez
Ms. Diana Martinez	Ms. Terese Pisarik	Ms. Donna Prince
Ms. Nanette Prince	Ms. Jonal Schissler	Ms. Sally Valente
Ms. Jacqueline Zamora	Ms. Carole Zuloaga	

Language Services; facilitate ELD training workshop; June 23, 2005; not to exceed 8 hours; appropriate hourly rate of pay; Funding Source: Title III-LEP; \$270 total.

Ms. Alice Cornejo

Personnel Services; provide NCLB tutoring; June 1, 6, 9, 2005; not to exceed 3.25 hours total; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$110 total.

Ms. Theresa Hoag

S-1
24.7

Personnel Report #1

CERTIFICATED PERSONNEL

Extra Compensation Assignment

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

Ms. Marie Wayland

Granite Hill Elementary; plan and implement professional development for staff; June 27, 2005 through July 1, 2005; not to exceed 40 hours per week each; appropriate hourly rate of pay; Funding Source: School Improvement Program; \$37,744 total.

Mr. Otis Allmon	Ms. Kristy Bonsangue	Ms. Kathleen Brooks
Ms. Kara Davis	Ms. Kristin De France	Ms. Johanna Downs
Mr. Sean Edwards	Ms. Lorena Fong	Ms. Maria Gadsden
Ms. Lorena Graves	Ms. Felician Horner	Ms. Kelly Keprios
Ms. Cassandra Lemus	Ms. Michelle Maisel	Ms. Maria McCollum
Ms. Helen McNab	Ms. Sherine Patton	Ms. Jacqueline Pedersen
Ms. Sandra Pedro	Ms. Laurie Riemer	Ms. Marilyn Robinson
Mr. Steve Santiago	Ms. Jamie Smallwood	Ms. Carolyn Snow
Ms. Nenoise Trotter	Ms. Rhonda Werthman	Ms. Cindy White
Ms. Sandy Young		

Granite Hill Elementary; to order, distribute and proctor testing and instructional materials; May 31-June 3, 2005; not to exceed 2 hours each; appropriate hourly rate of pay; Funding Source: School Improvement Program; \$539 total.

Ms. Kara Davis	Ms. Kristin DeFrance	Mr. Sean Edwards
Ms. Michelle Maisel	Ms. Brooke Thompson	Ms. Sarah Vigrass
Mr. Mark Ware		

Indian Hills Elementary; attend training to enhance instruction; June 2 & 6, 2005; not to exceed 7.25 hours each; appropriate hourly rate of pay; Funding Source: School Improvement Program; \$488 total.

Ms. Michelle Navigato Ms. Suzanne Wong

Mission Bell Elementary; teachers to provide workshops for parents; June 7-17, 2005; not to exceed 6 hours each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$1,112 total.

Mr. Jim Beckley	Ms. Jill Flores	Ms. DeAnn McWilliams
Ms. Michelle Pearse	Ms. Ramona Sanchez	Ms. Joanne Tyler
Ms. Amy Weidman		

Personnel Report #1

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Mission Bell Elementary; teachers to attend AB466 training; July 1, 2005 through August 30, 2005; not to exceed 40 hours each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$41,788 total.

Ms. Kristi Batchelder	Mr. Jim Beckley	Ms. Leann Bryan
Ms. Michelle Castaneda	Ms. Chelsie daCosta	Ms. Debbie England
Ms. Lynda Finch	Ms. Jill Flores	Mr. Stevan Flores
Ms. Monica Graves	Ms. Lori Knight	Ms. Sherri Kposowa
Ms. Lori Knight	Ms. AnneMarie Lee	Ms. Christina Macias
Ms. Arlene McNair	Ms. DeAnn McWilliams	Ms. Joanna Milczarski
Mr. Alex Ortiz	Ms. Debra Parker	Ms. Michelle Pearse
Ms. RuthAnn Peil	Ms. Donna Prince	Ms. Ramona Sanchez
Ms. Lori Smith	Ms. Amy Stanford	Ms. Loretta Stevenson
Ms. Janine Stewart	Ms. Joanne Tyler	Ms. Amy Weidman
Ms. Sandy Wiersma		

Pacific Avenue Elementary; prepare classrooms for Houghton-Mifflin instruction; July 8, 29 & August 9 & 23, 2005; not to exceed 13 hours each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$10,952 total.

Ms. Janice Kidd	Ms. Tonya Fontes	Ms. Judee Pronovost
Ms. Shirley Minnick	Ms. Janet Coleman	Ms. Candy Kvidahl
Ms. Nicole Jones	Mr. Brian Mitchell	Ms. Lisa Dutra
Ms. Patty Sanchez	Ms. Jyll Morris	Mr. David Moehlman
Mr. Rodger Liverman	Ms. Sylvia Bottom	Ms. Cindy Shuler
Ms. Marisol Stokes	Mr. Bruce Hebert	Ms. Myra Esteban
Mr. Hector Sanchez	Ms. Esther Green	Ms. Jennifer Porter
Ms. Jacqueline Ware	Ms. AnnMarie Hershey	Ms. RaeAnn Magnon

Pedley Elementary; teachers to attend AB466 training; August 15-19, 2005; not to exceed 1480 hours total; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$49,867 total.

Ms. Janet McClellan	Ms. Tracy Grogan	Ms. Lourdes Ruelas
Ms. Lucia Chavez	Ms. Shelly Puckett	Ms. Lucinda Jensen
Ms. Sue Thompson	Ms. Katherine Laag	Ms. Marcia Weaver
Ms. Nicole Douty	Ms. Sally Valente	Ms. Jennifer Lara
Ms. Laura Ciesla	Ms. Michele Armstrong	Ms. JoAnn Greeley
Ms. Monica Jarcy	Ms. Heidi Kraus	Ms. Valerie Othon
Ms. Antonia Mercado	Ms. Robyn Anderson	Ms. Patricia Balteria
Ms. Jennifer Ower	Ms. Marleen Jockers	Ms. Amy Warhop
Ms. Joan Knowlton	Mr. Andy Elliott	Ms. Amy Noyes
Ms. Michelle Gage	Mr. Gordon Hannon	Ms. Cindy Hert
Ms. Dinah Palagi	Ms. Kim Parker	Ms. Dana Kruckenberg

Personnel Report #1

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Peralta Elementary; provide staff development presentations; May 30, 2005 through June 8, 2005; not to exceed 12 hours; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$404 total.

Ms. Dani Andersen

Peralta Elementary; provide workshops and trainings to support student learning; May 18, 2005 through June 10, 2005; not to exceed 10 hours; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$337 total.

Ms. Alexandra Lucio

West Riverside Elementary; teachers to participate in professional development to enhance learning of students; June 27, 2005 through July 1, 2005; not to exceed 360 hours; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$12,132 total.

Mr. Tom Buchanan
Mr. Chet Edmunds
Ms. Carole Patty

Mr. Maurice Castro
Ms. Barbara Godoy
Ms. Mayra Sanchez

Ms. Kathy Edmond
Ms. Dolores Hernandez
Mr. Rick Shannon

Jurupa Middle School; participate in Technology Night; June 8, 2005; not to exceed 1.5 hours each; appropriate hourly rate of pay; Funding Source: Enhance Education through Technology; \$253 total.

Ms. Veronica Capata
Mr. Kevin Roughton

Mr. Jose Ramirez
Mr. Christopher Woodside

Ms. Sara Reynolds

Jurupa Middle School; provide AVID planning; June 9-22, 2005; not to exceed 5 hours each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$337 total.

Ms. Lisa Levine-Perkins

Ms. Christine Rizzo

Jurupa Middle School; provide instruction for CBET program; December 2004 through June 2005; not to exceed 5 hours per week; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; \$4,044 total.

Ms. Melissa Bope

Mira Loma Middle School; teachers to attend AB466 training; August 15-19, 2005; not to exceed 80 hours; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$2,696 total.

Ms. Jana Dexter

Ms. Elizabeth Rountree

Personnel Report #1

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Mira Loma Middle School; scheduling of students and adjusting master schedule to reflect current needs; August 22-26, 2005; not to exceed 40 hours; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$1,348 total.

Ms. Kathi Jensen

Mira Loma Middles School; teachers to attend workshop; June 27-30, 2005; not to exceed 28 hours each; appropriate hourly rate of pay; Funding Source: II/USP; \$1,887 total.

Ms. Jana Dexter

Ms. Elizabeth Rountree

Mira Loma Middle School; provide opportunities for collaboration through meetings and staff development; May 1, 2005 through June 22, 2005; not to exceed 60 hours; appropriate hourly rate of pay; Funding Source: School Improvement Program; \$2,022 total.

Ms. Valerie Baule
Ms. Donna Block
Ms. Anne Cox
Ms. Melissa Davis
Ms. Gayle Dowling
Mr. Richard Franz
Ms. Jennifer Griffin
Ms. Kathi Jensen
Mr. Brian Long
Ms. Nancy Lott
Mr. Rudy Monge
Mr. John Parker
Mr. Adam Rowland
Ms. Linda Sanchez
Ms. Judy Tomboc
Ms. Carol Veneman
Ms. Kelli Wasserman
Mr. William Bush

Mr. Todd Beasley
Ms. Christy Coello
Ms. Patricia Cruz
Mr. Glenn DeHart
Ms. Michelle Fisher
Ms. Ginger Gelhaus
Ms. Lynn Hill
Ms. Clara Jones
Mr. Antonio Lopez
Ms. Joyce Malle
Ms. Arrinta Murphy
Ms. Terese Pisarik
Ms. Suzanne Rowland
Mr. Keith Schumacher
Mr. Rory Tso
Ms. Vera Walker
Ms. Roxane Winemiller

Mr. Robert Berghorn
Mr. Libbern Cook
Ms. Stephanie Cunningham
Ms. Kathy DiLeo
Mr. Larry Franklin
Mr. Freddie Goss
Ms. Pamela Holden
Ms. Marci Lee
Ms. Bernadette Lopez
Ms. Karen Matsuoka
Ms. Roniece Parchment
Ms. Mary Pritchard
Mr. Jorge Sanchez
Ms. Karen Stokoe
Ms. Gayle Venegas
Ms. Mary Ward
Ms. Susan Wisener

Personnel Report #1

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Mission Middle School; teachers to provide student and parent orientation to the new campus (Rubidoux High School); August 30, 31, September 1, 2005; not to exceed 6 hours per teacher; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$1,415 total.

Ms. Amber Alkire	Ms. Hilary Barnett	Ms. Laura Beal
Ms. Kerry Blackwell	Ms. Lois Clark	Ms. Molly Complin
Ms. Linda Daniels	Ms. Sue Ferraro	Ms. Toni Fletcher
Mr. Billy Fong	Mr. Ralph Garcia	Mr. Sam Gee
Mr. John Gonzalez	Ms. Pam Grethen	Ms. Stacy Heath
Mr. Andrew Hernandez	Mr. Jay Ishimoto	Ms. Laura Lewis
Ms. Jamie Lewison	Ms. Laurie Ludwig	Mr. Lyle McCollum
Ms. Melissa Moberly	Ms. Amber Mooney	Ms. Ermine Nelson
Mr. Jeffrey Norman	Ms. Maria Nunez	Ms. Patty Pang
Ms. Joann Papavero	Mr. John Papavero	Ms. Lori Pardon
Ms. Loretta Pearce	Mr. Dan Polestra	Ms. Blanca Preciado
Ms. Susan Ridder	Ms. Kari Rohr	Ms. Lorraine Sanchez
Ms. Shelly Sinclair	Mr. David Solorio	Ms. Niki Stashuk
Mr. Doug Stevens	Ms. Terri Stevens	Ms. Irene Stewart
Ms. Maureen Thurman	Ms. Judy Van Train	Ms. Rachel Weeks
Ms. Janet Willard	Ms. Cynthia Wilson	Ms. Danae Yohonn
Mr. Ross Yohonn		

Mission Middle School; assist with move and set up of classrooms and offices from Mission Middle School to Rubidoux High School; June 24, 2005 & September 2, 2005; not to exceed 2 days each; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$22,949 total.

Ms. Amber Alkire	Ms. Hilary Barnett	Ms. Laura Beal
Ms. Kerry Blackwell	Ms. Lois Clark	Ms. Molly Complin
Ms. Linda Daniels	Ms. Sue Ferraro	Ms. Toni Fletcher
Mr. Billy Fong	Mr. Ralph Garcia	Mr. Sam Gee
Mr. John Gonzalez	Ms. Pam Grethen	Ms. Stacy Heath
Mr. Andrew Hernandez	Mr. Jay Ishimoto	Ms. Laura Lewis
Ms. Jamie Lewison	Ms. Laurie Ludwig	Mr. Lyle McCollum
Ms. Melissa Moberly	Ms. Amber Mooney	Ms. Ermine Nelson
Mr. Jeffrey Norman	Ms. Maria Nunez	Ms. Patty Pang
Ms. Joann Papavero	Mr. John Papavero	Ms. Lori Pardon
Ms. Loretta Pearce	Mr. Dan Polestra	Ms. Blanca Preciado
Ms. Susan Ridder	Ms. Kari Rohr	Ms. Lorraine Sanchez
Ms. Shelly Sinclair	Mr. David Solorio	Ms. Niki Stashuk
Mr. Doug Stevens	Ms. Terri Stevens	Ms. Irene Stewart
Ms. Maureen Thurman	Ms. Judy Van Train	Ms. Rachel Weeks
Ms. Janet Willard	Ms. Cynthia Wilson	Ms. Danae Yohonn
Mr. Ross Yohonn		

Jurupa Valley High School; 2004-2005 extra duty compensation; appropriate annual rate of pay; Funding Source: Unrestricted Resources; \$2,410 total.

Student Study Team & 504	Ms. Connie Finazzo
Mock Trial Coordinator	Ms. Dawn Goldsmith

Personnel Report #1

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Learning Center; provide Adult Education instruction for summer ESL program; June 27, 2005 through August 4, 2005; not to exceed 13 hours per week each; appropriate hourly rate of pay; Funding Source: Adult Education Apportionment; \$960 total.

Ms. Michelle Maisel Ms. Dixie Stucker

Summer Instruction Program (Glen Avon Elementary); July 7, 2005 through August 11, 2005; assigned on as needed basis; not to exceed 24 days; based on summer school daily rate of pay; (200.40).

Ms. Josefina Castro	Ms. Nancy Jenkins	Mr. Daniel Porcu
Ms. Irma Beach	Ms. Janine Stewart	Ms. Irma Hartsock
Ms. Kathleen Perez	Ms. Ginger Jones	Ms. Michelle Pearse
Mr. Basil Slaymaker	Ms. Kara Davis	Mr. Alejandro Ortiz
Mr. Robert Mercer	Mr. John Taylor	Ms. Nichole Howard
Ms. Lisa Cook	Mr. Barry Brandon	Ms. Michelle Castaneda
Ms. Elizabeth VandenRaadt	Mr. Jim Beckley	Ms. Donna Prince
Ms. Julie Herman	Ms. Carole Zuloaga	Ms. Heather Broda

Summer Instruction Program (Indian Hills Elementary); July 7, 2005 through August 11, 2005; assigned on as needed basis; not to exceed 24 days; based on summer school daily rate of pay; (200.40).

Ms. RaeAnn Magnon	Ms. Linda Goedhart	Ms. Karen Gotschall
Ms. Sandra West	Ms. Paula Goldberg	Ms. Sandra Allen
Ms. Amelia Shuler	Ms. Tammy Patterson	Ms. Shelley Levers
Ms. Barbara McNutt	Ms. Sherine Patton	Ms. Sandra Roberson
Ms. Suzanne Rentfro	Ms. Sarah Vigrass	Mr. Jim Smyth
Ms. Patricia Balteria	Ms. Florestine Kent	Ms. Shauna Cauchon
Ms. Brooke Thompson	Mr. Andrew Elliott	Mr. Paul DeFoe
Ms. Laura Berkeley	Ms. Carolyn Snow	Ms. Janice Kidd
Ms. Tanya Fontes	Ms. Jacqueline Zamora	Ms. Sally Valente
Mr. John Vigrass	Mr. Charles Loving	

Summer Instruction Program (Sunnyslope Elementary); July 7, 2005 through August 11, 2005; assigned on as needed basis; not to exceed 24 days; based on summer school daily rate of pay; (200.40).

Ms. Sandy Amatryan	Ms. Suzanne Wong	Ms. Laurie Riemer
Ms. Michelle Clines	Ms. Lorayne Corcoran	Ms. Esther Ruvalcaba
Ms. Cynthia Johnson	Ms. Elisa Martin	Ms. Nicole Douty
Ms. Francine Rice-Laabs	Ms. Michelle Maisel	Ms. Lori Brown
Ms. Maria Garcia	Ms. Zoe Washburn	Ms. Shelli Miller
Mr. Carl Zitek	Ms. Nenoise Trotter	Mr. Daniel Cornejo
Mr. Giovanni Bernier	Ms. Sabrina McCaskill	Ms. Deborah Maynor-Cedarholm
Ms. Lorena Fong	Ms. Carol Camacho	Ms. Nancy Liverman
Ms. Kristin DeFrance	Ms. Jene Shuler	

Personnel Report #1

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Summer Instruction Program (West Riverside Elementary); July 7, 2005 through August 11, 2005; assigned on as needed basis; not to exceed 24 days; based on summer school daily rate of pay; (200.40).

Ms. Dolores Hernandez	Ms. Shawnette Bukarau	Ms. Melissa Montoya
Ms. Shawna Crawford	Ms. Connie Dam	Ms. Suzanne Ali
Ms. Maria Saucedo	Ms. Mayra Sanchez	Ms. DeAnna Soccio
Ms. Mabel Armenta	Ms. Terry Hainsworth	Ms. June VanGenuchten
Ms. Kristin Regua	Mr. Charles Lantz	Ms. Cindy Shuler
Ms. Gloria Bravo-Carmona	Ms. Jacqueline Andrews	Ms. Cindy White
Ms. Jamey Bettencourt	Ms. Vickie Hawkins	Mr. Tom Buchanan
Mr. Tim Crider	Ms. Tracy Grogan	Ms. Norma Velasquez
Ms. Lupe Flint	Ms. Patricia Valle-Sanchez	Ms. Nancy Velasquez
Ms. Kristine Doty	Ms. Maria Elena Escobar	Mr. Hector Sanchez

Summer Instruction Program (Jurupa Middle School); July 7, 2005 through August 11, 2005; assigned on as needed basis; not to exceed 24 days; based on summer school daily rate of pay; (200.40).

Ms. Cheryl Boyce	Ms. Terri Stevens	Ms. Lisa Gladchuk
Ms. Heather Heun	Ms. LaJuana Pate	Mr. Wayne Fowler
Mr. Art Huerta	Mr. Harrison Cole	Mr. Eric Myers
Ms. JoAnn Greeley	Mr. Christopher Woodside	Ms. Amber Alkire
Ms. Katherine Edmond	Ms. Rachel Weeks	Ms. Josefina Gamez
Mr. Rigoberto Olasaba	Ms. Sara Reynolds	Ms. Amber Mooney
Mr. Jarrod Hesler	Ms. Traci Coffelt	Mr. Dan Poelstra
Ms. Deb Bennett	Ms. Cynthia Karner	Mr. Brian Shaffer
Ms. Nadia Qaqish	Mr. Billy Fong	Mr. Dennis Turner
Ms. Nanette Prince	Mr. Victor Patton	Ms. Pamela Grethen
Ms. Veronica Capata	Mr. Andrew Hernandez	

Summer Instruction Program (Mira Loma Middle); July 7, 2005 through August 11, 2005; assigned on as needed basis; not to exceed 24 days; based on summer school daily rate of pay; (200.40).

Mr. Doug Stevens	Ms. Roxanne Winemiller	Ms. Rebecca Muehlig
Ms. Kathlyn Garcia	Ms. Valerie Baule	Ms. Evelyn English
Ms. Lisa Dutra	Ms. Dana Kruckenberg	Mr. David Payne
Ms. Antonia Mercado	Ms. Valerie Othon	Ms. Lori Clays
Ms. Lynda Finch	Mr. John Gonzalez	Mr. Dave Hansen
Mr. Gordon Hannon	Ms. Susan Ridder	Ms. Marci Lee
Ms. Duryea Smith-Carney	Ms. Miriam Merkatz-Gardner	Ms. Maria Rodriguez-Nunez
Mr. Alex Garcia	Ms. Danielle Richardson	Ms. Jackie Pederson
Mr. Jeff Norman	Mr. Jose Ramirez	Ms. Nancy Croxton
Mr. Rudy Monge	Ms. Toni Fletcher	Ms. Gloria Cabrera
Ms. Terese Pisarik	Ms. Mary Jonal Schissler	

Personnel Report #1

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Summer Instruction Program (Learning Center); June 27, 2005 through August 8, 2005; assigned on as needed basis; not to exceed 28 days; based on summer school daily rate of pay; (200.40).

Mr. Rory Tso

Mr. Mike Free

Summer Instruction Program (Nueva Vista); June 27, 2005 through July 15, 2005; assigned on as needed basis; not to exceed 20 days; based on summer school daily rate of pay; (200.40).

Mr. Gary Ennis
Mr. Doug Torbert

Ms. Jeff Jacobs
Mr. Rich Torbert

Mr. Terence Prosser
Ms. Mariann Vetrhus

Summer Instruction Program (Special Education); June 27, 2005 through August 11, 2005; assigned on as needed basis; not to exceed 40 days; based on summer school daily rate of pay; (200.40/261.57).

Ms. Amita Cloke
Ms. Cynthia Huffman
Ms. Dinah Palagi
Mr. Mark Saugstad
Mr. Ramon Barreras
Mr. Jon Franz
Ms. Penelope Joven
Ms. Annika White
Mr. Ron Crawford
Mr. Joseph Beloni
Mr. Charles Townsend
Mg. Geoffrey Holt
Ms. Mindy Gould

Ms. Melanie Gonzalez
Ms. Lynnee Tieri
Ms. Jennifer Porter
Ms. Lana Clauder
Ms. Britta Anderson
Ms. Farrah Crane
Ms. Lana Bannon
Mr. Greg Alexander III
Mr. Juan Garcia
Ms. Kelly McArdle
Mr. Todd Chard
Mr. Jeff Huerta

Ms. Kathleen Drost
Ms. Maria Cox
Ms. Lindsey Cortes
Mr. John Demor
Ms. Anita Martinez
Ms. Debbie England
Ms. Kimberly Parker
Mr. Mike Cloke
Mr. David Solorio
Mr. Peter McGowan
Mr. Chris Fowler
Mr. James Huff

Summer Instruction Program (Jurupa Valley High School); June 27, 2005 through August 4, 2005; assigned on as needed basis; not to exceed 24 days; based on summer school daily rate of pay; (261.57).

Mr. Andrew Carey
Mr. Ric Slagle
Ms. Ann Hwang
Ms. Victoria Kelley
Mr. Ray Castaneda
Mr. Daniel Goldsmith
Mr. Chris Kimball
Ms. Joan Dorn
Mr. Dan Weatherford
Ms. Lisa Levine-Perkins
Ms. Jennelle Benson
Mr. Brady Kocher
Ms. Andrea Ruiz
Ms. Kelly Dodd
Mr. Chuck Armenta
Ms. Brenda Nowak

Mr. Paul Kumamoto
Mr. Yongjian Zhen
Mr. Eric Chavez
Mr. Nate Hass
Mr. Michael Jordon
Ms. Dawn Goldsmith
Mr. Stephen Pennington
Mr. Chuck Riggs
Mr. Jay Hakomaki
Mr. William Pine
Mr. Charles Guzman
Mr. Gareth Richards
Ms. Jeni Williams
Mr. Mark Gard
Mr. Trent Hansen

Ms. Manuela Ortiz
Ms. Kelleen Krockner
Ms. Landon Dean
Mr. Gary Golden
Ms. Krista Jones
Mr. Rick Vasquez
Mr. Vince Tieri
Mr. Robert Green
Mr. George Ramos
Mr. Mack White
Mr. Paul Wakefield
Mr. Joshua Lewis
Mr. Allen Umbarger
Mr. Ed Luna
Ms. Jennifer Chamberlin

Personnel Report #1

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Summer Instruction Program (Rubidoux High School); June 27, 2005 through August 4, 2005; assigned on as needed basis; not to exceed 24 days; based on summer school daily rate of pay; (261.57).

Ms. Cynthia Nadolny	Mr. Mark McFerran	Ms. Ann Monville
Mr. Robert Santiago	Mr. Dale Thorpe	Mr. Mark Pontious
Mr. Victor Centeno	Mr. Chris Metzger	Mr. Sam Drapiza
Mr. Allan Stringer	Ms. Janice Cloward	Ms. Shannyn Bolen
Ms. Lisa Brown	Mr. David Moberly	Ms. Heather McIntosh
Ms. Michelle Lenichek	Mr. Ryan Becker	Mr. Paul Van Lent
Mr. Tom Podgorski	Mr. Enrique Velasquez	Mr. Eric Hammond
Mr. Al Martinez	Mr. John Hill	Mr. Timothy Jones
Mr. Craig Sevey	Mr. Jose Guillen	Mr. William Frank
Mr. Terry Johnson	Mr. Paul Binns	Mr. Jeremy Fletcher
Ms. Lucinda Blackstone	Ms. Magdalena Ramirez	Ms. Andrea Biggs
Mr. Kent Bukarau	Mr. Leonard Fisher	Mr. Brian Miller
Ms. Melissa Olivier	Mr. Jim Rodriguez	Ms. Lisa Serrano
Mr. Briana Delva	Mr. Charles Meyerett	

Youth Opportunity Center; supervise and maintain daily operations of Youth Opportunity Center during the summer months; July 1, 2005 through August 10, 2005; not to exceed 4 hours per day; appropriate hourly rate of pay; Funding Source: \$6,325 total.

Ms. Nancy Matzenauer

Youth Opportunity Center; provide workshops for the summer program for the Youth Opportunity Center; July 1, 2005 through June 30, 2006; not to exceed 240 hours total; appropriate hourly rate of pay; Funding Source: Work Force Investment Opportunity; \$8,088 total.

Ms. Marta Escobar	Mr. Pen Fawaz	Mr. Jeremy Fletcher
Ms. Guadalupe Hernandez	Ms. Roberta Pace	Mr. Juan Salas
Mr. Patrick Thompson		

Leave of Absence

Resource Teacher	Ms. Jamie Aballi 1515 Bellefontaine Dr. Riverside, CA 92506	Unpaid Special Leave July 1, 2005 through June 30, 2006 without compensation, health and welfare benefits or increment advancement.
50% Teacher	Ms. Rebeca Clampitt 2538 Ironside Circle Corona, CA 92882	Unpaid Special Leave July 1, 2005 through June 30, 2005 without compensation, health and welfare benefits or increment advancement.

Personnel Report #1

CERTIFICATED PERSONNEL

Leave of Absence

Teacher	Ms. Tanya Fontes 512 Fox Ridge Rd. Beaumont, CA 92223	Maternity Leave April 27, 2005 through June 7, 2005 with use of sick leave and Unpaid Special leave June 14, 2005 through June 22, 2005 without compensation.
Teacher 40%	Ms. Helen Roseberry 16712 Leiana Ct. Riverside, CA 92503	Unpaid Special Leave July 1, 2005 through June 30, 2006 without compensation, health and welfare benefits or increment advancement.
Teacher 50%	Ms. Shari Sanchez 32335 Safflower St. Winchester, CA 92596	Unpaid Special Leave July 1, 2005 through June 30, 2006 without compensation, health and welfare benefits or increment advancement.
Teacher 50%	Ms. Brooke Thompson 3348 Redport Dr. Corona, CA 92881	Unpaid Special Leave July 1, 2005 through June 30, 2006 without compensation, health and welfare benefits or increment advancement.
Teacher	Ms. Lori Williams 306 Justina Dr. Oceanside, CA 92057	Unpaid Special Leave July 1, 2005 through June 30, 2006 without compensation, health and welfare benefits or increment advancement.

Resignation

Teacher	Mr. Jose Araux 2121 River Rd. Perris, CA 92570	Eff. June 30, 2005
Teacher	Mr. Eric Chavez 22030 Mimosa Ln. Moreno Valley, CA 92553	Eff. August 4, 2005
Teacher	Ms. Gaye King-Hawkins 2685 Vista de Victoria Riverside, CA 92506	Eff. June 30, 2005
Teacher	Ms. Jaime Larsen 4353 Greystone Circle Riverside, CA 92509	Eff. June 30, 2005

Personnel Report #1

CERTIFICATED PERSONNEL

Resignation

Teacher	Mr. Eric Myers 7025 Swiss St. Chino, CA 91710	Eff. June 30, 2005
Teacher	Mr. Tom Podgorski 3589 Beechwood Pl. Riverside, CA 92504	Eff. June 30, 2005
Teacher	Ms. Patricia Prosser 6890 Condor Dr. Riverside, CA 92509	Eff. June 23, 2005
Teacher	Ms. Gladys Schrom 5442 Canmore Ct. Riverside, CA 92507	Eff. June 30, 2005
Resource Specialist	Ms. Jacqueline Ware 3409 Nation Dr. Frisco, TX 75034	Eff. June 30, 2005
Teacher	Mr. Mark Ware 3409 Nation Dr. Frisco, TX 75034	Eff. June 30, 2005
Teacher	Ms. Janet Willard 1201 Lyndhurst Dr. Riverside, CA 92507	Eff. June 30, 2005

Substitute Assignment

Teacher	Ms. Jennifer Amaya 17590 El Mineral Rd. Perris, CA 92570	As needed Emergency 30-Day Permit
Teacher	Mr. Robert Chavez 6758 Paso Fino St.	As needed Emergency 30-Day Permit
Teacher	Ms. April Dean 5491 Lucretia Ave. Mira Loma, CA 91752	As needed Emergency 30-Day Permit
Teacher	Mr. Brian Dirkswager 1524 Marsh Way Riverside, CA 92501	As needed Emergency 30-Day Permit
Teacher	Mr. Keith Gustafson 22250 Kentfield St. Grand Terrace, CA 92313	As needed Emergency 30-Day Permit
Teacher	Ms. Cynthia Nadolny 23553 Ashwood Ave. Moreno Valley, CA 92557	As needed Emergency 30-Day Permit

Personnel Report #1

CERTIFICATED PERSONNEL

Substitute Assignment

Teacher	Ms. Brenda Nowak 12889 Pattison St. Corona, CA 92880	As needed Preliminary Single Subject Music
Teacher	Ms. Brandy Tricker 5810 Clifton Blvd. Riverside, CA 92504	As needed Emergency 30-Day Permit

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Business Services; assist with inventory, Summer School textbook deliveries; June 23-30, 2005; not to exceed 8 days; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$1,061 total.

Activity Supervisor Mr. Mike Ursua

Categorical Projects; assist department with summer ELO preparation; June 16-30, 2005; not to exceed 30 hours each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$1,153 total.

Bilingual Language Tutor	Ms. Guadalupe Acosta
Activity Supervisor	Ms. Lisa Ponce
Instructional Aide	Ms. Debbie Vanderhagen

Education Technology; assist with packing and moving of textbooks to new high school; June 22-24, 2005; not to exceed 2 hours daily; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$90 total.

Clerk Typist Ms. Sherri Stewart

Education Technology; assist with administration of STAR testing; April 13, 2005 through May 24, 2005; not to exceed 20 hours each; appropriate hourly rate of pay; Funding Source: STAR Testing; \$572 total.

Instructional Aide	Ms. Dina Hickman
Instructional Aide	Ms. Patricia Woolery

Education Technology; process supplemental textbook materials; June 24, 2005 through August 25, 2005; not to exceed 8 hours daily each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$21,169 total.

Elementary Media Clerk	Ms. Cynthia Clark
Elementary Media Clerk	Ms. Sally Garibay
Library Technician	Ms. Gayla Gresham
Library Technician	Ms. Georgia Lindsey
Elementary Media Clerk	Ms. Veronica Robinson

Personnel Report #1

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Food Services; assist Food Services during summer school; June 27, 2005 through August 8, 2005; not to exceed 8 hours weekly; appropriate hourly rate of pay; Funding Source: Child Nutrition School Programs; \$772 total.

Food Service Clerk Ms. Socorro Martinez

Special Education; assist with supervision of students on bus to and from school; May 31, 2005 through June 21, 2005; not to exceed 3.25 hours per day; appropriate hourly rate of pay; Funding Source: IDEA Basic Grant Entitlement; \$516 total.

Activity Supervisor Ms. Christine Silva

Ina Arbuckle Elementary; assist with registration and preparation for new school year; May 25, 2005 through June 10, 2005; not to exceed 5 hours per day; appropriate hourly rate of pay; Funding Source: Discretionary; \$543 total.

Health Care Aide Ms. Josefina Barron

Pacific Avenue Elementary; assist with preparation of rooms for Houghton-Mifflin instruction; July 8 & 29 and August 9, 2005; not to exceed 19.5 hours; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$347 total.

Secretary Ms. Julie Pothier

Pedley Elementary; provide translation for parent meetings, workshops; September 2004 through June 2005; not to exceed 36.5 hours; appropriate hourly rate of pay; Funding Source: School Improvement Program; \$498 total.

Bilingual Language Tutor Ms. Yolanda Muniz

Peralta Elementary; provide clerical assistance with registration and school set-up; August 11-31 & September 1 & 2, 2005; not to exceed 128 hours; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$2,035 total.

Clerk Typist Ms. Alma Mendoza

Personnel Report #1

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Peralta Elementary; assist with parent workshops and trainings to support student learning; June 10, 2005; not to exceed 4 hours each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$117 total.

Café Asst. II	Ms. Norma Caruso
Activity Supervisor	Ms. Cathy Mickey
Activity Supervisor	Ms. Christine Silva

Stone Avenue Elementary; assist with health office during summer registration; August 23-26, 2005; not to exceed 32 hours total; appropriate hourly rate of pay; Funding Source: School & Library Improvement Block Grant; \$480 total.

Health Care Aide	Ms. Debbie Manka
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Mira Loma Middle School; assist and support library and end of year book returns; May 27, 2005 through June 22, 2005; not to exceed 50 hours; appropriate hourly rate of pay; Funding Source: II/USP; \$753 total.

Translator Clerk Typist	Ms. Sandi Rodriguez
Instructional Aide	Ms. Yvette Kruse
Instructional Aide	Ms. Jacqueline Rogers

Mira Loma Middle School; assist with opening of 2005-2006 school year; August 29, 2005 through September 6, 2005; not to exceed 4 hours per day; appropriate hourly rate of pay; Funding Source: Donations; \$325 total.

Translator Clerk Typist	Ms. Sandi Rodriguez
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Mission Middle School; assist with move and set up of classrooms; June 27, 2005 through August 24, 2005; not to exceed 15 days; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$3,913 total.

Secretary-Middle School Principal	Ms. Geneva Newman
Secretary	Ms. Patti Batcha
Secretary	Ms. Tempest Velehradsky
Secretary	Ms. Pamela Whitman
Clerk Typist	Ms. Michelle Sanchez
Translator Clerk Typist	Ms. Myrna Alba
Library Technician	Ms. Ellen Vanta

Jurupa Valley High School; provide additional clerical support; September 2004 through June 2005; not to exceed 20 hours total; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$700 total.

ASB Bookkeeper Secretary	Ms. Janice Iwinski
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Personnel Report #1

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Rubidoux High School; assist with registration process for new school year; August 30, 2005 through September 2, 2005; not to exceed 4 days each; appropriate hourly rate of pay; Funding Sources: Unrestricted Resources, Discretionary; \$1,965 total.

Campus Supervisor	Ms. Kolleen Drake
Campus Supervisor	Ms. Judy James
Campus Supervisor	Ms. Karin Russell
Campus Supervisor	Ms. Annette Thompson

Rubidoux High School; assist with student clearance for sports and athletic schedule; June 27, 2005 through September 2, 2005; not to exceed 60 hours; appropriate hourly rate of pay; Funding Source: Discretionary; \$900 total.

Clerk Typist	Ms. Rosanne Salvatore
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Rubidoux High School; assist with registration of students for the 2005-2006 school year; June 23, 2005 through September 2, 2005; not to exceed 460 hours total; appropriate hourly rate of pay; Funding Sources: Unrestricted Resources, Discretionary; \$7,065 total.

Clerk Typist	Ms. Linda Ledesma
Clerk Typist	Ms. Laura Olaiiz
Translator Clerk Typist	Ms. Kathy Reynoso-Lopez
Clerk Typist	Ms. Rosanne Salvatore
Clerk Typist	Ms. Cheryl Schnieder

Learning Center; provide one-on-one tutoring; June 7, 2005 through June 21, 2005; not to exceed 1 hour per day; appropriate hourly rate of pay; Funding Source: Community Day School; \$146 total.

Instructional Aide	Ms. Elsa Garcia
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Learning Center; provide support to Adult Education students for summer session; June 27, 2005 through August 4, 2005; not to exceed 5 weeks; appropriate hourly rate of pay; Funding Source: Adult Education Apportionment; \$2,116 total.

Campus Supervisor	Ms. Sherrie Saterfield
Bilingual Language Tutor	Ms. Marbely Villalobos

Learning Center; provide babysitting for CBET summer classes; June 27, 2005 through August 4, 2005; not to exceed 16 hours per week; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; \$928 total.

Café Asst. II	Ms. Virginia Ward
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Personnel Report #1

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Learning Center; provide counseling services to STEPS students during summer school session; June 27, 2005 through August 5, 2005; not to exceed 8 hours per day; appropriate hourly rate of pay; Funding Source: Community Day School; \$5,829 total.

School Mental Health Therapist Mr. Kyle Campbell

Learning Center; provide childcare during Adult Education classes; June 27, 2005 through August 4, 2005; not to exceed 36 hours each; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; \$960 total.

Instructional Aide Ms. Nicole Vance
Instructional Aide Ms. Debbie Vanderhagen

Learning Center; assist teacher with closure of cases; June 13, 2005; not to exceed 2 hours; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$28 total.

Instructional Aide Ms. Kim Alford

Youth Opportunity Center; facilitate activities and workshops for the Youth Opportunity Center; July 1, 2005 through August 30, 2005; not to exceed 4 hours per day; appropriate hourly rate of pay; Funding Source: Work Force Investment Opportunity; \$1,745 total.

Activity Facilitator Ms. Michelle Skidmore-Anderson

Summer Instruction Program (Glen Avon Elementary); July 7, 2005 through August 10, 2005; assigned on as needed basis; not to exceed 20 days; appropriate hourly rate of pay.

Secretary - Elem. Principal	Ms. Sandy Shammas
Translator Clerk Typist	Ms. Kathleen Reynoso-Lopez
Activity Supervisor	Ms. Irma Rangel
Activity supervisor	Ms. Marie Arce
Activity Supervisor	Ms. Donna Cortez
Activity Supervisor	Ms. Bertice Roper
Activity Supervisor	Ms. Marilyn Swearingen
Activity Supervisor	Ms. Ruthann DeRonda
Activity Supervisor	Ms. Mary Almaguer
Bilingual Language Tutor	Ms. Anna Mota
Bilingual Language Tutor	Ms. Elsa Ruiz
Bilingual Language Tutor	Ms. Kenya Zundel
Café Mgr. - Elem.	Ms. Judy Lester
Café Asst. II	Ms. Susan Scheu
Café Asst. I	Ms. Mercy Wilson
Health Care Aide	Ms. Sherrie Stoddard
Instructional Aide	Ms. Sharon Huey
Instructional Aide	Ms. Yolanda Balderama
Instructional Aide	Ms. Karen Luke

Personnel Report #1

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Summer Instruction Program (Indian Hills Elementary); July 7, 2005 through August 10, 2005; assigned on as needed basis; not to exceed 20 days; appropriate hourly rate of pay.

Secretary - Elem. Principal	Ms. Audrey Catt
Secretary - Elem. Principal	Ms. Kathy Grogan
Translator Clerk Typist	Ms. Cecilia Silvas
Activity Supervisor	Ms. Linda Dalton
Activity Supervisor	Ms. Gail Chism
Activity Supervisor	Ms. Barbara Dean
Activity Supervisor	Ms. Susie Perla
Activity Supervisor	Ms. Lori Anderson
Activity Supervisor	Ms. Stephanie Christian
Bilingual Language Tutor	Ms. Olga Halvorsen
Bilingual Language Tutor	Ms. Reveca Gomez
Bilingual Language Tutor	Ms. Irma Sanchez
Bilingual Language Tutor	Ms. Pam Juarez
Café Mgr. - Elem.	Ms. Marie Barela
Café Asst. II	Ms. Nida DelRosario
Café Asst. II	Ms. Mercedes Aguirre
Health Care Aide	Ms. Lana Maley
Instructional Aide	Ms. Doreen Hoffman
Instructional Aide	Ms. Mary Stallard
Instructional Aide	Ms. Charmene Kelley
Student Attendant Aide	Ms. Susan Rivera
Student Attendant Aide	Ms. Lorraine Robles
Student Attendant Aide	Ms. Patricia Clark

Summer Instruction Program (Sunnyslope Elementary); July 7, 2005 through August 10, 2005; assigned on as needed basis; not to exceed 20 days; appropriate hourly rate of pay.

Secretary - Elem. Principal	Ms. Alice Scott
Translator Clerk Typist	Ms. Anna Arias
Activity Supervisor	Ms. Beatrice Castillo
Activity Supervisor	Ms. Gloria Acosta
Activity Supervisor	Ms. Carolyn Reyes
Activity Supervisor	Ms. Maria Cordero
Activity Supervisor	Ms. Rita Flores
Activity Supervisor	Ms. Robin Anderko
Activity Supervisor	Ms. Vickie Randle
Bilingual Language Tutor	Ms. Maria Martin
Bilingual Language Tutor	Ms. Jossie Dowling
Bilingual Language Tutor	Ms. Amelia Raya
Café Mgr. - Elem.	Ms. Yvonne Champion
Café Asst. II	Ms. Jamie Balderama
Café Asst. I	Ms. Vickie Ridgley
Health Care Aide	Ms. Stella Hurtado
Instructional Aide	Ms. Judy Alvarez
Instructional Aide	Ms. Kristie Johnsen
Instructional Aide	Ms. Jeanne Cline

Personnel Report #1

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Summer Instruction Program (West Riverside Elementary); July 7, 2005 through August 10, 2005; assigned on as needed basis; not to exceed 20 days; appropriate hourly rate of pay.

Secretary - Elem. Principal	Ms. Angle Wollam
Translator Clerk Typist	Ms. Rita Sanchez
Activity Supervisor	Ms. Margaret Dooley
Activity Supervisor	Ms. Soledad Lopez
Activity Supervisor	Ms. Candida Padilla
Activity Supervisor	Ms. Barbara Reyna
Activity Supervisor	Ms. Kristie Schwartz
Activity Supervisor	Ms. Kim Graf
Activity Supervisor	Ms. Christine Silva
Bilingual Language Tutor	Ms. Maria Franco
Bilingual Language Tutor	Ms. Gloria Gonzalez
Bilingual Language Tutor	Ms. Maria Garcia
Bilingual Language Tutor	Ms. Lilia Guillen
Café Mgr. - Elem.	Ms. Cherri Schroeder
Café Asst. II	Ms. Shirley Sinsley
Café Asst. II	Ms. Nellie Garcia
Health Care Aide	Ms. Karen Kendrick
Instructional Aide	Ms. Patricia Flores
Instructional Aide	Ms. Terese Gonyer

Summer Instruction Program (Jurupa Middle School); July 7, 2005 through August 10, 2005; assigned on as needed basis; not to exceed 20 days; appropriate hourly rate of pay.

Secretary - Elem. Principal	Ms. Laurie Cobb
Translator Clerk Typist	Ms. Maria Morfin
Campus Supervisor	Ms. Vicky Umscheid
Campus Supervisor	Mr. Damon Drake
Activity Supervisor	Ms. Nancy Iverson
Activity Supervisor	Ms. Pam Bier
Activity Supervisor	Ms. Melinda Herrera
Café Mgr.	Ms. Sharon Carrillo
Café Asst. II	Ms. Diana Arce
Café Asst. II	Ms. Armida Martinez
Café Asst. I	Ms. Adriana Jaimes
Café Asst. I	Ms. Gloria Duran
Health Care Aide	Ms. Megan Striepeke
Special Programs Asst.	Ms. Emilee Fox

Personnel Report #1

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Summer Instruction Program (Mira Loma Middle School); July 7, 2005 through August 10, 2005; assigned on as needed basis; not to exceed 20 days; appropriate hourly rate of pay.

Secretary- M.S. Principal	Ms. Michelle Rivera
Translator Clerk Typist	Ms. Sandi Rodriguez
Campus Supervisor	Mr. Geoffrey Gorham
Campus Supervisor	Mr. Juan Hernandez
Activity Supervisor	Ms. Susan Gonzalez
Activity Supervisor	Ms. Kara Caceres
Café Mgr.	Ms. Victoria Alessandro
Café Asst. II	Ms. Sally Morris
Café Asst. II	Ms. Norma Caruso
Café Asst. II	Mr. Dean Danford
Café Asst. II	Ms. Barbara Bennyworth
Health Care Aide	Ms. Nicole McDowell
Instructional Aide	Ms. Margaret Morales
Instructional Aide	Ms. Debbie Taber
Instructional Aide	Ms. Kristi Parker
Instructional Aide	Ms. Carol Fraser
Instructional Aide	Ms. Regina Johnson
Instructional Aide	Ms. Cindy Hardy
Special Programs Asst.	Mr. Samuel Zepdeda

Summer Instruction Program (Jurupa Valley High School); July 7, 2005 through August 10, 2005; assigned on as needed basis; not to exceed 20 days; appropriate hourly rate of pay.

Campus Supervisor	Ms. Vicky Hall
Campus Supervisor	Mr. Jerome Preciado
Campus Supervisor	Mr. Anthony Williams
Campus Supervisor	Ms. Patricia Luna
Clerk Typist	Ms. Becky Aguilera-Belty
Clerk Typist	Ms. Kathy Hughes
Instructional Aide	Ms. Linda Rodriguez
Instructional Aide	Ms. Janice Molletti
Instructional Aide	Ms. Victoria Postil
Instructional Aide	Ms. Cheryl Palermo
Instructional Aide	Ms. Teresa Contreras
Opportunity School Asst.	Ms. Virginia Valenzuela
Café Mgr. -H.S.	Ms. Carolyn Dodd
Café Asst. II	Ms. Loretta Rubio
Café Asst. II	Ms. Anita Venegas
Café Asst. II	Ms. Rosa DelReal
Café Asst. II	Ms. Jody Koop
Café Asst. I	Ms. Karla Martinez-Gonzalez
Café Asst. I	Ms. Teresa Edmonds
Café Asst. I	Ms. Sharon Cordova

Personnel Report #1

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Summer Instruction Program (Rubidoux High School); July 7, 2005 through August 10, 2005; assigned on as needed basis; not to exceed 20 days; appropriate hourly rate of pay.

Campus Supervisor	Ms. Karin Russell
Campus Supervisor	Ms. Kolleen Drake
Campus Supervisor	Mr. John Mosher
Clerk Typist	Ms. Cheryl Schneider
Clerk Typist	Ms. Laura Olaiz
Instructional Aide	Ms. Priscilla White
Instructional Aide	Ms. Catherine Hills
Instructional Aide	Ms. Lourdes Espinosa
Café Mgr. - H.S.	Ms. Esther Garcia
Café Asst. II	Ms. Cheryl Walker
Café Asst. II	Ms. Rosalie Guerrero
Café Asst. II	Ms. Gladys Canales
Café Asst. II	Ms. Kim Holden
Café Asst. II	Ms. Patricia Morris
Café Asst. II	Ms. Karen Rau
Café Asst. II	Ms. Lourdes Flores

Summer Instruction Program (Learning Center); July 7, 2005 through August 10, 2005; assigned on as needed basis; not to exceed 20 days; appropriate hourly rate of pay.

Activity Supervisor	Ms. Cathy Mickey
Activity Supervisor	Ms. Sylvia Hernandez
Campus Supervisor	Mr. John Collier
Clerk Typist	Ms. Deborah Makins
Independent Study Aide	Ms. Karen Boyd
Independent Study Aide	Ms. Heather Smith
Independent Study Aide	Ms. Shirley Brown
Instructional Aide	Ms. Catharine Bloom
Instructional Aide	Ms. Linda Ortega
Instructional Aide	Ms. Kim Alford
Instructional Aide	Ms. Ermelinda Cruz
Instructional Aide	Ms. Dana Smith
Instructional Aide	Ms. Bertha Gonzalez
Secretary	Ms. Mary Orduno

Summer Instruction Program (Nueva Vista); July 7, 2005 through August 10, 2005; assigned on as needed basis; not to exceed 20 days; appropriate hourly rate of pay.

Campus Supervisor	Ms. Annette Thompson
Clerk Typist	Ms. Thelma Umscheid
Instructional Aide	Ms. Carlene Jones
Instructional Aide	Ms. Kathleen Vargas
Secretary - Elem. Principal	Ms. Diane Carlson

Personnel Report #1

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Summer Instruction Program (Transportation); July 7, 2005 through August 10, 2005; assigned on as needed basis; not to exceed 20 days; appropriate hourly rate of pay.

Bus Driver Special Students	Ms. Jackie Donohue
Bus Driver Special Students	Ms. Janet Cordova
Bus Driver Special Students	Ms. Robertha Medinilla
Bus Driver Special Students	Ms. Angela Diaz
Bus Driver Special Students	Ms. Anna Carrillo
Bus Driver Special Students	Ms. Doris Elias
Bus Driver Special Students	Mr. Henry Montoya
Bus Driver Special Students	Ms. April Corales
Bus Driver Special Students	Ms. Yolanda Patton
Bus Driver Special Students	Ms. Mary Stulting
Bus Driver Special Students	Ms. Alma Varner
Bus Driver	Ms. Gloria James
Bus Driver	Ms. Rita Fine
Bus Driver	Ms. Virginia Walters
Bus Driver	Ms. Adrienne Canup
Bus Driver	Ms. Leslie Braden
Bus Driver	Ms. Anna Ruiz
Bus Driver	Ms. Janet St. Louis
Bus Driver	Ms. Karla Gandy
Bus Driver	Ms. Nicole Dias
Bus Driver	Ms. Ramona Butts
Bus Driver	Ms. Elisa Alfaro
Bus Driver	Ms. Janet Pemberton
Bus Driver	Ms. Leonor Ramirez
Bus Driver	Ms. Leticia Alcantar
Bus Driver	Ms. Lucy Apaez
Bus Driver	Ms. Rhonda Lott
Bus Driver	Ms. Shannon Corner
Bus Driver	Ms. Alician Santana
Bus Driver	Ms. Sylvia Guarena
Bus Driver	Ms. Gail Tellez
Activity Supervisor	Ms. Lisa Ponce
Activity Supervisor	Ms. Sharyn Miller

Leave Of Absence

Instructional Aide

Ms. Teryn Andersen
6300 Lansing Dr.
Riverside, CA 92509

Unpaid Special Leave
September 6, 2005
through June 23, 2006
without compensation,
health and welfare benefits
or increment advancement.

Personnel Report #1

CLASSIFIED PERSONNEL

Promotion

From Secretary	Ms. Diane Carlson	Eff. July 20, 2005
To ASB Bookkeeper Secty.	8662 Hunt Canyon Rd.	Work Year A
	Corona, CA 92883	

Regular Assignment

Activity Supervisor	Ms. Ashley Criddell	Eff. September 8, 2005
	6552 Farmington Dr.	Work Year F1
	Riverside, CA 92504	

Instructional Aide	Ms. Laura Folsom	Eff. September 6, 2005
	5573 El Palomino Dr.	Work Year E1
	Riverside, CA 92509	

Café Asst. I	Ms. Maria Marquez	Eff. September 6, 2005
	9362 54 th St.	work Year F
	Riverside, CA 92509	

Resignation

Translator Clerk Typist	Ms. Myrna Alba	Eff. June 27, 2005
	2442 Iowa Ave. #R11	
	Riverside, CA 92507	

Instructional Aide	Ms. Ayleen Cajeme	Eff. June 10, 2005
	11261 Platte Dr.	
	Riverside, CA 92505	

Heating & AC Mechanic	Mr. Humberto Castillo	Eff. July 8, 2005
	19204 Stagecoach Ln.	
	Riverside, CA 92508	

Activity Supervisor	Mr. Arthur DeLeon, Jr.	Eff. June 17, 2005
	3170 Vance St.	
	Riverside, CA 92504	

Bilingual Language Tutor	Ms. Sofia McCarthy	Eff. June 24, 2005
	7840 Standish Ave.	
	Riverside, CA 92509	

Outreach Worker	Ms. Akiliah Mills	Eff. June 3, 2005
	8924 Sonoma Valley Wy.	
	Sacramento, CA 95829	

Translator Clerk Typist	Ms. Elizabeth O'Connor	Eff. July 1, 2005
	9140 Owari Ln.	
	Riverside, CA 92508	

Instructional Aide	Ms. Monique Shurtliff	Eff. June 24, 2005
	6568 45 th St.	
	Riverside, CA 92509	

Personnel Report #1

CLASSIFIED PERSONNEL

Substitute Assignment

Activity Supervisor	Ms. Megan Clark 5549 El Palomino Dr. Riverside, CA 92509	As needed
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Secretary	Ms. Lori Duran 5610 Crown Dr. Mira Loma, CA 91752	As needed
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MANAGEMENT PERSONNEL

Regular Assignment

Network Manager	Mr. Mukesh Patel 1551 W. Ramsey St. Banning, CA 92220	Eff. July 18, 2005 Work Year A
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Resignation

Asst. Principal Adult Education	Mr. Sergio Infante 1331 Stanwick Dr. San Dimas, CA 91773	Eff. July 1, 2005
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OTHER PERSONNEL

Short-Term/Extra Work

Business Services; provide assistance with year end open enrollment; June 8, 2005 through June 30, 2005; not to exceed 10 days; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$968 total.

Short-Term Clerk Typist	Ms. Adrianna Rutigliano
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Business Services; provide assistance with year end procedures; July 1, 2005 through July 31, 2005; not to exceed 10 days; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$968 total.

Short-Term Clerk Typist	Ms. Amber Jackson
Short-Term Clerk Typist	Ms. Vickie Williams

Personnel Report #1

OTHER PERSONNEL

Short-Term/Extra Work

Jurupa Valley High School; stipend for spring CIF coaching; Spring 2005; appropriate rate of pay; Funding Source: Discretionary-Allocation; \$650 total.

Head Swim Coach	Ms. Erin Kocher
Asst. Swim Coach	Ms. Rachel Tapia

Jurupa Valley High School; stipend for summer coaching; Summer 2005; appropriate rate of pay; Funding Source: Unrestricted Resources; \$5,380 total.

Asst. Football Coach	Mr. Mike Beuster
Asst. Football Coach	Mr. John Brown
Asst. Football Coach	Mr. Alex Roy

Jurupa Valley High School; stipend for summer coaching; Summer 2005; appropriate rate of pay; Funding Source: Unrestricted Resources; \$1,345 total.

Head Girls' Basketball Coach	Mr. Anthony Williams
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Jurupa Valley High School; provide tutoring to students; May 2, 2005; not to exceed 4 hours; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$56 total.

AVID Tutor	Mr. Pablo Ramirez
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Rubidoux High School; provide tutoring to students; May 2005 through July 2005; not to exceed 15 hours per week; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$1,050 total.

AVID Tutor	Ms. Holly Roy
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Personnel Report #1

OTHER PERSONNEL

Short-Term/Extra Work

Youth Opportunity Center; students enrolled in the Youth Opportunity Center program under WIA program guidelines; July 1, 2005 through June 30, 2006; appropriate hourly rate of pay; Funding Source: work Force Investment Opportunity; \$26,190 total.

Student Worker	Mr. Norman Archuleta
Student Worker	Ms. Maribel Banda
Youth Opportunity Worker	Ms. Angelica Banuelos
Youth Opportunity Worker	Ms. Lizette Barrera
Student Worker	Ms. Erendira Bedolla
Youth Opportunity Worker	Ms. Amber Calvillo
Student Worker	Ms. Diondra Casarez
Student Worker	Ms. Antionette Colunga
Student Worker	Ms. Bernadette Colunga
Student Worker	Ms. Nancy Crespo
Student Worker	Mr. Richard Diaz
Student Worker	Ms. Andrea Duran
Student Worker	Ms. Monica Esparza
Student Worker	Mr. Rafael Espeleta
Student Worker	Ms. Carina Fernandez
Student Worker	Ms. Elizabeth Fernandez
Student Worker	Mr. Fernando Fernandez
Youth Opportunity Worker	Mr. Richard Gephart
Student Worker	Ms. Guadalupe Gonzalez
Student Worker	Ms. Flavia Guitron
Student Worker	Ms. Soraya Guzman
Student Worker	Mr. Felix Humberto
Student Worker	Mr. Salvador Jaimes
Youth Opportunity Worker	Ms. Adriana Lopez
Youth Opportunity Worker	Mr. Jose Lopez
Student Worker	Ms. Julia Lowery
Student Worker	Mr. Mark Madero
Student Worker	Ms. Janet Mawhorter
Youth Opportunity Worker	Ms. Christina Ong
Student Worker	Mr. Oscar Ortega
Student Worker	Ms. Silvia Ortega
Student Worker	Mr. Jose Angel Payan
Student Worker	Mr. Jesus Perez
Student Worker	Mr. Jose Perez
Student Worker	Mr. Joshua Pierce
Student Worker	Ms. Crystal Powers

Personnel Report #1

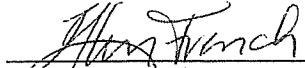
OTHER PERSONNEL

Short-Term/Extra Work

Youth Opportunity Center; students enrolled in the Youth Opportunity Center program under WIA program guidelines; July 1, 2005 through June 30, 2006; appropriate hourly rate of pay; Funding Source: work Force Investment Opportunity; \$26,190 total.(CONTINUED)

Youth Opportunity Worker	Ms. Holymae Quinones
Student Worker	Ms. Veronica Ramos
Student Worker	Ms. Janet Rios
Student Worker	Mr. Ricardo Rios
Student Worker	Mr. Sergio Sandoval
Student Worker	Ms. Lupe Santos
Youth Opportunity Worker	Mr. Sean Simpson
Student Worker	Mr. Alejandro Solano
Student Worker	Mr. Anthony Thomas
Student Worker	Mr. Octavio Torres
Student Worker	Ms. Heather Velasco
Student Worker	Mr. Rory Welch

The above actions are recommended for approval:



Ellen French, Interim Assistant Superintendent-Personnel Services

[Handwritten signature]
5/27/05

Article II:

Duration

Section 1 – Duration. This Agreement shall be effective July 1, 2004 until June 30, 2007 unless another effective date is specified elsewhere in the Agreement. Other effective dates include summer school (Schedule IV) and the basic hourly rate (Schedule IV) which will be effective for work performed from the date NEA-J ratifies the Agreement.

Section 2- Reopeners

- A. Negotiations on Article XIV-Basic Compensation and Article XVII- Health and Welfare Benefits shall be reopened for the 2005-2006 school year. This shall occur within 30 days after the adoption of the State Budget. However, if the 30-day timeline falls outside of the school year, then the date for reopeners would be within 30 days after the start of the 2005-06 school year. However, if there is a special election in November 2005 that impacts the JUSD budget, then the reopeners would start within 30 days after the election. Also either Party may request to reopen Article II- Duration.
- B. Reopeners for the 2006-07 school year to include Articles XIV and XVII and up to two additional articles selected by each party.

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5/27/05

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REVISED 5/20/05
3:20 P.M.

**Jurupa Unified School District
STANDARDIZED ELEMENTARY MINIMUM DAY PROPOSAL**

ARTICLE VII – Hours of Duty
Section 1 – Regular Work Day

Section 2

Paragraph G

Ninety (90) minutes of on-campus teacher planning/collaboration time shall be designated each week at each elementary school in the form of one minimum day per week. Unit members at each elementary school, in consultation with the site administrator, shall develop a proposed plan that provides for 90 minutes of planning/collaboration time one day per week. The proposed plan must include daily bell schedules which assure that every student continues to receive sufficient instructional minutes to qualify the District for state incentive money for longer day/longer year and shall not require additional non-budgeted District expenditures for staffing, busing, supplies, materials or equipment. The plan would include a provision for kindergarten teachers for scheduled team collaboration and planning time. The purpose of the minimum day is to provide teachers with scheduled team collaboration and planning time during the regular school day to focus on high quality instruction and student work, and student learning goals, with the goal of improving student achievement. A majority vote of the entire teaching staff is required to designate a plan that averages thirty (30) minutes per minimum day for individual teacher planning/preparation time and sixty (60) minutes per minimum day for meetings, team collaboration and/or staff development as determined by the site administrator and leadership team. When developing the minimum day plan, it is permissible to skip minimum days during shortened weeks. The parties agree that the District may modify the plan, cancel a minimum day, and/or discontinue the minimum day at one or more sites upon mutual agreement by both parties. This article shall be reviewed after two years to assure alignment with district/state/federal mandates at which time continuation of the article must be agreed upon by both parties.

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MEMORANDUM OF UNDERSTANDING
Between

The Jurupa Unified School District and
The National Education Association-Jurupa

Lois J. Nash
05/27/05

The District and the Association agree to institute a testing schedule at the comprehensive high schools that ensures a daily average of no more than 300 minutes of student contact time during the state designated testing window. The schedule shall be non-precedent setting and shall not be used by either Party as interpretation of existing contract language.

Preparation/Planning time lost as a result of secondary minimum day or testing schedules shall be provided for teacher use per Article VII-Hours of Duty, Section 1-K during the subsequent two non-testing minimum days.

This Memorandum of Understanding will be reviewed after June 30, 2007, at which time continuation of the Memorandum of Understanding must be agreed upon by both parties.

Lois J. Nash

Lois J. Nash, Assistant Superintendent Personnel
Jurupa Unified School District

5/27/05
Date

John S. Hill

John S. Hill, President
NEA-Jurupa

5/27/05
Date

ARTICLE IX

EVALUATION PROCEDURES

Section 1 - Evaluation Agreement.

A. Purpose.

1. The goal of the evaluation process is to identify, improve and maintain the quality of services of all unit members and to insure an optimal learning situation for all students of the District. Within this context, evaluation is a cooperative and continuous process aimed at improving and maintaining quality educational programs, while serving as an essential component in each unit member's professional development.
2. The procedures in this Article have been developed to assure compliance with relevant Education Code requirements concerning the establishment of a uniform system of evaluation of unit members. The Parties recognize that the evaluation and assessment of unit member performance shall not include the use of publishers' norms established by standardized tests (Education Code section 44662[d]). Student performance on District Criterion Referenced Tests shall not be used as the sole evaluation criterion in reference to Standard 5 - Assessing Student Learning/Student Progress of the Jurupa Unified School District Certificated Evaluation Form.

B. Guidelines and Procedures.

1. By October 15, or if mutually agreeable, by November 1, the evaluator and the evaluatee will hold a formal conference to review the evaluation elements listed in this Article and, if appropriate, to make modifications as agreed. If mutual agreement to any modification cannot be reached, the Superintendent, Assistant Superintendent of Education

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Pg. 4
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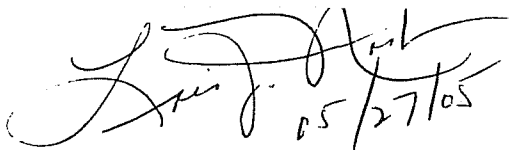
Article II:

Duration

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- B. Reopeners for the 2006-07 school year to include Articles XIV and XVII and up to two additional articles selected by each party.


5/27/05

the unit member's control and responsibility shall invalidate the observation, and a substitute observation shall be scheduled.

Section 3 - Evaluations and Conferences.

A. Frequency. Evaluation and assessment of the performance of each unit member shall be made on a continuing basis, at least once each school year for probationary unit members and at least every other year for unit members with permanent status. Permanent employees who have been employed by the District for at least 10 years may be evaluated every three to five years instead of every other year if (1) the employee received a satisfactory evaluation during the previous evaluation cycle; (2) the employee is deemed highly qualified under the No Child Left Behind Act; and (3) the evaluator and the employee consent to the three to five-year cycle. By request of the evaluator or employee, the employee shall immediately be returned to the evaluation cycle of every other year. Upon receipt of an unsatisfactory evaluation the employee shall immediately be returned to the yearly evaluation cycle.

B. Recommendation. The evaluation document shall include recommendations, if necessary, of areas needing improvement in the performance of the unit member. In the event a unit member is not performing his/her duties in a satisfactory manner according to the standards prescribed by the governing board, the District shall notify the unit member in writing of such fact and describe such unsatisfactory performance. The District shall thereafter confer with the unit member making specific recommendations as to areas of improvement in the unit member's performance and endeavor to assist the unit member in such performance. When any permanent unit member has received an unsatisfactory evaluation, the District shall annually evaluate the unit member until the unit member achieves a positive evaluation or is separated from the District.

RT
5/27/05
92
29.6

Article XIV: Basic Compensation

[Signature]
05/27/05

3% increase to BCSS effective February 1, 2005

The Psychologist ratio will increase to 1.10. They will continue to write the Functional Behavior Assessment reports. Psychologists may move to the 1.12 ratio by obtaining certification as Board Certified Behavior Analysts by the Behavioral Analyst Certification Board (BACB). In order to receive the 1.12 ratio, psychologists will be required to complete the functional analysis assessments (Hughes Bill) as part of their assigned job duties.

RZ
5/27/05

Handwritten signature and date: 05/27/05

Revised 2/3/05

1 ARTICLE XVII

2 HEALTH AND WELFARE BENEFITS

3 Section 1 - Availability

4 A. The District shall make available to all full-time and certain part-time members a
5 health, dental and vision benefits program as defined in this article. A description
6 of health and welfare benefits will be offered to each unit member at the time of
7 initial employment. The same information will be available to all unit members
8 in subsequent years on request. Specific plans, coverages and carriers will be
9 selected by and may be changed by mutual agreement of both parties. A list of
10 available coverages may be obtained from the benefits office.

11 B. The following insurance plans shall be provided:

- 12 1. Met Life Dental or Reach the Tooth Gold
- 13 2. Kaiser or Blue Cross California Care
- 14 3. Medical Eye Services or Eye Med

15 The following insurance plans shall be available as optional coverage (subject to
16 availability):

- 17 1. American Fidelity Income Protection
- 18 2. American Fidelity Cancer
- 19 3. UNUM-Provident Life Term Life
- 20 4. M.E.S. Supplemental Vision

21 C. Unit members who are currently receiving a cash option shall continue to receive
22 the cash option. Employees will receive the cash option of \$2,200 if the
23 employee opts for an employee only dental benefit, or \$1,833 if the employee
24 opts for a family dental benefit. These unit members may irrevocably choose to
25 leave the cash option and elect to take additional insurance. Unit members who
26 are not currently receiving a cash option may not receive a cash option by waiving
27 benefits coverage.

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L. J. Hask
05/27/05

1 D. The District shall provide benefits offered under this Article to eligible
2 domestic partners to the same extent that such benefits are offered to
3 spouses, subject to the provisions and requirements of the insurance carriers.
4 To establish eligibility the employee shall submit a copy of his/her domestic
5 partner certificate showing registration with the California Secretary of
6 State.

7 Section 2 – Deductions and Payment

8 A. Deductions authorized by unit members shall be deducted from the September
9 through June payrolls as appropriate.

10 B. Unit members may participate in a vehicle insurance plan with the A+ Insurance
11 Company (formerly California Casualty Insurance Company). Participation shall
12 be voluntary and all costs shall be paid by the unit member.

13 C. The District shall contribute to the benefits pool an amount equal to \$5,200 times
14 the number of FTE unit members. For the 2004-2005 school year only, an
15 additional \$200 per FTE shall be added to the benefits pool. This additional
16 funding shall continue as long as the amount of district contribution for routine
17 maintenance is either 2% of the combined general fund or 3% of the unrestricted
18 general fund.

19 D. For the 2004-2005 school year, the following surcharges shall apply:

20 a. Employee Only	\$750
21 b. Employee + Spouse	\$1,640
22 c. Employee + Dependents	\$1,480
23 d. Employee + Family	\$2,200

24 E. For each of the school years, 2005-2006 & 2006-2007, the District shall increase
25 its contribution to Health and Welfare Benefits by \$200 per FTE provided the
26 following conditions are met:

27 • The budget signed by the governor provides a 2.0% COLA or greater.

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- 1 • The deficit is 2.1% or less.

2 By September 10, the Association shall adjust unit member surcharges to equal
3 the difference between the total benefit cost and the district contribution. If the
4 above conditions are not met and a negotiated settlement has not been reached by
5 October 1, impasse shall be mutually declared. If impasse has not been concluded
6 by January 10, the District shall have the right to implement payroll deductions in
7 an amount equal to the total benefit cost less the combined district and member
8 contribution. Deductions shall begin with the 7M (end of January) payroll. Only
9 unit members currently receiving benefits shall incur these payroll deductions,
10 which shall be in proportion to their current surcharge level.

11 **Section 3 – Insurance Periods**

12 A. The open enrollment period shall occur within 45 days prior to the beginning of a
13 plan year. During open enrollment, unit members may change health insurance
14 companies and/or voluntary plan selections. Unit members may not change
15 coverage after the open enrollment unless the unit member's family circumstances
16 have changed as defined by the insurance carrier and the IRS.

17 B. **Employees shall notify the District within 30 days of change of family status**
18 **to allow for any necessary changes in benefit coverage.**

19 **Section 4 – Other Provisions**

20 A. All coverages of the prior year are automatically continued for each qualified unit
21 member. Adjustment of any necessary payroll deductions for optional plans shall
22 be made automatically to reflect rate changes.

23 B. Unit members who are absent because of illness and who have exhausted their
24 accumulated paid leave shall continue to receive full insurance coverage to be
25 paid by the District for that period of illness not to exceed twelve (12) months
26 following exhaustion of said leave.

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1 C. Unit members on District-approved leaves of absence without pay may at their
2 request continue to receive insurance coverage for the period of the leave at their
3 own expense. The responsibility for maintaining continuing coverage rests with
4 the unit member.

5 D. The benefits provided in this Article shall remain in effect during the term of this
6 Agreement. Should a unit member's employment terminate during the school
7 year, he/she shall be entitled to continue all insurance coverage until the end of
8 the school year. Such unit member shall pay advance premiums for the continued
9 coverage on a month-to-month basis.

10 E. The spouse and/or dependent children of a deceased unit member who are
11 participants in a District health or dental program at the time of death of a unit
12 member shall be allowed to continue in those programs for the remainder of the
13 insurance period as defined in Section 3 above plus one (1) additional year, where
14 permitted by the carrier, by paying advance premiums for the continued coverage
15 on a month-to-month basis.

16 **Section 5 – Part-Time Unit Member Benefits**

17 A. Adult education teachers shall receive no benefits but may purchase insurance at
18 the District cost.

19 B. Other unit members, who work less than a regular workday, or less than a basic
20 work year, shall receive benefits in the ratio that their service bears to full-time.
21 The part-time unit member will be required to pay an amount that when added to
22 the ratioed benefit allowance will total the district contribution per FTE and will
23 also be required to pay an appropriate surcharge as defined in Section 2,
24 Paragraph C.

25 C. Part-time unit members currently receiving a cash option shall receive a cash
26 option as specified in Section 1, Paragraph C in the same ratio which their service
27 bears to full time.

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1 D. Any part-time unit member with proof of health and/or dental coverage elsewhere
2 may waive any requirement to purchase health and/or dental coverage through the
3 District. A unit member who chooses to waive coverage will not be entitled to
4 any cash option. A unit member once having elected to waive health and/or
5 dental coverage is responsible for notifying the District if their alternative
6 coverage is discontinued. The part-time unit member may apply for coverage
7 through the District at that time.

8 **Section 6 - District Limitations**

9 It is expressly understood that all terms and conditions of the various programs
10 available pursuant to this Article are determined by the insurance carriers' and/or
11 providers' respective plans and are the carriers' and/or the providers' responsibility.
12 Therefore, all disputes with respect to the carriers' and/or providers' administration of
13 such programs are not the responsibility of the District, and are not subject to the
14 grievance procedure in this Agreement or litigation against the District.

15 **Section 7 - I.R.C. 125 Benefits**

16 Additional Section 125 "Flexible Benefits" offered pursuant to the Internal Revenue
17 Code are Dependent Care Assistance (I.R.C.-129 Guideline) and Unreimbursed
18 Medical Expenses (I.R.C.-105 Guideline). Implementation of these flexible spending
19 accounts shall not result in any additional cost to the District. There shall be no
20 District fees assessed to the unit members for supplemental cash back, group
21 insurances, voluntary insurance selections or I.R.C. 125 utilization. There may be
22 charges assessed by the I.R.C. 125 administrator.

23 **Section 8 - Benefits Committee**

24 A. The Parties shall review the types of insurance coverage, plans, carriers, and
25 providers and any other entities providing services of Health and Welfare benefits
26 covered in the Article. Changes may occur upon mutual agreement of the Parties.

27 B. A committee comprised of Association-selected representatives and the

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1 Superintendent and/or designee(s) shall meet to monitor plan benefits, charges,
2 changes, and services provided by the companies as well as other items related to
3 any benefit covered in this Article.

4 //

5 //

6

7

PZ
5/27/05

Lois J. Nash
05/27/05

MEMORANDUM OF UNDERSTANDING
Between
The Jurupa Unified School District and
The National Education Association-Jurupa

Article XVII: Health and Welfare Benefits

The District agrees to pay on a one-time basis only in 2005/06 for any benefit premium costs that are not covered by the District's contribution of \$5,600 and the employee's surcharges in the amounts of \$2,200 for family, \$1,640 for employee plus spouse, \$1,480 for employee plus dependents and \$750 for employee only.

This establishes surcharges for 2005-2006 as specified in Article XVII, Section 2, Paragraph E (of revision signed 12/10/04).

Lois J. Nash

Lois J. Nash, Assistant Superintendent Personnel
Jurupa Unified School District

05/27/05

Date

John S. Hill

John S. Hill, President
NEA-Jurupa

5/27/05

Date

DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with G.C. 3547.5, EC42142 and Criteria and Standards adopted by the State Board of Education

Jurupa Unified School District

Name of Bargaining Unit: National Education Association, Jurupa Certificated X Classified _____
New Agreement X or Reopener _____

The proposed agreement is a 3 Year agreement that covers the period beginning July 1, 2004 and ending On June 30, 2007 and will be acted upon by the Governing Board at its meeting on July 5, 2005.

(Date)

A. Proposed Change in Compensation

Compensation		Cost Prior to Proposed Agreement	Fiscal Impact of Proposed Agreement		
			Current Year 2004 -2005	Year 2 2005 - 2006	Year 3 2006 -2007
1.	Salary Schedule - Increase (Decrease)	\$60,771,034	\$910,037 1.5%	\$910,036 1.5%	\$ 0.00 N/A %
2.	Step and Column - Increase (Decrease) Due to movement plus any changes due to settlement	\$ N/A	\$ %	\$ %	\$ %
3.	Other Compensation - Increase (Decrease) (Stipends, Bonuses, etc.)	\$ 811,029 Description N/A	\$3,720 .005 %	\$3,721 .01 %	\$ %
4.	Statutory Benefits - Increase (Decrease) in STRS, PERS, FICA, WC, UI, Medicare, etc.)	\$ \$8,054,593	\$121,109 1.5%	\$140,152 1.74%	\$ N/A %
5.	Health/Welfare Benefits - Increase (Decrease) Current Cap: \$5,400 Proposed Cap: \$5,600	\$ \$5,238,000	\$0 N/A %	\$194,000 3.71%	\$ N/A %
6.	Total Compensation - Increase (Decrease) (Total Lines 1-5)	\$ \$74,874,656	\$1,034,866 1.4%	\$1,247,909 1.65%	\$ N/A %
7.	Total Number of Represented Employees	1,025			
8.	Total Compensation Cost for Average Employee - Increase (Decrease)	\$ \$73,048	\$1,005 1.4%	\$1,214 1.7%	\$ %

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"? 1.5%
10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.) Yes - The Psychologists ratio was increased from 1.09 to 1.10, effective February 1, 2005.
11. Please include comments and explanations as necessary. Negotiated Agreement was for a total increase of 3% effective February 1 2005.
12. Does this bargaining unit have a negotiated cap for Health and Welfare benefits?
Yes ☒ No ☐
If yes, please describe the cap amount. \$5,400 in 2004/05, increasing to \$5,600 in 2005/06.

B. Proposed Negotiated Changes in Non-Compensation Items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.) N/A

C. What are the specific impacts on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.) We will be using the available fund balance unrestricted reserves to cover the cost of the salary settlement.

D. What contingency language is included in the proposed agreement? Include specific areas identified for re-openers, applicable fiscal years, and specific contingency language. Currently there is no contingency language in the agreement - the salary schedules and benefits are available for re-openers.

E. Will this agreement increase deficit spending in the current or subsequent years(s)? "Deficit Spending" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, please explain.
This agreement will increase deficit spending in the current year - we are using the available reserves to cover the cost of the raises.

F. Source(s) of Funding for Proposed Agreement

1. Current Year We will use the available reserves to pay for the salary increase for the 2004/05 year, and will use COLA on the Revenue Limit to fund the on-going costs in the years out.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

This is a multi-year agreement funded from the General Fund COLA on the Revenue Limit, with the items for salary and benefits left available for re-openers.

3. If a multi-year agreement, what is the source(s) of funding for each year, including assumptions used, to fund these obligations in future years? (Remember to include compounding effects in meeting obligations.) The COLA on the revenue limit is the source of revenue we will use to cover the costs of the negotiated settlement.

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

In Accordance with G.C. 3547.5, EC42142 and Criteria and Standards adopted by the State Board of Education

Date of governing board approval of budget revisions in Col. 2 July 5, 2005

If the board approved revisions are different from the proposed revisions in Col. 2, provide an updated report upon approval of the district governing board.

	(Col. 1) Latest Board-Approved Operating Budget Before Settlement (As of June 20, 2005)	(Col. 2)* Adjustments as a Result of Settlement	(Col. 3) Other Revisions Board Approval Date: July 5, 2005	(Col. 4) Total Impact on Budget (Cols. 1+2+3)
REVENUES				
Revenue Limit Sources 8010-8099	\$99,728,084			\$99,728,084
Federal Revenue 8100-8299	\$16,170,573		\$31,600	\$16,202,173
Other State Revenue 8300-8599	\$19,219,728			\$19,219,728
Other Local Revenue 8600-8799	\$7,891,838		\$160,000	\$8,051,838
TOTAL REVENUES	\$143,010,223		\$191,600	\$143,201,823
EXPENDITURES				
Certificated Salaries 1000-1999	\$74,232,584	\$913,757		\$75,146,341
Classified Salaries 2000-2999	\$20,663,247			\$20,663,247
Employees' Benefits 3000-3999	\$24,608,393	\$121,109		\$24,729,502
Books and Supplies 4000-4999	\$8,058,961			\$8,058,961
Services and Operating Expenses 5000-5999	\$12,817,641			\$12,817,641
Capital Outlay 6000-6999	\$249,891			\$249,891
Other 7100-7499	\$(110,508)		\$(68,020)	\$(178,528)
TOTAL EXPENDITURES	\$140,520,209	\$1,034,866	\$(68,020)	\$141,487,055
OPERATING SURPLUS (DEFICIT)	\$2,490,014	\$(1,034,866)	\$259,620	\$1,714,768
Transfers In and Other Sources 8910-8979	\$48,000			\$48,000
Transfers Out and Other Uses 7610-7699	\$1,872,421			\$1,872,421
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$665,593	(\$1,034,866)*	\$259,620	\$(109,653)
Beginning Balance 9791, 9793, 9795	\$8,795,925			\$8,795,925
CURRENT-YEAR ENDING BALANCE	\$9,461,518	\$(1,034,866)	\$259,620	\$8,686,272
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts 9710 - 9740	\$3,069,444			\$3,069,444
Reserves for Economic Uncertainties 9770	\$4,271,778		\$29,006	\$4,300,784
Board Designated Reserve Amounts 9780	\$919,212			\$919,212
Unappropriated Budget 9790	\$1,201,084	\$(1,034,866)	\$230,614	\$396,832

If the total amount of the Adjustment in Col. 2 does not agree with the amount of the Total Compensation Increase in Section A, line 6, page 1, explain the variance below (i.e., increase was partially budgeted, salaries/benefits are budgeted in other funds (etc.))

1%

	Certificated	Classified
Salaries	606,691.00	162,080.00
Benefits	80,411.00	48,257.00
Total	<u>687,102.00</u>	<u>210,337.00</u>

1.50%

	Certificated	Classified
Salaries	910,037.00	243,120.00
Benefits	120,616.00	75,912.00
Total	<u>1,030,653.00</u>	<u>319,032.00</u>

3%

	Certificated	Classified
Salaries	1,820,073.00	486,240.00
Benefits	259,706.00	147,039.00
Total	<u>2,079,779.00</u>	<u>633,279.00</u>

Increase in Psychologist ratio

	3,720.00	7,441.00
Salaries	<u>493.00</u>	<u>1,062.00</u>
Benefits	<u>4,213.00</u>	<u>8,503.00</u>
Total		

JURUPA UNIFIED SCHOOL DISTRICT

MULTI-YEAR BUDGET PROJECTION

Combined

Description	Account Codes	2004/05 Projected	2005/06 Projected	2006/07 Projected
A. REVENUES				
1) Revenue Limit Sources	8010 - 8099	99,728,084	105,373,768	111,056,800
2) Federal Revenues	8100 - 8299	16,202,173	15,132,844	15,132,844
3) Other State Revenues	8300 - 8599	19,219,728	19,244,653	19,521,596
4) Other Local Revenues	8600 - 8799	8,051,838	8,072,212	7,546,619
5) TOTAL REVENUES		143,201,823	147,823,477	153,257,859
B. EXPENDITURES				
1) Certificated Salaries	1000 - 1999	75,146,341	78,520,931	80,328,966
2) Classified Salaries	2000 - 2999	20,663,247	20,790,800	21,065,883
3) Employee Benefits	3000 - 3999	24,729,502	26,645,038	26,844,644
4) Books & Supplies	4000 - 4999	8,058,961	11,944,360	8,759,728
5) Services, Other Exp.	5000 - 5999	12,817,641	11,014,634	11,064,634
6) Capital Outlay	6000 - 6999	249,891	280,007	280,007
	7100 - 7299			
7) Other Outgo	7400 - 7499	113,159	106,809	88,937
8) Dir. Supp./Ind. Costs	7300 - 7399	(291,687)	(290,114)	(290,114)
9) TOTAL EXPENDITURES		141,487,055	149,012,465	148,142,685
C. EXCESS (DEFIC.) OF REVENUES OVER EXPEND.		1,714,768	(1,188,988)	5,115,174
D. OTHER FINANCING SOURCES/USES				
1) Interfund Transfers				
a) Transfers In	8910 - 8929	48,000	498,000	248,000
b) Transfers Out	7610 - 7629	1,872,421	1,872,421	1,872,421
2) Other Sources/Uses				
a) Sources	8930 - 8979	0	0	0
b) Uses	7630 - 7699	0	0	0
3) Contrib. to Rest. Pgm.	8980 - 8999	0	0	0
4) TOTAL OTHER FIN. SOURCES/USES		(1,824,421)	(1,374,421)	(1,624,421)

Description	Account Codes	2004/05 Projected	2005/06 Projected	2006/07 Projected
E. NET INC. (DEC.) IN		(109,653)	(2,563,409)	3,490,753
FUND BALANCE				
F. FUND BALANCE, RESERVES				
1) Beginning Balance				
a) As of July 1 - Unaud.	9791	8,795,925	8,686,272	6,122,863
b) Audit Adjust.	9793	0	0	0
c) As of July 1, Aud.				
e) Net Beginning Bal.		8,795,925	8,686,272	6,122,863
2) Ending Balance, June 30		8,686,272	6,122,863	9,613,616
Components of Ending Fund Balance				
a) Reserved Amounts				
Revolving Cash	9711	2,500	2,500	2,500
Stores	9712	277,772	277,772	277,772
Prepaid Expend.	9713	0	0	0
Other	9719	0	0	0
Gen. Reserve(EC 42124)	9730	0	0	0
Legally Restricted	9740	2,789,172	52,242	0
b) Designated Amounts				
Desig. for				
Economic Uncertainties	9770	4,697,616	5,300,296	8,843,291
Designated For -				
School Oper. Supply Alloc. C/O	9780	100,848	0	0
Capital Projects		0	0	0
Restricted Carryover		818,364	490,053	490,053
		0	0	0
c)Unapprop. Amt.	9790	0	0	0
REQUIRED RESERVE (3 %)		4,300,784	4,526,547	4,500,453
OVER/(SHORT) REQUIRED RESERVE		396,832	773,750	4,342,838

JURUPA UNIFIED SCHOOL DISTRICT

MULTI-YEAR BUDGET PROJECTION

Unrestricted

Description	Account Codes	2004/05 Projected	2005/06 Projected	2006/07 Projected
A. REVENUES				
1) Revenue Limit Sources	8010 - 8099	95,899,465	101,562,410	107,245,442
2) Federal Revenues	8100 - 8299	669,714	596,273	596,273
3) Other State Revenues	8300 - 8599	7,731,579	8,731,324	9,008,267
4) Other Local Revenues	8600 - 8799	514,476	378,611	378,611
5) TOTAL REVENUES		104,815,234	111,268,618	117,228,593
B. EXPENDITURES				
1) Certificated Salaries	1000 - 1999	62,401,900	64,686,311	66,494,346
2) Classified Salaries	2000 - 2999	12,410,571	12,262,573	12,537,656
3) Employee Benefits	3000 - 3999	18,927,443	20,444,235	20,643,841
4) Books & Supplies	4000 - 4999	1,370,658	1,751,405	1,326,710
5) Services, Other Exp.	5000 - 5999	6,301,229	6,118,771	6,168,771
6) Capital Outlay	6000 - 6999	0	0	0
	7100 - 7299			
7) Other Outgo	7400 - 7499	96,186	97,836	79,964
8) Dir. Supp./Ind. Costs	7300 - 7399	(1,026,429)	(943,959)	(943,959)
9) TOTAL EXPENDITURES		100,481,558	104,417,172	106,307,329
C. EXCESS (DEFIC.) OF REVENUES OVER EXPEND.		4,333,676	6,851,446	10,921,264
D. OTHER FINANCING SOURCES/USES				
1) Interfund Transfers				
a) Transfers In	8910 - 8929	0	0	0
b) Transfers Out	7610 - 7629	0	0	0
2) Other Sources/Uses				
a) Sources	8930 - 8979	0	0	0
b) Uses	7630 - 7699	0	0	
3) Contrib. to Rest. Pgm.	8980 - 8999	(5,903,148)	(6,677,925)	(7,378,269)
4) TOTAL OTHER FIN. SOURCES/USES		(5,903,148)	(6,677,925)	(7,378,269)

Description	Account Codes	2004/05 Projected	2005/06 Projected	2006/07 Projected
E. NET INC. (DEC.) IN FUND BALANCE		(1,569,472)	173,521	3,542,995
F. FUND BALANCE, RESERVES				
1) Beginning Balance				
a) As of July 1 - Unaud.	9791	7,466,572	5,897,100	6,070,621
b) Audit Adjust.	9793	0	0	0
c) As of July 1, Aud.		7,466,572	5,897,100	6,070,621
e) Net Beginning Bal.		7,466,572	5,897,100	6,070,621
2) Ending Balance, June 30		5,897,100	6,070,621	9,613,616
Components of Ending Fund Balance				
a) Reserved Amounts				
Revolving Cash	9711	2,500	2,500	2,500
Stores	9712	277,772	277,772	277,772
Prepaid Expend.	9713			
Other	9719			
Gen. Reserve(EC 42124)	9730			
Legally Restricted	9740			
b) Designated Amounts				
Desig. for				
Economic Uncertainties	9770	4,697,616	5,300,296	8,843,291
Designated For -				
School Oper. Supply Alloc. C/O	9780	100,848		
Capital Projects				
Restricted Carryover		818,364	490,053	490,053
c)Unapprop. Amt.	9790			

JURUPA UNIFIED SCHOOL DISTRICT

MULTI-YEAR BUDGET PROJECTION

Restricted

Description	Account Codes	2004/05 Projected	2005/06 Projected	2006/07 Projected
A. REVENUES				
1) Revenue Limit Sources	8010 - 8099	3,828,619	3,811,358	3,811,358
2) Federal Revenues	8100 - 8299	15,532,459	14,536,571	14,536,571
3) Other State Revenues	8300 - 8599	11,488,149	10,513,329	10,513,329
4) Other Local Revenues	8600 - 8799	7,537,362	7,693,601	7,168,008
5) TOTAL REVENUES		38,386,589	36,554,859	36,029,266
B. EXPENDITURES				
1) Certificated Salaries	1000 - 1999	12,744,441	13,834,620	13,834,620
2) Classified Salaries	2000 - 2999	8,252,676	8,528,227	8,528,227
3) Employee Benefits	3000 - 3999	5,802,059	6,200,803	6,200,803
4) Books & Supplies	4000 - 4999	6,688,303	10,192,955	7,433,018
5) Services, Other Exp.	5000 - 5999	6,516,412	4,895,863	4,895,863
6) Capital Outlay	6000 - 6999	249,891	280,007	280,007
	7100 - 7299			
7) Other Outgo	7400 - 7499	16,973	8,973	8,973
8) Dir. Supp./Ind. Costs	7300 - 7399	734,742	653,845	653,845
9) TOTAL EXPENDITURES		41,005,497	44,595,293	41,835,356
C. EXCESS (DEFIC.) OF REVENUES OVER EXPEND.		(2,618,908)	(8,040,434)	(5,806,090)
D. OTHER FINANCING SOURCES/USES				
1) Interfund Transfers				
a) Transfers In	8910 - 8929	48,000	498,000	248,000
b) Transfers Out	7610 - 7629	1,872,421	1,872,421	1,872,421
2) Other Sources/Uses				
a) Sources	8930 - 8979			
b) Uses	7630 - 7699			
3) Contrib. to Rest. Pgm.	8980 - 8999	5,903,148	6,677,925	7,378,269
4) TOTAL OTHER FIN. SOURCES/USES		4,078,727	5,303,504	5,753,848

Description	Account Codes	2004/05 Projected	2005/06 Projected	2006/07 Projected
E. NET INC. (DEC.) IN		1,459,819	(2,736,930)	(52,242)
FUND BALANCE				
F. FUND BALANCE, RESERVES				
1) Beginning Balance				
a) As of July 1 - Unaud.	9791	1,329,353	2,789,172	52,242
b) Audit Adjust.	9793	0	0	0
c) As of July 1, Aud.		1,329,353	2,789,172	52,242
e) Net Beginning Bal.		1,329,353	2,789,172	52,242
2) Ending Balance, June 30		2,789,172	52,242	0
Components of Ending Fund Balance				
a) Reserved Amounts				
Revolving Cash	9711			
Stores	9712			
Prepaid Expend.	9713			
Other	9719			
Gen. Reserve(EC 42124)	9730			
Legally Restricted	9740	2,789,172	52,242	
b) Designated Amounts				
Desig. for				
Economic Uncertainties	9770	0	0	0
Designated For -				
School Oper. Supply Alloc. C/O	9780			
Capital Projects				
Restricted Carryover				
c)Unapprop. Amt.	9790			

I. Impact of Proposed Agreement on Unrestricted Reserves

1. State Reserve Standard

	Current Year 2004 - 2005	Year 2 2005 - 2006	Year 3 2006 - 2007
a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement) for both Unrestricted and Restricted General Fund	\$143,359,476	\$150,884,886	\$150,015,106
b. State Standard Minimum Reserve Percentage for this District	3%	3%	3%
c. State Standard Minimum Unrestricted Fund Reserve Amount for this District (Line 1 times Line 2 OR \$50,000 for a district with less than 1,001 ADA)	\$4,300,784	\$4,526,547	\$4,500,453

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a. General Fund Budgeted <u>Unrestricted</u> Designated for Economic Uncertainties (Object 9770)	\$4,300,784	\$4,526,547	\$4,500,453
b. General Fund Budgeted <u>Unrestricted</u> Unappropriated Amount (Object 9790)	\$396,832	\$773,750	\$4,342,838
c. Special Reserve Fund for Other Than Capital Outlay Projects Budgeted Designated for Economic Uncertainties (Object 9770)	\$0	\$0	\$0
d. Special Reserve Fund for Other Than Capital Outlay Projects Budgeted Unappropriated Amount (Object 9790)	\$0	\$0	\$0
e. Total District Budgeted Unrestricted Reserves	\$4,697,616	\$5,300,296	\$8,843,291
f. Reserve for Economic Uncertainties Percentage For % divide Line 2 e. by Line 1 a.	3.28%	3.52%	5.90%

3. Does the district' s budgeted unrestricted reserves meet the state standard minimum reserve amount?

(Line 1.c. is less than or equal to Line 2.e.)

Current Year, 2004 - 2005

Yes ☒

No ☐

Year 2, 2005 - 2006

Yes ☒

No ☐

Year 3, 2006 - 2007

Yes ☒

No ☐

4. If no, how do you plan to restore your reserves? N/A

Itemized Budget Revisions Necessary to Meet Cost of Agreement

County Use Only

Date Action Taken

Date Action Taken

Date Action Taken

Date Action Taken

Date Action Taken

Date Action Taken

Date Action Taken

Date Action Taken

Date Action Taken

Date Action Taken

Date Action Taken

Date Action Taken

Date Action Taken

Date Action Taken

Date Action Taken

Date Action Taken

Date Action Taken

Date Action Taken

Date Action Taken

Date Action Taken

☐ No budget revisions necessary. Please provide explanation: N/A

**K. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT FISCAL YEARS
OPERATING BUDGET**

Itemized Budget Revisions Included in the Multi-Year Projections to Meet Cost of Agreement

	Major Object Code Series	Amount	County Use Only
Subsequent Year 2, 2005- 2006	9791	\$(874,866)	Date Action Taken _____
Description of the Revision		\$	Date Action Taken _____
Additional Increase on Salaries		\$	Date Action Taken _____
Increase Teachers Salaries 1000	1100	\$1,820,073	Date Action Taken _____
Benefit Increase	3XXX	\$259,706	Date Action Taken _____
Psychologist increase	1201	\$7,441	Date Action Taken _____
Psychologist Benefits	3XXX	\$1,062	Date Action Taken _____
Fund Balance Decrease	9790	\$(2,088,282)	Date Action Taken _____
			Date Action Taken _____

	Major Object Code Series	Amount	County Use Only
Subsequent Year 3, 20__ - 20__		\$	Date Action Taken _____
Description of the Revision		\$	Date Action Taken _____
		\$	Date Action Taken _____
		\$	Date Action Taken _____
		\$	Date Action Taken _____
		\$	Date Action Taken _____
		\$	Date Action Taken _____
		\$	Date Action Taken _____
		\$	Date Action Taken _____
		\$	Date Action Taken _____

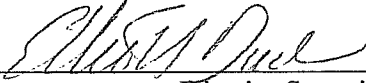
☐ No budget revisions necessary. Please provide explanation: N/A

L.

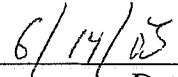
CERTIFICATION NO. 1

The certification must be signed by the District Superintendent and Chief Business Official at the time of public disclosure.

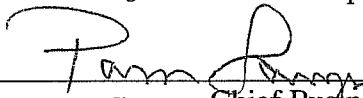
In accordance with the requirements of G.C. 3547.5., the undersigned hereby certify that the costs incurred under the terms of the agreement can be met by the Jurupa Unified District during the term of the agreement, and that the itemized budget revisions necessary to meet such costs as indicated in sections J and K are included.



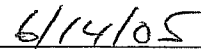
Signature - District Superintendent



Date



Signature - Chief Business Official



Date

District Contact Person: Pam Lauzon/Beth Connors Telephone No: 360-4157/360-4107

M.

CERTIFICATION NO. 2

The certification must be signed by the District Superintendent and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for certification and public disclosure of the major provisions of the agreement in accordance with the requirements of G.C. 3547.5.

After public disclosure of the major provisions contained in this Collective Bargaining Disclosure, the Governing Board of the Jurupa Unified School District at its meeting on July 5, 2005, took action to approve the proposed Agreement with the National Education Association – Jurupa Bargaining Unit.

Signature - District Superintendent

Date

Signature - Clerk/President, Governing Board

Date

2005-06 Consolidated Application for Funding Categorical Aid Programs

Purpose: This page is to declare the agency's intent to apply for 2005-06 funding of Consolidated Categorical Aid Programs.

CDE Contact: Anne Daniels -- (916) 319-0295 -- ADaniels@cde.ca.gov

Agency:

Jurupa Unified

CD code:

3 | 3 | 6 | 7 | 0 | 9 | 0

Dates of project duration:

July 1, 2005 -- June 30, 2006

Legal status of agency:

- ☒ School District
☐ County Office of Education
☐ Direct Funded Charter

Date of approval by local governing board: 07/05/2005

Date of LEA Plan approval by State Board of Education: 07/11/2003

Advisory Committee:

The undersigned certify that they have read the legal assurances and have been given the opportunity to provide advice in the preparation of the application.

Signature-District Advisory Committee (DAC)*
 (Required if the LEA operates a state Compensatory Education program.)

06/15/2005

Date

OR
 for each committee,
 check the
 appropriate box
 to the right

Committee is N/A

Committee refused to sign

Signature-District English Learner Advisory Committee (DELAC)*
 (Required if the LEA has 51 or more identified English learners.)

06/15/2005

Date

Committee is N/A

Committee refused to sign

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant, that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Coordinated Compliance Review (CCR) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Signature of authorized representative

Printed name of authorized representative

Elliott Duchon

Superintendent

Title

Date

☐ Electronic certification HAS been completed

☒ Electronic certification has NOT been completed

* Signatures of appropriate committee chairpersons certifying opportunity to review and advise in the development of this application will be required in Part II as well.

Part I, page 1

Date: 06/13/2005

H

2005-06 Consolidated Application Contact Pages

California Department of Education

Consolidated Application

Purpose: To maintain a complete listing of contact information for each district.

Agency:

-Jurupa Unified

CD code:

3 | 3 | 6 | 7 | 0 | 9 | 0

CDE Contact: Linda Parker -- (916) 319-0297 -- LParker@cde.ca.gov

Superintendent		Name Elliott Duchon		Title Superintendent		Salutation Mr.	
Phone (951) 360-4168 Ext.		FAX (951) 360-4194		Email educhon@jUSD.k12.ca.us			
Consolidated Application		Name Terri Moreno		Title Director, Categorical Projects		Salutation Ms.	
Phone (951) 360-4152 Ext.		FAX (951) 360-4155		Email tmoreno@jUSD.k12.ca.us			
Title I, Part A		Name Terri Moreno		Title Director, Categorical Projects		Salutation Ms.	
Phone (951) 360-4152 Ext.		FAX (951) 360-4155		Email tmoreno@jUSD.k12.ca.us			
Title I Neglected or Delinquent		Name		Title		Salutation	
Phone		FAX		Email			
<input checked="" type="checkbox"/> Contact is N/A		() - Ext.		() -			
Parent/Family Involvement		Name Terri Moreno		Title Director, Categorical Projects		Salutation Ms.	
Phone (951) 360-4152 Ext.		FAX (951) 360-4155		Email tmoreno@jUSD.k12.ca.us			
<input type="checkbox"/> Contact is N/A							
Title II, Part A (Teacher Quality)		Name Ellen French		Title Assistant Superintendent, Personnel		Salutation Mrs.	
Phone (951) 360-4122 Ext.		FAX (951) 360-4127		Email ellen_french@jUSD.k12.ca.us			
<input type="checkbox"/> Contact is N/A							

2005-06 Consolidated Application Contact Pages

California Department of Education

Consolidated Application

Purpose: To maintain a complete listing of contact information for each district.

Agency:

Jurupa Unified

CD code:

3 | 3 | 6 | 7 | 0 | 9 | 0

CDE Contact: Linda Parker -- (916) 319-0297 -- LParker@cde.ca.gov

**Title III, Part A
(LEP Students)**

☐ Contact is N/A

Name	Title	Salutation
Martha Gomez	Coordinator, Language Services	Mrs.
Phone	FAX	Email
(951) 360-4179 Ext.	(951) 360-4183	martha_gomez@jUSD.k12.ca.us

**Title IV (SDFSC)
and TUPE**

☐ Contact is N/A

Name	Title	Salutation
Terry Tibbetts	Administrator, Support Services	Dr.
Phone	FAX	Email
(951) 360-4144 Ext.	(951) 360-4148	ttibbetts@jUSD.k12.ca.us

Homeless Liaison

Name	Title	Salutation
Steve Elmers	Director, Administrative Services	Mr.
Phone	FAX	Email
(951) 360-4137 Ext.	(951) 360-4143	seimers@jUSD.k12.ca.us

**Instructional Time &
Staff Development
Reform (ITSDR)**

☐ Contact is N/A

Name	Title	Salutation
Ellen Kinnear	Director, Elementary Education	Dr.
Phone	FAX	Email
(951) 360-4172 Ext.	(951) 360-4167	hyork@jUSD.k12.ca.us

**Rural Education
Achievement
Program (REAP)**

☒ Contact is N/A

Name	Title	Salutation
Phone	FAX	Email
() - Ext.	() -	

Name	Title	Salutation
Phone	FAX	Email

Participation in 2005-06 Consolidated Programs

California Department of Education

Consolidated Application

Purpose: To declare that the LEA is applying for specified categorical funds for the 2005-06 school year.

Agency :

Jurupa Unified

CD code:

3 | 3 | 6 | 7 | 0 | 9 | 0

CDE Contact: Anne Daniels -- (916) 319-0295 -- ADaniels@cde.ca.gov

Note: Shaded areas () indicate Federal programs.

1*	3010	3010	3025	4035	4045	4203
2*	Title I, Part A (Basic Grant) NCLB Sec. 101	Title I, Part A (Neglected) NCLB Sec. 101	Title I, Part D (Delinquent) NCLB Sec. 1401	Title II, Part A (Teacher Quality) NCLB Sec. 2101	Title II, Part D (Technology) NCLB Sec. 2401	Title III, Part A (LEP Students) NCLB Sec. 301
3*	YES	NO	NO	YES	YES	YES
1*	3710	4110			5810	4126
2*	Title IV, Part A (SDFSC) NCLB Sec. 4001	Title V, Part A (Innovative) NCLB Sec. 5101	Title VI Subpart 1 REAP Flexibility NCLB Sec. 6211	Title VI, Subpart 1 Small Rural School Achievement NCLB Sec. 6211	Title VI, Subpart 2 Rural and Low-Income Grant NCLB Sec. 6221	
3*	YES	YES	NOT ELIGIBLE	NOT ELIGIBLE	NOT ELIGIBLE	NOT ELIGIBLE
1*	6405	6091, 6092, 6093	7090, 7091	7271	6660	
2*	AB1113 School Safety Block Grant EC 32228	Cal-SAFE EC 54740 - EC 54749.5	Economic Impact Aid EC 54000	Peer Assistance Review EC 44500	TUPE H&S 104350	
3*	YES	YES	YES	YES	YES	YES

* Rows within each type of program: 1. SACS Resource Code 2. Program Title 3. "Yes" if participating, "No" if not participating Part I, page 2 Date: 06/13/2005

2005-06 Title I, Part A Services for Students in Private Schools California Department of Education Consolidated Application

Purpose: To identify private nonprofit schools that will participate in the NCLB Title I, Part A Improving the Academic Achievement of the Disadvantaged.

Agency:

Jurupa Unified

CD code:

3 | 3 | 6 | 7 | 0 | 9 | 0

CDE Contact: Jyoti Singh -- (916) 319-0372 -- JySingh@cde.ca.gov

☒ This page is not applicable; no private schools have chosen to participate.

1. The LEA shall, after timely and meaningful consultation with appropriate private school officials, provide to eligible children, on an equitable basis, special educational services or other benefits that address their needs and shall ensure that teachers and families of the children have equitable participation in services and activities developed under Title I, Part A, Sections 1118 and 1119. (See Legal Assurance #57.)
2. The LEA will provide this consultation during the design and development of the program on issues such as how the children's needs will be identified; what services will be offered; how, where, and by whom the services will be provided; how the services will be assessed and how the results will be used to improve those services; and the method and sources of data used to determine the number of low income students from Title I attendance areas enrolled in private schools. (See Legal Assurance #59.)
3. LEA maintains in the agency's records and upon request will provide to CDE a written affirmation signed by officials of each participating private school that the consultation required by NCLB Title I, Part A, Section 1120 (b) has occurred. (See Legal Assurance #63.)
4. The LEA of residence is responsible for providing Title I, Part A services to eligible students who reside in the LEA's Title I attendance area but attend a private school located outside the LEA's boundaries.

A. Name of school	B. School Code	C. District will provide direct services	D. District will contract with another provider for services	E. School is not participating
Life Christian Academy	6201867			
Calvary Chapel Jurupa Valley Christian	6995930			

2005-06 NCLB Participation of Students in Private Nonprofit Schools in This LEA

California Department of Education

Consolidated Application

Purpose: To identify private nonprofit schools that will participate in NCLB Title II (Teacher Quality), Title II (Technology), Title III (LEP), Title IV (Safe and Drug-Free Schools and Communities), and Title V (Innovative Program Strategies).

Agency:

Jurupa Unified

CD code:

3 | 3 | 6 | 7 | 0 | 9 | 0

CDE Contact: *Laura Nelson -- (916) 319-0229 -- LNELSON@cde.ca.gov*

See instructions for individual program assistance.

☐ This page is not applicable because there are no private nonprofit schools in the district's attendance area.

LEA Responsibilities:

1. The LEA must, after timely and meaningful consultation with appropriate private school officials, provide equitable services that address needs of private school students and staff under the programs listed in columns D - H below. (See Legal Assurance #57.)
2. To ensure timely and meaningful consultation, the LEA must consult with appropriate private school officials during the design and development of these programs. (See Legal Assurance #59 for details that must be addressed in consultation.)

A	B	C	D	E	F	G	H
			4035	4045	4203	3710	4110
Name of school	School Code	Enrollment	Title II, Part A (Teacher Quality)	Title II, Part D (Technology)	Title III, Part A (LEP Students)	Title IV, Part A (SDFSC)	Title V, Part A (Innovative)
Life Christian Academy	6201867	37	NO	NO	NO	NO	NO
Calvary Chapel Jurupa Valley Christian	6995930	42	NO	NO	NO	NO	NO

2005-06 Title I, Part A and EIA/SCE Ranking Decisions

Purpose: To identify options used in ranking schools to determine eligibility for NCLB, Title I, and EIA/SCE.

Agency :

Jurupa Unified

This page is not applicable for the reason(s) checked below.

CD code:

☐ The LEA has no Title I (Basic Grant) or EIA/SCE funds.

☐ The LEA has an enrollment of fewer than 1,000 students or has only one school per grade span.

3 | 3 | 6 | 7 | 0 | 9 | 0

CDE Contact: Maria Reyes -- (916) 319-0380 -- MR Reyes@cde.ca.gov

A. Title I Ranking

1. Low-Income Measure Used in Title I Ranking (check appropriate boxes)		2. Ranking Order and Poverty Rate Options (Based on A1 decision)	
X	Eligibility for Free and Reduced-Price Lunch		Districtwide poverty rate calculation.
	Receipt of CalWORKS		a. District total enrollment (Total of column C from page 6)
	Poverty count from most recent Census Data		b. District total low income count (Total of column D from page 6)
	Eligibility for Medicaid		c. Districtwide poverty rate (district total low income count (b) divided by district total enrollment (a)). Note: Schools at or above this rate are eligible to be served.
	Composite of the above (Describe in a comment) (See directions for constructing a composite)		
3. Ranking Exceptions		X in the "Gradespan" poverty rate calculations. Indicate grades (e.g., KK-06) in the "Grades" column below.	
Use the following alpha codes to indicate exceptions used in Column G on page 6.		Gradespan	Grades
a. At least 35% low income			Enrollment
b. Public school poverty rate (rather than attendance area poverty rate) above District poverty rate.		1	K-6
c. Skipping school that will be served by state or local program that meets the requirements of Title I, Part A. (Must receive at least the same allocation as under Title I, Part A.)		2	7-8
d. Desegregation-25% waiver. An approved waiver is on file.		3	9-12
e. Additional year of funding (grandfather provision).			5,883
f. Feeder pattern.			2,881
			8,003
			67.0%
			3,398
			2,046
			60.2%
			49.0%

B. EIA/State		X	No EIA funds used for State Compensatory Education (SCE) program.
Compensatory Education	Put an "X" in the box to indicate the ranking method used for EIA/SCE		EIA/SCE ranked using Title I, Part A method (Columns F and H on page 6.)
(SCE) Ranking			EIA/SCE ranked using EIA/SCE method (describe in a comment and enter rank in Column I on page 6.)

2005-06 Title I, Part A & EIA/SCE Ranking of Public Schools

California Department of Education Consolidated Application

Purpose: To document the process used to identify and rank schools for compensatory education funding/services.

Agency:

Jurupa Unified

CD code:

3 | 3 | 6 | 7 | 0 | 9 | 0

CDE Contact: Maria Reyes -- (916) 319-0380 -- MReyes@cde.ca.gov

☐ This page is not applicable because the LEA has no Title I (Basic Grant) or EIA/SCE funds.

Low-income measure: Free Lunch		Ranking order: Gradespan				Poverty rate(s): 67.0% 60.2% 49.0%			
A	B	C	D	E	F	G	H	I	J
Name of school Grade levels/school code	Gradespan Group	Student Enrollment in Attend. Area	Number of Low-Income	Percent Low-Income	Title I Rank*	Ranking Exception (see page 5)	NCLB, Title I Funded ("X")	EIA/SCE	
								EIA/SCE Rank**	EIA/SCE Funded ("X")
Ina Arbuckle Elementary KK-06 6032171	1	707	677	95.8%	(1)		X		
West Riverside Elementary KK-06 6032247	1	858	780	90.9%	(2)		X		
Rustic Lane Elementary KK-06 6032213	1	810	702	86.7%	(3)		X		
Mission Bell Elementary KK-06 6032189	1	610	493	80.8%	(4)		X		
Troth Street Elementary KK-06 6032221	1	939	754	80.3%	(5)		X		
Granite Hill Elementary KK-06 6110548	1	728	566	77.7%	(6)		X		
Pacific Avenue Elementary KK-06 6032197	1	523	406	77.6%	(7)		X		
Glen Avon Elementary KK-06 6032163	1	679	526	77.5%	(8)		X		
Pedley Elementary KK-06 6032205	1	770	549	71.3%	(9)		X		
Van Buren Elementary KK-06 6032239	1	740	524	70.8%	(10)		X		
Sunnyslope Elementary KK-06 6106843	1	721	481	66.7%	[11]	a	X		

* () Indicates school is at or above the district poverty rate and eligible; [] indicates school is at or above 35% poverty and eligible.
 ** Use Column I only if school eligibility for SCE funds will be established using EIA/SCE ranking procedures.

2005-06 Title I, Part A & EIA/SCE Ranking of Public Schools

California Department of Education Consolidated Application

Purpose: To document the process used to identify and rank schools for compensatory education funding/services.

CDE Contact: Maria Reyes -- (916) 319-0380 -- MReyes@cde.ca.gov

Agency: Jurupa Unified									
CD code:		3	3	6	7	0	9	0	

☐ This page is not applicable because the LEA has no Title I (Basic Grant) or EIA/SCE funds.

Low-income measure: Free Lunch			Ranking order: Gradespan			Poverty rate(s): 67.0%			60.2%		49.0%	
A	B	C	D	E	F	G	H	I	J			
Name of school Grade levels/school code	Gradespan Group	Student Enrollment in Attend. Area	Number of Low-Income	Percent Low-Income	Title I Rank*	Ranking Exception (see page 5)	NCLB, Title I Funded ("X")	EIA/SCE				
								EIA/SCE Rank**	EIA/SCE Funded ("X")			
NCLB, Title I												
Stone Avenue Elementary KK-06 6111280	1	707	450	63.6%	[12]	a	X					
Peralta Elementary KK-06 6113518	1	653	346	53.0%	[13]	a	X					
Indian Hills Elementary KK-06 6105837	1	789	364	46.1%	[14]	a	X					
Sky County Elementary KK-06 6104491	1	701	228	32.5%	15							
Camino Real Elementary KK-06 6106835	1	677	157	23.2%	16							
Nueva Vista Continuation High 09-12 3334687	1	329	0	0.0%	17							
Mission Middle 07-08 6061774	2	1,090	773	70.9%	(1)		X					
Jurupa Middle 07-08 6059075	2	1,120	639	57.1%	[2]	a	X					
Mira Loma Middle 07-08 6112858	2	1,112	634	57.0%	[3]	a	X					
Steps Community Day 07-12 3330784	2	76	0	0.0%	4							
Rubidoux High 09-12 3337136	3	2,856	1,643	57.5%	(1)							

* () Indicates school is at or above the district poverty rate and eligible; [] indicates school is at or above 35% poverty and eligible.
 ** Use Column I only if school eligibility for SCE funds will be established using EIA/SCE ranking procedures.

Part I, page 6. 2 Date: 06/13/2005

2005-06 Title I, Part A & EIA/SCE Ranking of Public Schools

California Department of Education Consolidated Application

Purpose: To document the process used to identify and rank schools for compensatory education funding/services.

Agency:

Jurupa Unified

CD code:

3 | 3 | 6 | 7 | 0 | 9 | 0

CDE Contact: Maria Reyes -- (916) 319-0380 -- MReyes@cde.ca.gov

☐ This page is not applicable because the LEA has no Title I (Basic Grant) or EIA/SCE funds.

Low-income measure: Free Lunch			Ranking order: Gradespan			Poverty rate(s): 67.0%			60.2%			49.0%		
A		B	C	D	E	F	G	H	I		J			
Name of school Grade levels/school code		Gradespan Group	Student Enrollment in Attend. Area	Number of Low-Income	Percent Low-Income	Title I Rank*	Ranking Exception (see page 5)	NCLB, Title I Funded ("X")	EIA/SCE					
									EIA/SCE Rank**	EIA/SCE Funded ("X")				
Jurupa Valley High 09-12 3330412		3	2,997	1,238	41.3%	[2]								
Rio Vista High 09-12 3330545		3	30	0	0.0%	3								

* () Indicates school is at or above the district poverty rate and eligible; [] indicates school is at or above 35% poverty and eligible.
 ** Use Column I only if school eligibility for SCE funds will be established using EIA/SCE ranking procedures.

2004-05 Rural Education Achievement Program (REAP)

California Department of Education

Consolidated Application

Purpose: To report the agency's use of flexibility provisions authorized by NCLB Section 6211 by combining certain federal formula grant funds to address more effectively the academic needs of students. This program only applies to federally designated rural districts eligible for SRSA*

Agency:

Jurupa Unified

CD code:

3 | 3 | 6 | 7 | 0 | 9 | 0

CDE Contact: Linda Wyatt -- (916) 319-0276 -- LWyatt@cde.ca.gov

☒ This page is not applicable because the LEA was not eligible or chose not to participate in 2004-05.

2004-05
Programs
impacted by
REAP:

SACS Code	Program Description
3010	Title I, Part A (Educationally Disadvantaged Children)
4035	Title II, Part A (Teacher and Principal Training and Recruiting)
4045	Title II, Part D (Enhancing Education through Technology)
4203	Title III, (Language Instruction for Limited English Proficient)
3710	Title IV, Part A (Safe and Drug-Free Schools and Communities)
4124	Title IV, Part B (21st Century Community Learning Centers)
4110	Title V, Part A (Innovative Programs)

2004-05 Program Entitlements and Prior Carryover		Amounts Consolidated or Used for These Programs						Amounts Retained in Original Program	
		Title I, Part A	Title II, Part A	Title II, Part D	Title III, Part A	Title IV, Part A	Title IV, Part B	Title V, Part A	
Title II, Part A	0	0		0	0	0	0	0	0
Title II, Part D	0	0	0		0	0	0	0	0
Title IV, Part A	0	0	0	0	0		0	0	0
Title V, Part A	0	0	0	0	0	0	0		0
Totals Consolidated and Used for:	0	0	0	0	0	0	0	0	0

2004-05 Expenditures for Title V Innovative Assistance Program Areas

California Department of Education

Consolidated Application

Purpose: To report the 2004-05 funds expended in each of the innovative assistance program areas authorized under Title V and the number of students participating in those programs.

Agency:

Jurupa Unified

CD code:

3 | 3 | 6 | 7 | 0 | 9 | 0

CDE Contact: Jerry Cummings -- (916) 319-0381 -- JCumming@cde.ca.gov

☐ The page is not applicable. The LEA did not participate in Title V funding for 2004-05.

Title V Funds by Program Area	Expenditure Per Area	Percent of Total District Allocation	Students Served
Area 1: Student Achievement in Reading and Math (NCLB Section 5131 - Activities 3, 9, 12, 16, 19, 20, 22, 26, and 27)	28,126	28.8%	21,222
Area 2: Teacher Quality (NCLB Section 5131 - Activities 1 and 2)	0	0.0%	0
Area 3: Safe and DrugFree Schools (NCLB Section 5131 - Activities 14 and 25)	64,000	65.6%	11,612
Area 4: Increased Access for All Students (NCLB Section 5131 - Activities 4, 5, 7, 8, 15, and 17)	0	0.0%	0
Other Authorized Activities (NCLB Section 5131 - Activities 6, 10, 11, 13, 18, 21, 23, and 24)	5,417	5.6%	0
Totals	97,543	100.0%	32,834

2004-05 LEA Reporting Form for Federal Gun-Free Schools Act (GFSA)

California Department of Education

Consolidated Application

Purpose: The Gun-Free Schools Act requires districts and county offices of education requesting Elementary and Secondary Education Act (ESEA) funds to submit to the CDE expulsion information related to firearms. Failure to complete this form places an LEA's federal funds in jeopardy.

Agency:

Jurupa Unified

CD code:

3 | 3 | 6 | 7 | 0 | 9 | 0

CDE Contact: Stephanie Papas -- (916) 445-8441 -- SPapas@cde.ca.gov

A. Are there any expulsions to report for students who have brought a firearm to school or who have possessed a firearm at school? ☐ Yes ☒ No

(Note: Only students who have been officially expelled, by vote of the governing board, during the 2004-05 school year are included in this report.)

B. School Code (7 digits)	C. School Name	D. Students Grade Level	E. * Type of firearm for which student was expelled	F. Was this student referred to an alternative school or program?	G. Was this expulsion shortened to a term of less than one year?			H. Was this student disabled as defined in section 602(a)(1) of the IDEA?*		
					Modifications on a case-by-case basis.					
			<input type="checkbox"/> Handgun <input type="checkbox"/> Shotgun/Rifle <input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

* Expulsions for students who have brought a bb gun, pellet gun, stun gun, or imitation/simulated gun, paint ball gun, cap gun, antique or replica of antique firearm, gun clip, ammunition, or Class-C common fireworks are not reportable under the GFSA requirements. See general directions for further details.

2004-05 LEA Reporting Form for ESEA Title I, Part A and Part D, Neglected or Delinquent

California Department of Education
Consolidated Application

Purpose: To be completed for each LEA that received ESEA Title I, Part A and Part D, Neglected or Delinquent Program funding to provide services to eligible youth during 2004-05. LEAs are to collect and aggregate data for all sites, enter combined totals, and submit one electronic form per LEA.

CDE Contact: Valta Adger -- (916) 319-0279 -- VAdger@cde.ca.gov

Agency:
Jurupa Unified

☒ This page is not applicable because the LEA did not participate in Title I Neglected or Delinquent in 2004-05.

CD code:

3	3	6	7	0	9	0
---	---	---	---	---	---	---

A. Neglected

Student Participation by Grade Level 2004-05 School Year

Age 3-5	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
Ungraded	0
TOTALS	0

B. Delinquent

Student Participation by Racial or Ethnic Group 2004-05 School Year

	Number of Students
American Indian or Alaskan Native	0
Asian	0
Black or African American	0
Hispanic or Latino	0
Native Hawaiian or Pacific Islander	0
White	0

Student Participation by Gender 2004-05 School Year

	Number of Students
Male	0
Female	0

2004-05 School Reporting Form for Title I, Part A *

California Department of Education

Consolidated Application

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A funding/services during 2004-05.

CDE Program Contact: *Jerry Cummings -- (916) 319-0381 -- JCummin@cde.ca.gov*

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School: Glen Avon Elementary													
School code:	6	0	3	2	1	6	3						

☐ This page is not applicable because the school did not receive any Title I, Part A funds.

A. 2004-05 Title I School Type: ☒ Schoolwide Program School (SWP) ☐ Targeted Assistance School (TAS)

B. Is the status above a change from the 2003-04 school year? ☐ Yes ☒ No

C. If this school changed its status from SWP to TAS, did the local board approve the change before the beginning of the 2004-05 school year? ☐ Yes ☐ No ☒ N/A

D. 2004-05 Title I Allocation: **E.** Program Participants By: Male Female

F. Program Participants: Enter the count of students who received NCLB, Title I, Part A services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	93	92	91	82	110	107	110	0	0	0	0	0	0	0

G. Migrant **H.** Students with Disabilities **I.** LEP Participants

J. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received NCLB, Title I, Part A services.

American Indian or Alaskan Native	Asian	Hispanic or Latino	Black or African American	Native Hawaiian or Pacific Islander	White
6	7	539	8	0	125

* Note that this Reporting Form continues on the next page.

2004-05 School Reporting Form for Title I, Part A *

California Department of Education

Consolidated Application

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A funding/services during 2004-05.

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School: Ina Arbuckle Elementary													
School code:	6	0	3	2	1	7	1						

CDE Program Contact: Jerry Cummings -- (916) 319-0381 -- JCummin@cde.ca.gov

☐ This page is not applicable because the school did not receive any Title I, Part A funds.

A. 2004-05 Title I School Type: ☒ Schoolwide Program School (SWP) ☐ Targeted Assistance School (TAS)

B. Is the status above a change from the 2003-04 school year? ☐ Yes ☒ No

C. If this school changed its status from SWP to TAS, did the local board approve the change before the beginning of the 2004-05 school year? ☐ Yes ☐ No ☒ N/A

D. 2004-05 Title I Allocation: **E.** Program Participants By: Male Female

F. Program Participants: Enter the count of students who received NCLB, Title I, Part A services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	111	114	114	102	99	101	123	0	0	0	0	0	0	0

G. Migrant **H.** Students with Disabilities **I.** LEP Participants

J. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received NCLB, Title I, Part A services.

American Indian or Alaskan Native	Asian	Hispanic or Latino	Black or African American	Native Hawaiian or Pacific Islander	White
1	12	654	37	6	54

* Note that this Reporting Form continues on the next page.

2004-05 School Reporting Form for Title I, Part A*

California Department of Education

Consolidated Application

Purpose: To be completed for each **Public and Private** school that received Title I, Part A funding/services during 2004-05.

CDE Program Contact: *Jerry Cummings -- (916) 319-0381 -- JCummin@cde.ca.gov*

Agency: Jurupa Unified

CD code: 3 | 3 | 6 | 7 | 0 | 9 | 0

School: Mission Bell Elementary

School code: 6 | 0 | 3 | 2 | 1 | 8 | 9

☐ This page is not applicable because the school did not receive any Title I, Part A funds.

A. 2004-05 Title I School Type: ☒ Schoolwide Program School (SWP) ☐ Targeted Assistance School (TAS)

B. Is the status above a change from the 2003-04 school year? ☐ Yes ☒ No

C. If this school changed its status from SWP to TAS, did the local board approve the change before the beginning of the 2004-05 school year? ☐ Yes ☐ No ☒ N/A

D. 2004-05 Title I Allocation: 258,000 **E. Program Participants By:** 307 Male 315 Female

F. Program Participants: Enter the count of students who received NCLB, Title I, Part A services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	83	80	88	81	84	94	112	0	0	0	0	0	0	0

G. Migrant 0 **H. Students with Disabilities** 60 **I. LEP Participants** 314

J. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received NCLB, Title I, Part A services.

American Indian or Alaskan Native	Asian	Hispanic or Latino	Black or African American	Native Hawaiian or Pacific Islander	White
3	5	525	16	3	70

* Note that this Reporting Form continues on the next page.

2004-05 School Reporting Form for Title I, Part A*

California Department of Education

Consolidated Application

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A funding/services during 2004-05.

CDE Program Contact: *Jerry Cummings -- (916) 319-0381 -- JCummin@cde.ca.gov*

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School: Pacific Avenue Elementary													
School code:	6	0	3	2	1	9	7						

☐ This page is not applicable because the school did not receive any Title I, Part A funds.

A. 2004-05 Title I School Type: ☒ Schoolwide Program School (SWP) ☐ Targeted Assistance School (TAS)

B. Is the status above a change from the 2003-04 school year? ☐ Yes ☒ No

C. If this school changed its status from SWP to TAS, did the local board approve the change before the beginning of the 2004-05 school year? ☐ Yes ☐ No ☒ N/A

D. 2004-05 Title I Allocation: **E.** Program Participants By: Male Female

F. Program Participants: Enter the count of students who received NCLB, Title I, Part A services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	72	75	73	84	84	75	66	0	0	0	0	0	0	0

G. Migrant **H.** Students with Disabilities **I.** LEP Participants

J. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received NCLB, Title I, Part A services.

American Indian or Alaskan Native	Asian	Hispanic or Latino	Black or African American	Native Hawaiian or Pacific Islander	White
1	5	424	48	3	48

2004-05 School Reporting Form for Title I, Part A *

California Department of Education

Consolidated Application

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A funding/services during 2004-05.

CDE Program Contact: *Jerry Cummings -- (916) 319-0381 -- JCummin@cde.ca.gov*

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School: Pedley Elementary													
School code:	6	0	3	2	2	0	5						

☐ This page is not applicable because the school did not receive any Title I, Part A funds.

A. 2004-05 Title I School Type: ☒ Schoolwide Program School (SWP) ☐ Targeted Assistance School (TAS)

B. Is the status above a change from the 2003-04 school year? ☐ Yes ☒ No

C. If this school changed its status from SWP to TAS, did the local board approve the change before the beginning of the 2004-05 school year? ☐ Yes ☐ No ☒ N/A

D. 2004-05 Title I Allocation: **E.** Program Participants By: Male Female

F. Program Participants: Enter the count of students who received NCLB, Title I, Part A services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	104	90	109	110	105	111	106	0	0	0	0	0	0	0

G. Migrant **H.** Students with Disabilities **I.** LEP Participants

J. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received NCLB, Title I, Part A services.

American Indian or Alaskan Native	Asian	Hispanic or Latino	Black or African American	Native Hawaiian or Pacific Islander	White
6	8	503	31	1	186

* Note that this Reporting Form continues on the next page.

2004-05 School Reporting Form for Title I, Part A*

California Department of Education

Consolidated Application

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A funding/services during 2004-05.

CDE Program Contact: *Jerry Cummings -- (916) 319-0381 -- JCummin@cde.ca.gov*

Agency: Jurupa Unified

CD code: 3 3 6 7 0 9 0

School: Rustic Lane Elementary

School code: 6 0 3 2 2 1 3

☐ This page is not applicable because the school did not receive any Title I, Part A funds.

A. 2004-05 Title I School Type: ☒ Schoolwide Program School (SWP) ☐ Targeted Assistance School (TAS)

B. Is the status above a change from the 2003-04 school year? ☐ Yes ☒ No

C. If this school changed its status from SWP to TAS, did the local board approve the change before the beginning of the 2004-05 school year? ☐ Yes ☐ No ☒ N/A

D. 2004-05 Title I Allocation: 339,500 **E.** Program Participants By: 414 Male 404 Female

F. Program Participants: Enter the count of students who received NCLB, Title I, Part A services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	110	114	127	127	108	114	118	0	0	0	0	0	0	0

G. Migrant 0 **H.** Students with Disabilities 33 **I.** LEP Participants 435

J. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received NCLB, Title I, Part A services.

American Indian or Alaskan Native	0	Asian	9	Hispanic or Latino	693	Black or African American	41	Native Hawaiian or Pacific Islander	7	White	68
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Note that this Reporting Form continues on the next page.

2004-05 School Reporting Form for Title I, Part A*

California Department of Education

Consolidated Application

Purpose: To be completed for each **Public and Private** school that received Title I, Part A funding/services during 2004-05.

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School: Troth Street Elementary													
School code:	6	0	3	2	2	2	1						

CDE Program Contact: *Jerry Cummings -- (916) 319-0381 -- JCummin@cde.ca.gov*

☐ This page is not applicable because the school did not receive any Title I, Part A funds.

A. 2004-05 Title I School Type: ☒ Schoolwide Program School (SWP) ☐ Targeted Assistance School (TAS)

B. Is the status above a change from the 2003-04 school year? ☐ Yes ☒ No

C. If this school changed its status from SWP to TAS, did the local board approve the change before the beginning of the 2004-05 school year? ☐ Yes ☐ No ☒ N/A

D. 2004-05 Title I Allocation: **E.** Program Participants By: Male Female

F. Program Participants: Enter the count of students who received NCLB, Title I, Part A services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	24	129	125	134	136	126	138	133	0	0	0	0	0	0	0

G. Migrant **H.** Students with Disabilities **I.** LEP Participants

J. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received NCLB, Title I, Part A services.

American Indian or Alaskan Native	Asian	Hispanic or Latino	Black or African American	Native Hawaiian or Pacific Islander	White
5	2	860	12	2	64

* Note that this Reporting Form continues on the next page.

2004-05 School Reporting Form for Title I, Part A*

California Department of Education

Consolidated Application

Purpose: To be completed for each **Public and Private** school that received Title I, Part A funding/services during 2004-05.

CDE Program Contact: *Jerry Cummings* -- (916) 319-0381 -- *JCummin@cde.ca.gov*

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School: Van Buren Elementary													
School code:	6	0	3	2	2	3	9						

☐ This page is not applicable because the school did not receive any Title I, Part A funds.

A. 2004-05 Title I School Type: ☒ Schoolwide Program School (SWP) ☐ Targeted Assistance School (TAS)

B. Is the status above a change from the 2003-04 school year? ☐ Yes ☒ No

C. If this school changed its status from SWP to TAS, did the local board approve the change before the beginning of the 2004-05 school year? ☐ Yes ☐ No ☒ N/A

D. 2004-05 Title I Allocation: **E. Program Participants By:** Male Female

F. Program Participants: Enter the count of students who received NCLB, Title I, Part A services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	99	90	105	106	104	108	125	0	0	0	0	0	0	0

G. Migrant **H. Students with Disabilities** **I. LEP Participants**

J. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received NCLB, Title I, Part A services.

American Indian or Alaskan Native	Asian	Hispanic or Latino	Black or African American	Native Hawaiian or Pacific Islander	White
3	4	594	14	3	119

2004-05 School Reporting Form for Title I, Part A*

California Department of Education

Consolidated Application

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A funding/services during 2004-05.

CDE Program Contact: *Jerry Cummings -- (916) 319-0381 -- JCummin@cde.ca.gov*

Agency: Jurupa Unified

CD code: 3 3 6 7 0 9 0

School: West Riverside Elementary

School code: 6 0 3 2 2 4 7

☐ This page is not applicable because the school did not receive any Title I, Part A funds.

A. 2004-05 Title I School Type: ☒ Schoolwide Program School (SWP) ☐ Targeted Assistance School (TAS)

B. Is the status above a change from the 2003-04 school year? ☐ Yes ☒ No

C. If this school changed its status from SWP to TAS, did the local board approve the change before the beginning of the 2004-05 school year? ☐ Yes ☐ No ☒ N/A

D. 2004-05 Title I Allocation: 382,500 **E.** Program Participants By: 481 Male 429 Female

F. Program Participants: Enter the count of students who received NCLB, Title I, Part A services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total	24	120	136	122	111	126	144	127	0	0	0	0	0	0	0
Participants															

G. Migrant 0 **H.** Students with Disabilities 98 **I.** LEP Participants 601

J. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received NCLB, Title I, Part A services.

American Indian or Alaskan Native	Asian	Hispanic or Latino	Black or African American	Native Hawaiian or Pacific Islander	White
1	3	841	15	2	48

Note that this Reporting Form continues on the next page.

2004-05 School Reporting Form for Title I, Part A*

California Department of Education

Consolidated Application

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A funding/services during 2004-05.

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School: Jurupa Middle													
School code:	6	0	5	9	0	7	5						

CDE Program Contact: *Jerry Cummings* -- (916) 319-0381 -- *JCummin@cde.ca.gov*

☐ This page is not applicable because the school did not receive any Title I, Part A funds.

A. 2004-05 Title I School Type: ☐ Schoolwide Program School (SWP) ☒ Targeted Assistance School (TAS)

B. Is the status above a change from the 2003-04 school year? ☐ Yes ☒ No

C. If this school changed its status from SWP to TAS, did the local board approve the change before the beginning of the 2004-05 school year? ☐ Yes ☐ No ☒ N/A

D. 2004-05 Title I Allocation: **E.** Program Participants By: Male Female

F. Program Participants: Enter the count of students who received NCLB, Title I, Part A services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	0	0	0	0	0	0	0	401	446	0	0	0	0	0

G. Migrant **H.** Students with Disabilities **I.** LEP Participants

J. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received NCLB, Title I, Part A services.

American Indian or Alaskan Native	Asian	Hispanic or Latino	Black or African American	Native Hawaiian or Pacific Islander	White
1	11	549	39	1	246

2004-05 School Reporting Form for Title I, Part A*

California Department of Education

Consolidated Application

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A funding/services during 2004-05.

CDE Program Contact: *Jerry Cummings -- (916) 319-0381 -- JCummin@cde.ca.gov*

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School: Mission Middle													
School code:	6	0	6	1	7	7	4						

☐ This page is not applicable because the school did not receive any Title I, Part A funds.

A. 2004-05 Title I School Type: ☐ Schoolwide Program School (SWP) ☒ Targeted Assistance School (TAS)

B. Is the status above a change from the 2003-04 school year? ☐ Yes ☒ No

C. If this school changed its status from SWP to TAS, did the local board approve the change before the beginning of the 2004-05 school year? ☐ Yes ☐ No ☒ N/A

D. 2004-05 Title I Allocation: **E.** Program Participants By: Male Female

F. Program Participants: Enter the count of students who received NCLB, Title I, Part A services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	0	0	0	0	0	0	0	332	389	0	0	0	0	0

G. Migrant **H.** Students with Disabilities **I.** LEP Participants

J. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received NCLB, Title I, Part A services.

American Indian or Alaskan Native	Asian	Hispanic or Latino	Black or African American	Native Hawaiian or Pacific Islander	White
3	9	558	45	4	102

* Note that this Reporting Form continues on the next page.

2004-05 School Reporting Form for Title I, Part A*

California Department of Education

Consolidated Application

Purpose: To be completed for each **Public and Private** school that received Title I, Part A funding/services during 2004-05.

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School: Indian Hills Elementary													
School code:	6	1	0	5	8	3	7						

CDE Program Contact: *Jerry Cummings -- (916) 319-0381 -- JCummin@cde.ca.gov*

☐ This page is not applicable because the school did not receive any Title I, Part A funds.

A. 2004-05 Title I School Type: ☐ Schoolwide Program School (SWP) ☒ Targeted Assistance School (TAS)

B. Is the status above a change from the 2003-04 school year? ☐ Yes ☒ No

C. If this school changed its status from SWP to TAS, did the local board approve the change before the beginning of the 2004-05 school year? ☐ Yes ☐ No ☒ N/A

D. 2004-05 Title I Allocation: **E. Program Participants By:** Male Female

F. Program Participants: Enter the count of students who received NCLB, Title I, Part A services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	0	0	0	25	26	0	0	0	0	0	0	0	0	0

G. Migrant **H. Students with Disabilities** **I. LEP Participants**

J. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received NCLB, Title I, Part A services.

American Indian or Alaskan Native	Asian	Hispanic or Latino	Black or African American	Native Hawaiian or Pacific Islander	White
1	5	23	8	0	14

* Note that this Reporting Form continues on the next page.

2004-05 School Reporting Form for Title I, Part A*

California Department of Education

Consolidated Application

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A funding/services during 2004-05.

CDE Program Contact: *Jerry Cummings -- (916) 319-0381 -- JCummin@cde.ca.gov*

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School: Sunnyslope Elementary													
School code:	6	1	0	6	8	4	3						

☐ This page is not applicable because the school did not receive any Title I, Part A funds.

A. 2004-05 Title I School Type: ☒ Schoolwide Program School (SWP) ☐ Targeted Assistance School (TAS)

B. Is the status above a change from the 2003-04 school year? ☐ Yes ☒ No

C. If this school changed its status from SWP to TAS, did the local board approve the change before the beginning of the 2004-05 school year? ☐ Yes ☐ No ☒ N/A

D. 2004-05 Title I Allocation: **E.** Program Participants By: Male Female

F. Program Participants: Enter the count of students who received NCLB, Title I, Part A services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	105	94	104	106	103	109	120	0	0	0	0	0	0	0

G. Migrant **H.** Students with Disabilities **I.** LEP Participants

J. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received NCLB, Title I, Part A services.

American Indian or Alaskan Native	Asian	Hispanic or Latino	Black or African American	Native Hawaiian or Pacific Islander	White
0	7	549	10	0	175

Note that this Reporting Form continues on the next page.

2004-05 School Reporting Form for Title I, Part A*

California Department of Education

Consolidated Application

Purpose: To be completed for each **Public and Private** school that received Title I, Part A funding/services during 2004-05.

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School: Granite Hill Elementary													
School code:	6	1	1	0	5	4	8						

CDE Program Contact: *Jerry Cummings -- (916) 319-0381 -- JCummin@cde.ca.gov*

☐ This page is not applicable because the school did not receive any Title I, Part A funds.

A. 2004-05 Title I School Type: ☒ Schoolwide Program School (SWP) ☐ Targeted Assistance School (TAS)

B. Is the status above a change from the 2003-04 school year? ☐ Yes ☒ No

C. If this school changed its status from SWP to TAS, did the local board approve the change before the beginning of the 2004-05 school year? ☐ Yes ☐ No ☒ N/A

D. 2004-05 Title I Allocation: **E. Program Participants By:** Male Female

F. Program Participants: Enter the count of students who received NCLB, Title I, Part A services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	96	105	115	97	97	120	108	0	0	0	0	0	0	0

G. Migrant **H. Students with Disabilities** **I. LEP Participants**

J. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received NCLB, Title I, Part A services.

American Indian or Alaskan Native	Asian	Hispanic or Latino	Black or African American	Native Hawaiian or Pacific Islander	White
13	2	560	28	4	131

* Note that this Reporting Form continues on the next page.

2004-05 School Reporting Form for Title I, Part A *

California Department of Education

Consolidated Application

Purpose: To be completed for each **Public** and **Private** school that received Title I, Part A funding/services during 2004-05.

CDE Program Contact: *Jerry Cummings -- (916) 319-0381 -- JCummin@cde.ca.gov*

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School: Stone Avenue Elementary													
School code:	6	1	1	1	2	8	0						

☐ This page is not applicable because the school did not receive any Title I, Part A funds.

A. 2004-05 Title I School Type: ☒ Schoolwide Program School (SWP) ☐ Targeted Assistance School (TAS)

B. Is the status above a change from the 2003-04 school year? ☐ Yes ☒ No

C. If this school changed its status from SWP to TAS, did the local board approve the change before the beginning of the 2004-05 school year? ☐ Yes ☐ No ☒ N/A

D. 2004-05 Title I Allocation: **E.** Program Participants By: Male Female

F. Program Participants: Enter the count of students who received NCLB, Title I, Part A services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	88	98	85	116	87	114	97	0	0	0	0	0	0	0

G. Migrant **H.** Students with Disabilities **I.** LEP Participants

J. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received NCLB, Title I, Part A services.

American Indian or Alaskan Native	Asian	Hispanic or Latino	Black or African American	Native Hawaiian or Pacific Islander	White
2	11	493	21	1	157

* Note that this Reporting Form continues on the next page.

2004-05 School Reporting Form for Title I, Part A*

California Department of Education

Consolidated Application

Purpose: To be completed for each **Public and Private** school that received Title I, Part A funding/services during 2004-05.

CDE Program Contact: *Jerry Cummings -- (916) 319-0381 -- JCummin@cde.ca.gov*

Agency: Jurupa Unified

CD code: 3 | 3 | 6 | 7 | 0 | 9 | 0

School: Mira Loma Middle

School code: 6 | 1 | 1 | 2 | 8 | 5 | 8

☐ This page is not applicable because the school did not receive any Title I, Part A funds.

A. 2004-05 Title I School Type: ☐ Schoolwide Program School (SWP) ☒ Targeted Assistance School (TAS)

B. Is the status above a change from the 2003-04 school year? ☐ Yes ☒ No

C. If this school changed its status from SWP to TAS, did the local board approve the change before the beginning of the 2004-05 school year? ☐ Yes ☐ No ☒ N/A

D. 2004-05 Title I Allocation: 202,200 **E.** Program Participants By: 394 Male 404 Female

F. Program Participants: Enter the count of students who received NCLB, Title I, Part A services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total	0	0	0	0	0	0	0	0	395	403	0	0	0	0	0
Participants	0	0	0	0	0	0	0	0	395	403	0	0	0	0	0

G. Migrant 0 **H.** Students with Disabilities 113 **I.** LEP Participants 271

J. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received NCLB, Title I, Part A services.

American Indian or Alaskan Native	Asian	Hispanic or Latino	Black or African American	Native Hawaiian or Pacific Islander	White
3	7	581	17	2	188

Note that this Reporting Form continues on the next page.

Part I, page 11.1

Date: 06/13/2005

2004-05 School Reporting Form for Title I, Part A*

California Department of Education

Consolidated Application

Purpose: To be completed for each **Public and Private** school that received Title I, Part A funding/services during 2004-05.

Agency: Jurupa Unified

CD code: 3 3 6 7 0 9 0

School: Peralta Elementary

School code: 6 1 1 3 5 1 8

CDE Program Contact: *Jerry Cummings -- (916) 319-0381 -- JCummin@cde.ca.gov*

☐ This page is not applicable because the school did not receive any Title I, Part A funds.

A. 2004-05 Title I School Type: ☒ Schoolwide Program School (SWP) ☐ Targeted Assistance School (TAS)

B. Is the status above a change from the 2003-04 school year? ☐ Yes ☒ No

C. If this school changed its status from SWP to TAS, did the local board approve the change before the beginning of the 2004-05 school year? ☐ Yes ☐ No ☒ N/A

D. 2004-05 Title I Allocation: **E.** Program Participants By: Male Female

F. Program Participants: Enter the count of students who received NCLB, Title I, Part A services.

Grade Level	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Total Participants	0	82	87	86	100	81	91	68	0	0	0	0	0	0	0

G. Migrant **H.** Students with Disabilities **I.** LEP Participants

J. Racial/Ethnic Group: Enter by racial/ethnic group the number of students who received NCLB, Title I, Part A services.

American Indian or Alaskan Native	Asian	Hispanic or Latino	Black or African American	Native Hawaiian or Pacific Islander	White
1	8	379	47	3	157

* Note that this Reporting Form continues on the next page.

Agency: Jurupa Unified

CD code: 3367090

School: Glen Avon Elementary

School Code: 6032163

Purpose: To be completed for Title I, Targeted Assistance School (TAS).

CDE Contact: Jerry Cummings -- (916) 319-0381 -- JCumming@cde.ca.gov

☐ This page is not applicable because this is not a Title I, TAS.

K. Type of Service: TAS only. Enter number of students who received NCLB, Title I, Part A services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	0	0	0	0	0	0

Support Service Area	Health, Dental, and Eye Care	Supporting Guidance/Advocacy	Other
Participants	0	0	0

L. School-Level Staff: TAS only. Enter the school-level staff FTE paid with NCLB, Title I, Part A funds.

Administrators (non-clerical)	Teachers	Teacher Aides	Support Staff (clerical and non-clerical)	Other
0.00	0.00	0.00	0.00	0.00

2004-05 School Reporting Form for Title I, Part A (Continued)

Consolidated Application

Purpose: To be completed for Title I, Targeted Assistance School (TAS).

Agency: Jurupa Unified

CD code: 3 | 3 | 6 | 7 | 0 | 9 | 0

School: Ina Arbuckle Elementary

School Code: 6 | 0 | 3 | 2 | 1 | 7 | 1

CDE Contact: Jerry Cummings -- (916) 319-0381 -- JCummings@cde.ca.gov☐ This page is not applicable because this is not a Title I, TAS.**K. Type of Service:** TAS only. Enter number of students who received NCLB, Title I, Part A services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	0	0	0	0	0	0
Support Service Area	Health, Dental, and Eye Care		Supporting Guidance/Advocacy		Other	
Participants	0		0		0	

L. School-Level Staff: TAS only. Enter the school-level staff FTE paid with NCLB, Title I, Part A funds.

Administrators (non-clerical)	Teachers	Teacher Aides	Support Staff (clerical and non-clerical)	Other
0.00	0.00	0.00	0.00	0.00

2004-05 School Reporting Form for Title I, Part A (Continued)

California Department of Education
Consolidated Application

Purpose: To be completed for Title I, Targeted Assistance School (TAS).

CDE Contact: Jerry Cummings -- (916) 319-0381 -- JCumming@cde.ca.gov

Agency: Jurupa Unified											
CD code:		3	3	6	7	0	9	0			
School: Mission Bell Elementary											
School Code:		6	0	3	2	1	8	9			

☐ This page is not applicable because this is not a Title I, TAS.

K. Type of Service: TAS only. Enter number of students who received NCLB, Title I, Part A services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	0	0	0	0	0	0
Support Service Area	Health, Dental, and Eye Care		Supporting Guidance/Advocacy		Other	
Participants	0		0		0	

L. School-Level Staff: TAS only. Enter the school-level staff FTE paid with NCLB, Title I, Part A funds.

Administrators (non-clerical)	Teachers	Teacher Aides	Support Staff (clerical and non-clerical)	Other
0.00	0.00	0.00	0.00	0.00

2004-05 School Reporting Form for Title I, Part A (Continued)

California Department of Education Consolidated Application

Purpose: To be completed for Title I, Targeted Assistance School (TAS).

CDE Contact: Jerry Cummings -- (916) 319-0381 -- JCumming@cde.ca.gov

Agency: Jurupa Unified

CD code:

3	3	6	7	0	9	0
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School: Pacific Avenue Elementary

School Code:

6	0	3	2	1	9	7
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☐ This page is not applicable because this is not a Title I, TAS.

K. Type of Service: TAS only. Enter number of students who received NCLB, Title I, Part A services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	0	0	0	0	0	0
Support Service Area	Health, Dental, and Eye Care					Other
Participants	0					0

L. School-Level Staff: TAS only. Enter the school-level staff FTE paid with NCLB, Title I, Part A funds.

Administrators (non-clerical)	Teachers	Teacher Aides	Support Staff (clerical and non-clerical)	Other
0.00	0.00	0.00	0.00	0.00

Agency: Jurupa Unified

CD code:

3

3

6

7

0

9

0

School: Pedley Elementary

School Code:

6

0

3

2

2

0

5

Purpose: To be completed for Title I, Targeted Assistance School (TAS).

CDE Contact: Jerry Cummings -- (916) 319-0381 -- JCumming@cde.ca.gov

☐ This page is not applicable because this is not a Title I, TAS.

K. Type of Service: TAS only. Enter number of students who received NCLB, Title I, Part A services.						
Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	0	0	0	0	0	0
Support Service Area	Health, Dental, and Eye Care	Supporting Guidance/Advocacy		Other		
Participants	0	0		0		

L. School-Level Staff: TAS only. Enter the school-level staff FTE paid with NCLB, Title I, Part A funds.						
Administrators (non-clerical)	Teachers	Teacher Aides	Support Staff (clerical and non-clerical)	Other		
0.00	0.00	0.00	0.00	0.00		

Part I, page 12.1

Date: 06/13/2005

Purpose: To be completed for Title I, Targeted Assistance School (TAS).

Agency: Jurupa Unified

CD code:

3

3

6

7

0

9

0

School: Rustic Lane Elementary

School Code:

6

0

3

2

2

1

3

CDE Contact: Jerry Cummings -- (916) 319-0381 -- JCumming@cde.ca.gov

☐ This page is not applicable because this is not a Title I, TAS.

K.
Type of Service: TAS only. Enter number of students who received NCLB, Title I, Part A services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	0	0	0	0	0	0
Support Service Area	Health, Dental, and Eye Care		Supporting Guidance/Advocacy		Other	
Participants	0		0		0	

L.
School-Level Staff: TAS only. Enter the school-level staff FTE paid with NCLB, Title I, Part A funds.

Administrators (non-clerical)	Teachers	Teacher Aides	Support Staff (clerical and non-clerical)	Other
0.00	0.00	0.00	0.00	0.00

California Department of Education

Consolidated Application

Agency: Jurupa Unified

CD code:	3	3	6	7	0	9	0
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School: Troth Street Elementary

School Code:	6	0	3	2	2	1
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CDE Contact: Jerry Cummings -- (916) 319-0381 -- JCumming@cde.ca.gov

☐ This page is not applicable because this is not a Title I, TAS.

K. Type of Service: TAS only. Enter number of students who received NCLB, Title I, Part A services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	0	0	0	0	0	0
Support Service Area	Health, Dental, and Eye Care					
Participants	0					
Support Service Area	Supporting Guidance/Advocacy					
Participants	0					
Support Service Area	Other					
Participants	0					

School-Level Staff: TAS only. Enter the school-level staff FTE paid with NCLB, Title I, Part A funds.

Administrators (non-clerical)	Teachers	Teacher Aides	Support Staff (clerical and non-clerical)	Other
0.00	0.00	0.00	0.00	0.00

2004-05 School Reporting Form for Title I, Part A (Continued)

Purpose: To be completed for Title I, Targeted Assistance School (TAS).

Agency: Jurupa Unified

CD code: 3 | 3 | 6 | 7 | 0 | 9 | 0

School: Van Buren Elementary

School Code: 6 | 0 | 3 | 2 | 2 | 3 | 9

CDE Contact: Jerry Cummings -- (916) 319-0381 -- JCumming@cde.ca.gov

☐ This page is not applicable because this is not a Title I, TAS.

K. Type of Service: TAS only. Enter number of students who received NCLB, Title I, Part A services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	0	0	0	0	0	0
Support Service Area	Health, Dental, and Eye Care	Supporting Guidance/Advocacy	Other			
Participants	0	0	0			

L. School-Level Staff: TAS only. Enter the school-level staff FTE paid with NCLB, Title I, Part A funds.

Administrators (non-clerical)	Teachers	Teacher Aides	Support Staff (clerical and non-clerical)	Other
0.00	0.00	0.00	0.00	0.00

2004-05 School Reporting Form for Title I, Part A (Continued)

California Department of Education
Consolidated Application

Purpose: To be completed for Title I, Targeted Assistance School (TAS).		Agency: Jurupa Unified	
CDE Contact: Jerry Cummings -- (916) 319-0381 -- JCummings@cde.ca.gov		CD code:	3 3 6 7 0 9 0
		School: West Riverside Elementary	
		School Code:	6 0 3 2 2 4 7

☐ This page is not applicable because this is not a Title I, TAS.

K. Type of Service: TAS only. Enter number of students who received NCLB, Title I, Part A services.						
Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	0	0	0	0	0	0
Support Service Area	Health, Dental, and Eye Care		Supporting Guidance/Advocacy		Other	
Participants	0		0		0	

L. School-Level Staff: TAS only. Enter the school-level staff FTE paid with NCLB, Title I, Part A funds.						
Administrators (non-clerical)	Teachers	Teacher Aides	Support Staff (clerical and non-clerical)	Other		
0.00	0.00	0.00	0.00	0.00	0.00	

California Department of Education

Consolidated Application

Agency: Jurupa Unified

CD code:	3	3	6	7	0	9	0
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School: Jurupa Middle

School Code: 6059075

☐ This page is not applicable because this is not a Title I, TAS.

K. Type of Service: TAS only. Enter number of students who received NCLB, Title I, Part A services

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	847	847	0	0	0	0
Support Service Area	Health, Dental, and Eye Care		Supporting Guidance/Advocacy		Other	
Participants	0		0		0	

School-Level Staff: TAS only. Enter the school-level staff FTE paid with NCLB, Title I, Part A funds.

Administrators (non-clerical)	Teachers	Teacher Aides	Support Staff (clerical and non-clerical)	Other
0.00	0.80	0.00	0.30	0.00

2004-05 School Reporting Form for Title I, Part A (Continued)

California Department of Education

Consolidated Application

Purpose: To be completed for Title I, Targeted Assistance School (TAS).

Agency: Jurupa Unified

CD code: 3 | 3 | 6 | 7 | 0 | 9 | 0

School: Mission Middle

School Code: 6 | 0 | 6 | 1 | 7 | 7 | 4

CDE Contact: Jerry Cummings -- (916) 319-0381 -- JCumming@cde.ca.gov

☐ This page is not applicable because this is not a Title I, TAS.

K. Type of Service: TAS only. Enter number of students who received NCLB, Title I, Part A services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	721	721	0	0	0	0
Support Service Area	Health, Dental, and Eye Care		Supporting Guidance/Advocacy		Other	
Participants	0		0		0	

L. School-Level Staff: TAS only. Enter the school-level staff FTE paid with NCLB, Title I, Part A funds.

Administrators (non-clerical)	Teachers	Teacher Aides	Support Staff (clerical and non-clerical)	Other
0.00	1.00	0.00	0.50	0.10

2004-05 School Reporting Form for Title I, Part A (Continued)

California Department of Education

Consolidated Application

Purpose: To be completed for Title I, Targeted Assistance School (TAS).

CDE Contact: Jerry Cummings -- (916) 319-0381 -- JCummings@cde.ca.gov

Agency: Jurupa Unified

CD code: 3 | 3 | 6 | 7 | 0 | 9 | 0

School: Indian Hills Elementary

School Code: 6 | 1 | 0 | 5 | 8 | 3 | 7

☐ This page is not applicable because this is not a Title I, TAS.

K. Type of Service: TAS only. Enter number of students who received NCLB, Title I, Part A services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	51	51	0	0	0	0
Support Service Area	Health, Dental, and Eye Care					
Participants	0					
Support Service Area	Supporting Guidance/Advocacy					
Participants	0					
Support Service Area	Other					
Participants	0					

L. School-Level Staff: TAS only. Enter the school-level staff FTE paid with NCLB, Title I, Part A funds.

Administrators (non-clerical)	Teachers	Teacher Aides	Support Staff (clerical and non-clerical)	Other
0.00	0.60	0.00	0.30	0.00

Agency: Jurupa Unified

CD code:

3

3

6

7

0

9

0

School: Sunnyslope Elementary

School Code:

6

1

0

6

8

4

3

Purpose: To be completed for Title I, Targeted Assistance School (TAS).

CDE Contact: Jerry Cummings -- (916) 319-0381 -- JCumming@cde.ca.gov

☐ This page is not applicable because this is not a Title I, TAS.

K. Type of Service: TAS only. Enter number of students who received NCLB, Title I, Part A services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	0	0	0	0	0	0
Support Service Area	Health, Dental, and Eye Care	Supporting Guidance/Advocacy	Other			
Participants	0	0	0			

L. School-Level Staff: TAS only. Enter the school-level staff FTE paid with NCLB, Title I, Part A funds.

Administrators (non-clerical)	Teachers	Teacher Aides	Support Staff (clerical and non-clerical)	Other
0.00	0.00	0.00	0.00	0.00

Purpose: To be completed for Title I, Targeted Assistance School (TAS).

CDE Contact: *Jerry Cummings -- (916) 319-0381 -- Jcummings@cde.ca.gov*

Agency: Jurupa Unified											
CD code:	3	3	6	7	0	9	0				
School: Granite Hill Elementary											
School Code:	6	1	1	0	5	4	8				

☐ This page is not applicable because this is not a Title I, TAS.

K. Type of Service: TAS only. Enter number of students who received NCLB, Title I, Part A services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	0	0	0	0	0	0
Support Service Area	Health, Dental, and Eye Care		Supporting Guidance/Advocacy		Other	
Participants	0		0		0	

L. School-Level Staff: TAS only. Enter the school-level staff FTE paid with NCLB, Title I, Part A funds.

Administrators (non-clerical)	Teachers	Teacher Aides	Support Staff (clerical and non-clerical)	Other
0.00	0.00	0.00	0.00	0.00

2004-05 School Reporting Form for Title I, Part A (Continued)

California Department of Education

Consolidated Application

Purpose: To be completed for Title I, Targeted Assistance School (TAS).

Agency: Jurupa Unified

CD code: 3 | 3 | 6 | 7 | 0 | 9 | 0

School: Stone Avenue Elementary

School Code: 6 | 1 | 1 | 1 | 2 | 8 | 0

CDE Contact: Jerry Cummings -- (916) 319-0381 -- JCumming@cde.ca.gov

☐ This page is not applicable because this is not a Title I, TAS.

K. Type of Service: TAS only. Enter number of students who received NCLB, Title I, Part A services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	0	0	0	0	0	0
Support Service Area	Health, Dental, and Eye Care	Supporting Guidance/Advocacy	Other			
Participants	0	0	0			

L. School-Level Staff: TAS only. Enter the school-level staff FTE paid with NCLB, Title I, Part A funds.

Administrators (non-clerical)	Teachers	Teacher Aides	Support Staff (clerical and non-clerical)	Other
0.00	0.00	0.00	0.00	0.00

Agency: Jurupa Unified

CD code:

3

3

6

7

0

9

0

School: Mira Loma Middle

School Code:

6

1

1

2

8

5

8

Purpose: To be completed for Title I, Targeted Assistance School (TAS).

CDE Contact: Jerry Cummings -- (916) 319-0381 -- Jcummings@cde.ca.gov

☐

This page is not applicable because this is not a Title I, TAS.

K. Type of Service: TAS only. Enter number of students who received NCLB, Title I, Part A services.

Instructional Service Area

Mathematics

Reading/Language Arts

Science

Social Studies

Vocational/Career

Other

Participants

798

798

0

0

0

0

Support Service Area

Health, Dental, and Eye Care

Supporting Guidance/Advocacy

Other

Participants

0

0

0

L. School-Level Staff: TAS only. Enter the school-level staff FTE paid with NCLB, Title I, Part A funds.

Administrators (non-clerical)

Teachers

Teacher Aides

Support Staff (clerical and non-clerical)

Other

0.00

1.00

0.00

0.50

0.00

Part I, page 12.1

Date: 06/13/2005

2004-05 School Reporting Form for Title I, Part A (Continued)

California Department of Education

Consolidated Application

Purpose: To be completed for Title I, Targeted Assistance School (TAS).

Agency: Jurupa Unified
CD code: 3 3 6 7 0 9 0

School: Peralta Elementary

School Code: 6 1 1 3 5 1 8

CDE Contact: Jerry Cummings -- (916) 319-0381 -- JCumming@cde.ca.gov

☐ This page is not applicable because this is not a Title I, TAS.

K. Type of Service: TAS only. Enter number of students who received NCLB, Title I, Part A services.

Instructional Service Area	Mathematics	Reading/Language Arts	Science	Social Studies	Vocational/Career	Other
Participants	0	0	0	0	0	0
Support Service Area	Health, Dental, and Eye Care	Supporting Guidance/Advocacy	Other			
Participants	0	0	0			0

L. School-Level Staff: TAS only. Enter the school-level staff FTE paid with NCLB, Title I, Part A funds.

Administrators (non-clerical)	Teachers	Teacher Aides	Support Staff (clerical and non-clerical)	Other
0.00	0.00	0.00	0.00	0.00

2004-05 Title I Report of Program Improvement Activities

Purpose: To report activities by the school as a result of being identified as a Title I Program Improvement School.

CDE Contact: Maria Reyes - (916) 319-0380 - MReyes@cde.ca.gov

Agency: Jurupa Unified
 CD code: 3 3 6 7 0 9 0
 School: Pacific Avenue Elementary
 CD code: 6 0 3 2 1 9 7

A. Year of Program Improvement (PI) in 2004-05: Year 2

1. The number of students who transferred and attended another school not identified for PI: 0
2. The number of students who received supplemental educational services: 104

B. For a PI School in Year 3, the LEA implemented at least one of the following corrective actions (check all that apply):

- ☐ 1. Replaced school staff relevant to the failure to make adequate yearly progress (AYP)
- ☐ 2. Implemented a new curriculum, including appropriate professional development
- ☐ 3. Decreased management authority at the school level
- ☐ 4. Appointed an outside expert to advise the school on making AYP based on its school plan
- ☐ 5. Extended the school year or school day
- ☐ 6. Restructured the internal organizational structure of the school
- ☐ 7. No action taken yet, but will resubmit this page by November 1, 2005 indicating action taken

C. For a PI School in Year 4, the LEA developed an alternative governance plan to restructure the school's governance and staffing using at least one of the following approaches (check all that apply):

- ☐ 1. Reopen the school as a public charter school
- ☐ 2. Replace all or most of the staff (may include the principal) relevant to the failure to make AYP
- ☐ 3. Contract with an outside entity with a record of effectiveness to operate the public school
- ☐ 4. Institute other major restructuring of the school's governance
- ☐ 5. No plan developed yet, but will resubmit this page by November 1, 2005 indicating actions included in the plan

D. For a PI School in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply):

- ☐ 1. Reopened the school as a public charter school
- ☐ 2. Replaced all or most of the staff (may include the principal) relevant to the failure to make AYP
- ☐ 3. Contracted with an outside entity with a record of effectiveness to operate the public school
- ☐ 4. Instituted other major restructuring of the school's governance

2004-05 Title I Report of Program Improvement Activities

Purpose: To report activities by the school as a result of being identified as a Title I Program Improvement School.

CDE Contact: Maria Reyes - (916) 319-0380 - MReyes@cde.ca.gov

Agency: Jurupa Unified									
CD code:	3	3	6	7	0	9	0		
School: Pedley Elementary									
CD code:	6	0	3	2	2	0	5		

A. Year of Program Improvement (PI) in 2004-05: Year 1

1. The number of students who transferred and attended another school not identified for PI:	0
2. The number of students who received supplemental educational services:	0

B. For a PI School in Year 3, the LEA implemented at least one of the following corrective actions (check all that apply):

1. Replaced school staff relevant to the failure to make adequate yearly progress (AYP)	
2. Implemented a new curriculum, including appropriate professional development	
3. Decreased management authority at the school level	
4. Appointed an outside expert to advise the school on making AYP based on its school plan	
5. Extended the school year or school day	
6. Restructured the internal organizational structure of the school	
7. No action taken yet, but will resubmit this page by November 1, 2005 indicating action taken	

C. For a PI School in Year 4, the LEA developed an alternative governance plan to restructure the school's governance and staffing using at least one of the following approaches (check all that apply):

1. Reopen the school as a public charter school	
2. Replace all or most of the staff (may include the principal) relevant to the failure to make AYP	
3. Contract with an outside entity with a record of effectiveness to operate the public school	
4. Institute other major restructuring of the school's governance	
5. No plan developed yet, but will resubmit this page by November 1, 2005 indicating actions included in the plan	

D. For a PI School in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply):

1. Reopened the school as a public charter school	
2. Replaced all or most of the staff (may include the principal) relevant to the failure to make AYP	
3. Contracted with an outside entity with a record of effectiveness to operate the public school	
4. Instituted other major restructuring of the school's governance	

2004-05 Title I Report of Program Improvement Activities

Purpose: To report activities by the school as a result of being identified as a Title I Program Improvement School.

CDE Contact: Maria Reyes - (916) 319-0380 - MReyes@cde.ca.gov

Agency: Jurupa Unified												
CD code:	3	3	6	7	0	9	0					
School:	Rustic Lane Elementary											
CD code:	6	0	3	2	2	1	3					

A. Year of Program Improvement (PI) in 2004-05: Year 2

1. The number of students who transferred and attended another school not identified for PI: 0

2. The number of students who received supplemental educational services: 26

B. For a PI School in Year 3, the LEA implemented at least one of the following corrective actions (check all that apply):

<input type="checkbox"/>	1. Replaced school staff relevant to the failure to make adequate yearly progress (AYP)
<input type="checkbox"/>	2. Implemented a new curriculum, including appropriate professional development
<input type="checkbox"/>	3. Decreased management authority at the school level
<input type="checkbox"/>	4. Appointed an outside expert to advise the school on making AYP based on its school plan
<input type="checkbox"/>	5. Extended the school year or school day
<input type="checkbox"/>	6. Restructured the internal organizational structure of the school
<input type="checkbox"/>	7. No action taken yet, but will resubmit this page by November 1, 2005 indicating action taken

C. For a PI School in Year 4, the LEA developed an alternative governance plan to restructure the school's governance and staffing using at least one of the following approaches (check all that apply):

<input type="checkbox"/>	1. Reopen the school as a public charter school
<input type="checkbox"/>	2. Replace all or most of the staff (may include the principal) relevant to the failure to make AYP
<input type="checkbox"/>	3. Contract with an outside entity with a record of effectiveness to operate the public school
<input type="checkbox"/>	4. Institute other major restructuring of the school's governance
<input type="checkbox"/>	5. No plan developed yet, but will resubmit this page by November 1, 2005 indicating actions included in the plan

D. For a PI School in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply):

<input type="checkbox"/>	1. Reopened the school as a public charter school
<input type="checkbox"/>	2. Replaced all or most of the staff (may include the principal) relevant to the failure to make AYP
<input type="checkbox"/>	3. Contracted with an outside entity with a record of effectiveness to operate the public school
<input type="checkbox"/>	4. Instituted other major restructuring of the school's governance

2004-05 Title I Report of Program Improvement Activities

Consolidated Application

Purpose: To report activities by the school as a result of being identified as a Title I Program Improvement School.

CDE Contact: Maria Reyes - (916) 319-0380 - MReyes@cde.ca.gov

Agency: Jurupa Unified
 CD code: 3 | 3 | 6 | 7 | 0 | 9 | 0
 School: Troth Street Elementary
 CD code: 6 | 0 | 3 | 2 | 2 | 2 | 1

A. Year of Program Improvement (PI) in 2004-05: Year 1

- The number of students who transferred and attended another school not identified for PI: 0
- The number of students who received supplemental educational services: 0

B. For a PI School in Year 3, the LEA implemented at least one of the following corrective actions (check all that apply):

- Replaced school staff relevant to the failure to make adequate yearly progress (AYP)
- Implemented a new curriculum, including appropriate professional development
- Decreased management authority at the school level
- Appointed an outside expert to advise the school on making AYP based on its school plan
- Extended the school year or school day
- Restructured the internal organizational structure of the school
- No action taken yet, but will resubmit this page by November 1, 2005 indicating action taken

C. For a PI School in Year 4, the LEA developed an alternative governance plan to restructure the school's governance and staffing using at least one of the following approaches (check all that apply):

- Reopen the school as a public charter school
- Replace all or most of the staff (may include the principal) relevant to the failure to make AYP
- Contract with an outside entity with a record of effectiveness to operate the public school
- Institute other major restructuring of the school's governance
- No plan developed yet, but will resubmit this page by November 1, 2005 indicating actions included in the plan

D. For a PI School in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply):

- Reopened the school as a public charter school
- Replaced all or most of the staff (may include the principal) relevant to the failure to make AYP
- Contracted with an outside entity with a record of effectiveness to operate the public school
- Instituted other major restructuring of the school's governance

Purpose: To report activities by the school as a result of being identified as a Title I Program Improvement School.

CDE Contact: *Maria Reyes - (916) 319-0380 - MReyes@cde.ca.gov*

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School:	Van Buren Elementary												
CD code:	6	0	3	2	2	3	9						

A. Year of Program Improvement (PI) in 2004-05: Year 2

- | | |
|--|----|
| 1. The number of students who transferred and attended another school not identified for PI: | 0 |
| 2. The number of students who received supplemental educational services: | 65 |

B. For a PI School in Year 3, the LEA implemented at least one of the following corrective actions (check all that apply):

<input type="checkbox"/>	1. Replaced school staff relevant to the failure to make adequate yearly progress (AYP)
<input type="checkbox"/>	2. Implemented a new curriculum, including appropriate professional development
<input type="checkbox"/>	3. Decreased management authority at the school level
<input type="checkbox"/>	4. Appointed an outside expert to advise the school on making AYP based on its school plan
<input type="checkbox"/>	5. Extended the school year or school day
<input type="checkbox"/>	6. Restructured the internal organizational structure of the school
<input type="checkbox"/>	7. No action taken yet, but will resubmit this page by November 1, 2005 indicating action taken

C. For a PI School in Year 4, the LEA developed an alternative governance plan to restructure the school's governance and staffing using at least one of the following approaches (check all that apply):

<input type="checkbox"/>	1. Reopen the school as a public charter school
<input type="checkbox"/>	2. Replace all or most of the staff (may include the principal) relevant to the failure to make AYP
<input type="checkbox"/>	3. Contract with an outside entity with a record of effectiveness to operate the public school
<input type="checkbox"/>	4. Institute other major restructuring of the school's governance
<input type="checkbox"/>	5. No plan developed yet, but will resubmit this page by November 1, 2005 indicating actions included in the plan

D. For a PI School in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply):

<input type="checkbox"/>	1. Reopened the school as a public charter school
<input type="checkbox"/>	2. Replaced all or most of the staff (may include the principal) relevant to the failure to make AYP
<input type="checkbox"/>	3. Contracted with an outside entity with a record of effectiveness to operate the public school
<input type="checkbox"/>	4. Instituted other major restructuring of the school's governance

2004-05 Title I Report of Program Improvement Activities

Purpose: To report activities by the school as a result of being identified as a Title I Program Improvement School.

CDE Contact: Maria Reyes - (916) 319-0380 - MReyes@cde.ca.gov

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School:	West Riverside Elementary												
CD code:	6	0	3	2	2	4	7						

A. Year of Program Improvement (PI) in 2004-05: Year 1

1. The number of students who transferred and attended another school not identified for PI:	0
2. The number of students who received supplemental educational services:	0

B. For a PI School in Year 3, the LEA implemented at least one of the following corrective actions (check all that apply):

<input type="checkbox"/>	1. Replaced school staff relevant to the failure to make adequate yearly progress (AYP)
<input type="checkbox"/>	2. Implemented a new curriculum, including appropriate professional development
<input type="checkbox"/>	3. Decreased management authority at the school level
<input type="checkbox"/>	4. Appointed an outside expert to advise the school on making AYP based on its school plan
<input type="checkbox"/>	5. Extended the school year or school day
<input type="checkbox"/>	6. Restructured the internal organizational structure of the school
<input type="checkbox"/>	7. No action taken yet, but will resubmit this page by November 1, 2005 indicating action taken

C. For a PI School in Year 4, the LEA developed an alternative governance plan to restructure the school's governance and staffing using at least one of the following approaches (check all that apply):

<input type="checkbox"/>	1. Reopen the school as a public charter school
<input type="checkbox"/>	2. Replace all or most of the staff (may include the principal) relevant to the failure to make AYP
<input type="checkbox"/>	3. Contract with an outside entity with a record of effectiveness to operate the public school
<input type="checkbox"/>	4. Institute other major restructuring of the school's governance
<input type="checkbox"/>	5. No plan developed yet, but will resubmit this page by November 1, 2005 indicating actions included in the plan

D. For a PI School in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply):

<input type="checkbox"/>	1. Reopened the school as a public charter school
<input type="checkbox"/>	2. Replaced all or most of the staff (may include the principal) relevant to the failure to make AYP
<input type="checkbox"/>	3. Contracted with an outside entity with a record of effectiveness to operate the public school
<input type="checkbox"/>	4. Instituted other major restructuring of the school's governance

Purpose: To report activities by the school as a result of being identified as a Title I Program Improvement School.

CDE Contact: *Maria Reyes - (916) 319-0380 - MReyes@cde.ca.gov*

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School: Peralta Elementary													
CD code:	6	1	1	3	5	1	8						

A. Year of Program Improvement (PI) in 2004-05: Year 1

- | | |
|---|---|
| 1. The number of students who transfered and attended another school not identified for PI: | 0 |
| 2. The number of students who received supplemental educational services: | 0 |

B. For a PI School in Year 3, the LEA implemented at least one of the following corrective actions (check all that apply):

- | | |
|--------------------------|---|
| <input type="checkbox"/> | 1. Replaced school staff relevant to the failure to make adequate yearly progress (AYP) |
| <input type="checkbox"/> | 2. Implemented a new curriculum, including appropriate professional development |
| <input type="checkbox"/> | 3. Decreased management authority at the school level |
| <input type="checkbox"/> | 4. Appointed an outside expert to advise the school on making AYP based on its school plan |
| <input type="checkbox"/> | 5. Extended the school year or school day |
| <input type="checkbox"/> | 6. Restructured the internal organizational structure of the school |
| <input type="checkbox"/> | 7. No action taken yet, but will resubmit this page by November 1, 2005 indicating action taken |

C. For a PI School in Year 4, the LEA developed an alternative governance plan to restructure the school's governance and staffing using at least one of the following approaches (check all that apply):

- | | |
|--------------------------|---|
| <input type="checkbox"/> | 1. Reopen the school as a public charter school |
| <input type="checkbox"/> | 2. Replace all or most of the staff (may include the principal) relevant to the failure to make AYP |
| <input type="checkbox"/> | 3. Contract with an outside entity with a record of effectiveness to operate the public school |
| <input type="checkbox"/> | 4. Institute other major restructuring of the school's governance |
| <input type="checkbox"/> | 5. No plan developed yet, but will resubmit this page by November 1, 2005 indicating actions included in the plan |

D. For a PI School in Year 5, the LEA implemented at least one of the following alternative governance approaches (check all that apply):

- | | |
|--------------------------|--|
| <input type="checkbox"/> | 1. Reopened the school as a public charter school |
| <input type="checkbox"/> | 2. Replaced all or most of the staff (may include the principal) relevant to the failure to make AYP |
| <input type="checkbox"/> | 3. Contracted with an outside entity with a record of effectiveness to operate the public school |
| <input type="checkbox"/> | 4. Instituted other major restructuring of the school's governance |

2004-05 LEA Reporting Form for NCLB Title I, Part A and Homeless Education

California Department of Education Consolidated Application

Purpose: To provide the number of homeless children and youth in the LEA and their primary nighttime residence.

Agency:
Jurupa Unified

CD Code:

3 | 3 | 6 | 7 | 0 | 9 | 0

CDE Contact: Leanne Wheeler - (916)319-0383 - LWheeler@cde.ca.gov

A. McKinney-Vento Homeless Education Funding

☐ LEA received McKinney-Vento Homeless Education funding.

☒ LEA did not receive McKinney-Vento Homeless Education funding.

B. Enrollment

Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of Homeless	0	0	1	5	2	3	3	0	0	15	25	25	10	89

C.

Primary Nighttime Residency

Type of Residency	Shelters	Doubled-up/Triples-up	Unsheltered*	Hotels/Motels	Unknown	Total
Number of Homeless	0	14	0	22	53	89

*Unsheltered (e.g., cars, parks, campgrounds, etc.)

2004-05 Rural and Low-Income School Program (Title VI, Part B, Subpart 2)

California Department of Education

Consolidated Application

Purpose: To determine how LEAs that received Rural and Low-Income School (RLIS) Program grants use their funds.

CDE Program Contact: Linda Wyatt -- (916) 319-0276 -- LWyatt@cde.ca.gov

Agency:

Jurupa Unified

CD code:

3 | 3 | 6 | 7 | 0 | 9 | 0

☒ This page is not applicable. The LEA received no RLIS funds in 2004-05.

Check all boxes that apply for each year the LEA participated in the RLIS Program

Use of Funds

2004-05

1. No RLIS funds expended (if checked, no other boxes should be checked for the year in question) ☐
2. Teacher recruitment and retention, including the use of signing bonuses and other financial incentives ☐
3. Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teacher ☐
4. Educational technology, including software and hardware as described in Title II, Part D ☐
5. Parental involvement activities ☐
6. Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A) ☐
7. Activities authorized under Title I, Part A ☐
8. Activities authorized under Title III (Language instruction for LEP and immigrant students) ☐

2004-05 School Reporting Form for UMIRS Data

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

CDE Contact: Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov

Agency: Jurupa Unified CD code: 3 3 6 7 0 9 0 School: Jurupa Valley High School Code: 3 3 3 0 4 1 2			
October 2004 CBEDS Enrollment: 2997			
Number students with 3 or more unexcused absences of 30 minutes or longer: 1282		Truancy Rate (Number at left divided by enrollment): 42.8%	
Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person	20	0
48900(a)(2)	Related to use of force or violence	6	0
48900(b)	Related to firearms, knives, explosive devices, etc.	6	0
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	5	0
48900(f)	Caused or attempted to cause damage to school property or private property	5	0
48900(g)	Stole or attempted to steal school property or private property	6	0
48900(k)	Related to disruption of school activities or willful defiance	1	0
48900.4	Related to harassment, threats, or intimidation	1	0
48915(a)(2)	Possession of any knife or other dangerous object of no reasonable use to the	2	0

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: http://www.cde.ca.gov/fg/aa/ccl/	Overall Total:		52	0	
	Violence/Drug Total:		40	0	
	Violence/Drug Rate:		1.3%	0.0%	
	Total of Persistently Dangerous Expulsions Only:		0	N/A	
Was school at risk of being designated "persistently dangerous" for 2002-03?	No	Was school at risk of being designated "persistently dangerous" for 2003-04?	No	Is school at risk of being designated "persistently dangerous" for 2004-05?	No

2004-05 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Jurupa Unified
CD code: 3 | 3 | 6 | 7 | 0 | 9 | 0

School: Rio Vista High
School Code: 3 | 3 | 3 | 0 | 5 | 4 | 5

CDE Contact: Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov

October 2004 CBEDS Enrollment:	30	Number students with 3 or more unexcused absences of 30 minutes or longer:	21	Truancy Rate (Number at left divided by enrollment):	70.0%
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Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: <http://www.cde.ca.gov/fg/aa/co/>

Overall Total:	0	0
Violence/Drug Total:	0	0
Violence/Drug Rate:	0.0%	0.0%
Total of Persistently Dangerous Expulsions Only:	0	N/A

Was school at risk of being designated "persistently dangerous" for 2002-03?	No	Was school at risk of being designated "persistently dangerous" for 2003-04?	No	Is school at risk of being designated "persistently dangerous" for 2004-05?	No
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2004-05 School Reporting Form for UMIRS Data

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

CDE Contact: Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov

Agency: Jurupa Unified

CD code:

3 | 3 | 6 | 7 | 0 | 9 | 0

School: Steps Community Day

School Code:

3 | 3 | 3 | 0 | 7 | 8 | 4

October 2004 CBEDS Enrollment:

76

Number students with 3 or more unexcused absences of 30 minutes or longer:

21

(Number at left divided by enrollment):

27.6%

Ed Codes

Ed Code Text

Number of Expulsions

Number of Suspensions

48915(a)(3)

Related to unlawful possession of controlled substances

2

0

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: <http://www.cde.ca.gov/fg/aa/co/>.

Overall Total:

2

0

Violence/Drug Total:

2

0

Violence/Drug Rate:

2.6%

0.0%

Total of Persistently Dangerous Expulsions Only:

0

N/A

Was school at risk of being designated "persistently dangerous" for 2002-03?

No

Was school at risk of being designated "persistently dangerous" for 2003-04?

No

Is school at risk of being designated "persistently dangerous" for 2004-05?

No

California Department of Education

2004-05 School Reporting Form for UMIRS Data

Consolidated Application

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

CDE Contact: *Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov*

Agency: Jurupa Unified											
CD code:		3	3	6	7	0	9	0			
School: Nueva Vista Continuation High											
School Code:		3	3	3	4	6	8	7			

October 2004 CBEDS Enrollment:	329	Number students with 3 or more unexcused absences of 30 minutes or longer:	253	Truancy Rate (Number at left divided by enrollment):	76.9%
Ed Codes	Ed Code Text			Number of Expulsions	Number of Suspensions
48900(a)(2)	Related to use of force or violence			1	0
48900(b)	Related to firearms, knives, explosive devices, etc.			1	0
48900(g)	Stole or attempted to steal school property or private property			1	0
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity			2	0
48900.2	Related to sexual harassment			1	0

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: http://www.cde.ca.gov/fg/aa/co/	Overall Total:	6	0
	Violence/Drug Total:	3	0
	Violence/Drug Rate:	0.9%	0.0%
	Total of Persistently Dangerous Expulsions Only:	0	N/A
Was school at risk of being designated "persistently dangerous" for 2002-03?	No	Was school at risk of being designated "persistently dangerous" for 2003-04?	No
		Is school at risk of being designated "persistently dangerous" for 2004-05?	No

2004-05 School Reporting Form for UMIRS Data

Consolidated Application

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

CDE Contact: Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov

Agency: Jurupa Unified												
CD code:	3	3	6	7	0	9	0					
School: Rubidoux High												
School Code:	3	3	3	7	1	3	6					

October 2004 CBEDS Enrollment:	2856	Number students with 3 or more unexcused absences of 30 minutes or longer:	841	Truancy Rate (Number at left divided by enrollment):	29.4%
Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions		
48900(a)(1)	Related to physical injury to another person	23	0		
48900(a)(2)	Related to use of force or violence	8	0		
48900(b)	Related to firearms, knives, explosive devices, etc.	1	0		
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	1	0		
48900(e)	Committed or attempted to commit robbery or extortion	1	0		
48900(g)	Stole or attempted to steal school property or private property	4	0		
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity	3	0		
48900(k)	Related to disruption of school activities or willfull defiance	6	0		
48900(o)	Related to intimidation of a witness	1	0		
48915(a)(1)	PDS-Causing serious physical injury to another person, except in self-defense	5	0		

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: <http://www.cde.ca.gov/fg/aa/cd/>.

Total of Persistently Dangerous Expulsions Only:

Overall Total:	59	0
Violence/Drug Total:	46	0
Violence/Drug Rate:	1.6%	0.0%
Total of Persistently Dangerous Expulsions Only:	9	N/A

Was school at risk of being designated "persistently dangerous" for 2002-03?

No

Was school at risk of being designated "persistently dangerous" for 2003-04?

No

Is school at risk of being designated "persistently dangerous" for 2004-05?

No

California Department of Education

2004-05 School Reporting Form for UMIRS Data

Consolidated Application

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Jurupa Unified	CD code:	3	3	6	7	0	9	0
School: Rubidoux High	School Code:	3	3	3	7	1	3	6

CDE Contact: *Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov*

October 2004 CBEDS Enrollment:		2856	Number students with 3 or more unexcused absences of 30 minutes or longer:		841	Truancy Rate (Number at left divided by enrollment):		29.4%
Ed Codes		Ed Code Text		Number of Expulsions		Number of Suspensions		
48915(a)(3)		Related to unlawful possession of controlled substances		2		0		
48915(a)(5)		PDS-Assault or battery, as defined in Sections 240 and 242 of the Penal Code,		1		0		
48915(c)(2)		PDS-Brandishing a knife at another person		2		0		
48915(c)(4)		PDS-Related to committing a sexual assault		1		0		

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: http://www.cde.ca.gov/fg/aa/co/ .	Overall Total:		59	0
	Violence/Drug Total:		46	0
	Violence/Drug Rate:		1.6%	0.0%
	Total of Persistently Dangerous Expulsions Only:		9	N/A

Was school at risk of being designated "persistently dangerous" for 2002-03?	No	Was school at risk of being designated "persistently dangerous" for 2003-04?	No	Is school at risk of being designated "persistently dangerous" for 2004-05?	No
--	----	--	----	---	----

California Department of Education

2004-05 School Reporting Form for UMIRS Data

Consolidated Application

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Jurupa Unified

CD code:

3367090

School: Glen Avon Elementary

School Code: 6032163

CDE Contact: Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov

October 2004 CBEDS Enrollment:	679	Number students with 3 or more unexcused absences of 30 minutes or longer:	234	Truancy Rate (Number at left divided by enrollment):	34.5%
Ed Codes	Ed Code Text			Number of Expulsions	Number of Suspensions
48900(f)	Caused or attempted to cause damage to school property or private property			1	0
48900(j)	Related to possession or sale of drug paraphernalia			1	0

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: http://www.cde.ca.gov/fg/aa/co/ .			Overall Total:	2	0
			Violence/Drug Total:	1	0
			Violence/Drug Rate:	0.1%	0.0%
	Total of Persistently Dangerous Expulsions Only:		0	N/A	
Was school at risk of being designated "persistently dangerous" for 2002-03?	No	Was school at risk of being designated "persistently dangerous" for 2003-04?	No	Is school at risk of being designated "persistently dangerous" for 2004-05?	No

2004-05 School Reporting Form for UMIRS Data

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

CDE Contact: Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov

Agency: Jurupa Unified

CD code:

3 | 3 | 6 | 7 | 0 | 9 | 0

School: Ina Arbuckle Elementary

School Code:

6 | 0 | 3 | 2 | 1 | 7 | 1

October 2004 CBEDS Enrollment:	707	Number students with 3 or more unexcused absences of 30 minutes or longer:	323	(Number at left divided by enrollment):	Truancy Rate	45.7%
Ed Codes	Ed Code Text			Number of Expulsions	Number of Suspensions	
48900(f)	Caused or attempted to cause damage to school property or private property			1		0
48900(j)	Related to possession or sale of drug paraphernalia			1		0

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: http://www.cde.ca.gov/fg/aa/co/	Overall Total:		2	0	
	Violence/Drug Total:		1	0	
	Violence/Drug Rate:		0.1%	0.0%	
	Total of Persistently Dangerous Expulsions Only:		0	N/A	
Was school at risk of being designated "persistently dangerous" for 2002-03?	No	Was school at risk of being designated "persistently dangerous" for 2003-04?	No	Is school at risk of being designated "persistently dangerous" for 2004-05?	No

2004-05 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

CDE Contact: Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov

Agency: Jurupa Unified

CD code: 3 3 6 7 0 9 0

School: Mission Bell Elementary

School Code: 6 0 3 2 1 8 9

October 2004 CBEDS Enrollment:	610	Number students with 3 or more unexcused absences of 30 minutes or longer:	220	Truancy Rate (Number at left divided by enrollment):	36.1%
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Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: <http://www.cde.ca.gov/fg/aa/co/>

Overall Total:	0	0
Violence/Drug Total:	0	0
Violence/Drug Rate:	0.0%	0.0%
Total of Persistently Dangerous Expulsions Only:	0	N/A

Was school at risk of being designated "persistently dangerous" for 2002-03?	No	Was school at risk of being designated "persistently dangerous" for 2003-04?	No	Is school at risk of being designated "persistently dangerous" for 2004-05?	No
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2004-05 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Jurupa Unified
 CD code: 3 3 6 7 0 9 0

School: Pacific Avenue Elementary
 School Code: 6 0 3 2 1 9 7

CDE Contact: Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov

October 2004 CBEDS Enrollment:	523	Number students with 3 or more unexcused absences of 30 minutes or longer:	231	Truancy Rate (Number at left divided by enrollment):	44.2%
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Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: http://www.cde.ca.gov/fg/aa/co/	Overall Total:		0	0
	Violence/Drug Total:		0	0
	Violence/Drug Rate:		0.0%	0.0%
	Total of Persistently Dangerous Expulsions Only:		0	N/A
	Was school at risk of being designated "persistently dangerous" for 2002-03?	No	Was school at risk of being designated "persistently dangerous" for 2003-04?	No
			Is school at risk of being designated "persistently dangerous" for 2004-05?	No

2004-05 School Reporting Form for UMIRS Data

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Jurupa Unified
CD code: 3 3 6 7 0 9 0

School: Pedley Elementary

School Code: 6 0 3 2 2 0 5

CDE Contact: Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov

October 2004 CBEDS Enrollment:	770	Number students with 3 or more unexcused absences of 30 minutes or longer:	315	Truancy Rate (Number at left divided by enrollment):	40.9%
Ed Codes	Ed Code Text		Number of Expulsions	Number of Suspensions	
48900(a)(1)	Related to physical injury to another person		1	0	
48900(k)	Related to disruption of school activities or willfull defiance		1	0	
48900.4	Related to harassment, threats, or intimidation		1	0	

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at:
<http://www.cde.ca.gov/fg/aa/co/>

Total of Persistently Dangerous Expulsions Only:

Overall Total:	3	0
Violence/Drug Total:	2	0
Violence/Drug Rate:	0.3%	0.0%

N/A

Was school at risk of being designated "persistently dangerous" for 2002-03?

No

Was school at risk of being designated "persistently dangerous" for 2003-04?

No

Is school at risk of being designated "persistently dangerous" for 2004-05?

No

2004-05 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

CDE Contact: Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov

Agency: Jurupa Unified
 CD code: 3 3 6 7 0 9 0
 School: Rustic Lane Elementary
 School Code: 6 0 3 2 2 1 3

October 2004 CBEDS Enrollment:	810	Number students with 3 or more unexcused absences of 30 minutes or longer:	339	Truancy Rate (Number at left divided by enrollment):	41.9%
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Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person	1	0

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: http://www.cde.ca.gov/fg/aa/co/ .			Overall Total:	1	0
			Violence/Drug Total:	1	0
			Violence/Drug Rate:	0.1%	0.0%
	Total of Persistently Dangerous Expulsions Only:		0	N/A	
	Was school at risk of being designated "persistently dangerous" for 2002-03?	No	Was school at risk of being designated "persistently dangerous" for 2003-04?	No	Is school at risk of being designated "persistently dangerous" for 2004-05?

2004-05 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

CDE Contact: Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov

Agency: Jurupa Unified

CD code:

3 | 3 | 6 | 7 | 0 | 9 | 0

School: Troth Street Elementary

School Code:

6 | 0 | 3 | 2 | 2 | 2 | 1

October 2004 CBEDS Enrollment:

939

Number students with 3 or more unexcused absences of 30 minutes or longer:

186

Truancy Rate
(Number at left divided by enrollment):

19.8%

Ed Codes

Ed Code Text

Number of Expulsions

Number of Suspensions

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: <http://www.cde.ca.gov/fg/aa/co/>

Overall Total:

0

0

Violence/Drug Total:

0

0

Violence/Drug Rate:

0.0%

0.0%

Total of Persistently Dangerous Expulsions Only:

0

N/A

Was school at risk of being designated "persistently dangerous" for 2002-03?

No

Was school at risk of being designated "persistently dangerous" for 2003-04?

No

Is school at risk of being designated "persistently dangerous" for 2004-05?

No

2004-05 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Jurupa Unified

CD code: 3 3 6 7 0 9 0

School: Van Buren Elementary

School Code: 6 0 3 2 2 3 9

CDE Contact: Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov

October 2004 CBEDS Enrollment:	740	Number students with 3 or more unexcused absences of 30 minutes or longer:	284	Truancy Rate (Number at left divided by enrollment):	38.4%
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Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
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WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: <http://www.cde.ca.gov/fg/aa/co/>.

Overall Total:	0	0
Violence/Drug Total:	0	0
Violence/Drug Rate:	0.0%	0.0%
Total of Persistently Dangerous Expulsions Only:	0	N/A

Was school at risk of being designated "persistently dangerous" for 2002-03?	No	Was school at risk of being designated "persistently dangerous" for 2003-04?	No	Is school at risk of being designated "persistently dangerous" for 2004-05?	No
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2004-05 School Reporting Form for UMIRS Data

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

CDE Contact: *Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov*

Agency: Jurupa Unified

CD code:

3 | 3 | 6 | 7 | 0 | 9 | 0

School: West Riverside Elementary

School Code:

6 | 0 | 3 | 2 | 2 | 4 | 7

October 2004 CBEDS Enrollment:

858

Number students with 3 or more unexcused absences of 30 minutes or longer:

315

Truancy Rate
(Number at left divided by enrollment):

36.7%

Ed Codes

Ed Code Text

Number of Expulsions

Number of Suspensions

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at:
<http://www.cde.ca.gov/fg/aa/co/>

Overall Total:

0

0

Violence/Drug Total:

0

0

Violence/Drug Rate:

0.0%

0.0%

Total of Persistently Dangerous Expulsions Only:

0

N/A

Was school at risk of being designated "persistently dangerous" for 2002-03?

No

Was school at risk of being designated "persistently dangerous" for 2003-04?

No

Is school at risk of being designated "persistently dangerous" for 2004-05?

No

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Jurupa Unified											
CD code:		3	3	6	7	0	9	0			
School: Jurupa Middle											
School Code:		6	0	5	9	0	7	5			

CDE Contact: *Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov*

October 2004 CBEDS Enrollment:	1120	Number students with 3 or more unexcused absences of 30 minutes or longer:	154	Truancy Rate (Number at left divided by enrollment):	13.8%
Ed Codes	Ed Code Text		Number of Expulsions	Number of Suspensions	
48900(a)(1)	Related to physical injury to another person		4	0	
48900(a)(2)	Related to use of force or violence		3	0	
48900(b)	Related to firearms, knives, explosive devices, etc.		1	0	
48900(f)	Caused or attempted to cause damage to school property or private property		1	0	
48900.4	Related to harassment, threats, or intimidation		3	0	

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: http://www.cde.ca.gov/fg/aa/co/	Overall Total:		12	0
	Violence/Drug Total:		11	0
	Violence/Drug Rate:		1.0%	0.0%
	Total of Persistently Dangerous Expulsions Only:		0	N/A

Was school at risk of being designated "persistently dangerous" for 2002-03?	No	Was school at risk of being designated "persistently dangerous" for 2003-04?	No	Is school at risk of being designated "persistently dangerous" for 2004-05?	No
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2004-05 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Jurupa Unified
CD code: 3 3 6 7 0 9 0

School: Mission Middle
School Code: 6 0 6 1 7 7 4

CDE Contact: Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov

October 2004 CBEDS Enrollment:	1090	Number students with 3 or more unexcused absences of 30 minutes or longer:	284	Truancy Rate (Number at left divided by enrollment):	26.1%
Ed Codes	Ed Code Text			Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person			7	0
48900(a)(2)	Related to use of force or violence			5	0
48900(b)	Related to firearms, knives, explosive devices, etc.			3	0
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.			1	0
48900(f)	Caused or attempted to cause damage to school property or private property			2	0
48900(k)	Related to disruption of school activities or willfull defiance			1	0
48900(o)	Related to intimidation of a witness			1	0
48900.7	Related to terroristic threats			1	0
48915(a)(2)	Possession of any knife or other dangerous object of no reasonable use to the			4	0
48915(a)(3)	Related to unlawful possession of controlled substances			1	0

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: http://www.cde.ca.gov/fg/aa/co/ .		Overall Total:	27	0	
		Violence/Drug Total:	24	0	
		Violence/Drug Rate:	2.2%	0.0%	
		Total of Persistently Dangerous Expulsions Only:	1	N/A	
Was school at risk of being designated "persistently dangerous" for 2002-03?	No	Was school at risk of being designated "persistently dangerous" for 2003-04?	No	Is school at risk of being designated "persistently dangerous" for 2004-05?	No

2004-05 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Jurupa Unified

CD code: 3 3 6 7 0 9 0

School: Mission Middle

School Code: 6 0 6 1 7 7 4

CDE Contact: Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov

October 2004 CBEDS Enrollment:	1090	Number students with 3 or more unexcused absences of 30 minutes or longer:	284	Truancy Rate (Number at left divided by enrollment):	26.1%
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Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48915(a)(4)	PDS-Robbery or extortion	1	0

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at:
<http://www.cde.ca.gov/fg/aa/co/>.

Overall Total:	27	0
Violence/Drug Total:	24	0
Violence/Drug Rate:	2.2%	0.0%
Total of Persistently Dangerous Expulsions Only:	1	N/A

Was school at risk of being designated "persistently dangerous" for 2002-03?	No	Was school at risk of being designated "persistently dangerous" for 2003-04?	No	Is school at risk of being designated "persistently dangerous" for 2004-05?	No
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2004-05 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Jurupa Unified
 CD code: 3 | 3 | 6 | 7 | 0 | 9 | 0

School: Sky County Elementary
 School Code: 6 | 1 | 0 | 4 | 4 | 9 | 1

CDE Contact: Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov

October 2004 CBEDS Enrollment:	701	Number students with 3 or more unexcused absences of 30 minutes or longer:	80	Truancy Rate (Number at left divided by enrollment):	11.4%
Ed Codes	Ed Code Text			Number of Expulsions	Number of Suspensions

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: <http://www.cde.ca.gov/fg/aa/co/>.

Overall Total:	0	0
Violence/Drug Total:	0	0
Violence/Drug Rate:	0.0%	0.0%
Total of Persistently Dangerous Expulsions Only:	0	N/A

Was school at risk of being designated "persistently dangerous" for 2002-03?	No	Was school at risk of being designated "persistently dangerous" for 2003-04?	No	Is school at risk of being designated "persistently dangerous" for 2004-05?	No
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2004-05 School Reporting Form for UMIRS Data

California Department of Education Consolidated Application

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Jurupa Unified											
CD code:	3	3	6	7	0	9	0				
School: Indian Hills Elementary											
School Code:	6	1	0	5	8	3	7				

CDE Contact: Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov

October 2004 CBEDS Enrollment:	789	Number students with 3 or more unexcused absences of 30 minutes or longer:	120	Truancy Rate (Number at left divided by enrollment):	15.2%
Ed Codes	Ed Code Text			Number of Expulsions	Number of Suspensions

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: http://www.cde.ca.gov/fg/aa/co/						
	Overall Total:		0		0	
	Violence/Drug Total:		0		0	
	Violence/Drug Rate:		0.0%		0.0%	
	Total of Persistently Dangerous Expulsions Only:		0		N/A	
Was school at risk of being designated "persistently dangerous" for 2002-03?	No	Was school at risk of being designated "persistently dangerous" for 2003-04?	No	Is school at risk of being designated "persistently dangerous" for 2004-05?	No	

2004-05 School Reporting Form for UMIRS Data

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

CDE Contact: *Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov*

Agency: Jurupa Unified

CD code: 3 | 3 | 6 | 7 | 0 | 9 | 0

School: Camino Real Elementary

School Code: 6 | 1 | 0 | 6 | 8 | 3 | 5

October 2004 CBEDS Enrollment:	677	Number students with 3 or more unexcused absences of 30 minutes or longer:	116	Truancy Rate (Number at left divided by enrollment):	17.1%
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Ed Codes	Ed Code Text			Number of Expulsions	Number of Suspensions

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: http://www.cde.ca.gov/fg/aa/co/	Overall Total:		0	0
	Violence/Drug Total:		0	0
	Violence/Drug Rate:		0.0%	0.0%
	Total of Persistently Dangerous Expulsions Only:		0	N/A

Was school at risk of being designated "persistently dangerous" for 2002-03?	No	Was school at risk of being designated "persistently dangerous" for 2003-04?	No	Is school at risk of being designated "persistently dangerous" for 2004-05?	No
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California Department of Education

2004-05 School Reporting Form for UMIRS Data

Consolidated Application

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Jurupa Unified

CD code:

3367090

School: Sunnyslope Elementary

School Code:

6106843

CDE Contact: Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov

October 2004 CBEDS Enrollment:	721	Number students with 3 or more unexcused absences of 30 minutes or longer:	354	Truancy Rate (Number at left divided by enrollment):	49.1%
Ed Codes	Ed Code Text				
48900(a)(1)	Related to physical injury to another person				
48900(a)(2)	Related to use of force or violence				
		Number of Expulsions	Number of Suspensions		
		2			0
		1			0

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: <http://www.cde.ca.gov/fg/aa/co/>.

Overall Total:

3

0

Violence/Drug Total:

3

0

Violence/Drug Rate:

0.4%

0.0%

Total of Persistently Dangerous Expulsions Only:

0

N/A

Was school at risk of being designated "persistently dangerous" for 2002-03?

No

Was school at risk of being designated "persistently dangerous" for 2003-04?

No

Is school at risk of being designated "persistently dangerous" for 2004-05?

No

California Department of Education

2004-05 School Reporting Form for UMIRS Data

Consolidated Application

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Jurupa Unified

CD code:

3367090

School: Granite Hill Elementary

School Code: 6110548

CDE Contact: Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov

October 2004 CBEDS Enrollment:	728	Number students with 3 or more unexcused absences of 30 minutes or longer:	374	Truancy Rate (Number at left divided by enrollment):	51.4%
Ed Codes	Ed Code Text			Number of Expulsions	Number of Suspensions

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: http://www.cde.ca.gov/fg/aa/co/ .			Overall Total:	0	0
			Violence/Drug Total:	0	0
			Violence/Drug Rate:	0.0%	0.0%
	Total of Persistently Dangerous Expulsions Only:		0	N/A	
Was school at risk of being designated "persistently dangerous" for 2002-03?	No	Was school at risk of being designated "persistently dangerous" for 2003-04?	No	Is school at risk of being designated "persistently dangerous" for 2004-05?	No

2004-05 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

Agency: Jurupa Unified											
CD code:		3	3	6	7	0	9	0			
School: Stone Avenue Elementary											
School Code:		6	1	1	1	2	8	0			

CDE Contact: *Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov*

October 2004 CBEDS Enrollment:	707	Number students with 3 or more unexcused absences of 30 minutes or longer:	129	Truancy Rate (Number at left divided by enrollment):	18.2%
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Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: http://www.cde.ca.gov/fg/aa/co/ .	Overall Total:	0	0
	Violence/Drug Total:	0	0
	Violence/Drug Rate:	0.0%	0.0%
	Total of Persistently Dangerous Expulsions Only:	0	N/A

Was school at risk of being designated "persistently dangerous" for 2002-03?	No	Was school at risk of being designated "persistently dangerous" for 2003-04?	No	Is school at risk of being designated "persistently dangerous" for 2004-05?	No
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2004-05 School Reporting Form for UMIRS Data

California Department of Education Consolidated Application

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

CDE Contact: *Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov*

Agency: Jurupa Unified											
CD code:		3	3	6	7	0	9	0			
School: Mira Loma Middle											
School Code:		6	1	1	2	8	5	8			

October 2004 CBEDS Enrollment:	1112	Number students with 3 or more unexcused absences of 30 minutes or longer:	345	Truancy Rate (Number at left divided by enrollment):		31.0%
Ed Codes	Ed Code Text			Number of Expulsions	Number of Suspensions	
48900(a)(1)	Related to physical injury to another person			4	0	
48900(b)	Related to firearms, knives, explosive devices, etc.			3	0	
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.			1	0	
48900(f)	Caused or attempted to cause damage to school property or private property			1	0	
48900(g)	Stole or attempted to steal school property or private property			1	0	
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity			2	0	
48900(k)	Related to disruption of school activities or willfull defiance			4	0	
48915(a)(2)	Possession of any knife or other dangerous object of no reasonable use to the			2	0	

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: http://www.cde.ca.gov/fg/aa/co/	Overall Total:		18	0	
	Violence/Drug Total:		10	0	
	Violence/Drug Rate:		0.9%	0.0%	
	Total of Persistently Dangerous Expulsions Only:		0	N/A	
Was school at risk of being designated "persistently dangerous" for 2002-03?	No	Was school at risk of being designated "persistently dangerous" for 2003-04?	No	Is school at risk of being designated "persistently dangerous" for 2004-05?	No

2004-05 School Reporting Form for UMIRS Data

California Department of Education

Consolidated Application

Purpose: To collect student expulsion, suspension and truancy information to satisfy NCLB requirements related to "persistently dangerous" schools and the uniform management information reporting system (UMIRS).

CDE Contact: *Chuck Nichols -- (916) 323-1026 -- CNichols@cde.ca.gov*

Agency: Jurupa Unified

CD code:

3 3 6 7 0 9 0

School: Peralta Elementary

School Code:

6 1 1 3 5 1 8

October 2004 CBEDS Enrollment:	653	Number students with 3 or more unexcused absences of 30 minutes or longer:	169	Truancy Rate (Number at left divided by enrollment):	25.9%
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Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(g)	Stole or attempted to steal school property or private property	1	0

WARNING: Use of blank copies of this report for reporting by school sites to the LEA results in many errors. A self-explanatory data input form is available at: <http://www.cde.ca.gov/fg/aa/co/>

Overall Total:	1	0
Violence/Drug Total:	0	0
Violence/Drug Rate:	0.0%	0.0%
Total of Persistently Dangerous Expulsions Only:	0	N/A

Was school at risk of being designated "persistently dangerous" for 2002-03?	No	Was school at risk of being designated "persistently dangerous" for 2003-04?	No	Is school at risk of being designated "persistently dangerous" for 2004-05?	No
--	----	--	----	---	----

2004-05 Instructional Time and Staff Development Reform (ITS DR) Program

California Department of Education

Consolidated Application

Purpose: To collect final claim data to enable CDE to reimburse LEAs.

Agency:

Jurupa Unified

CD Code:

3 | 3 | 6 | 7 | 0 | 9 | 0

CDE Contact: Susan Langloss -- (916) 323-6106 -- SLanglos@cde.ca.gov

☐ The page is not applicable because the LEA was not PAR-certified by July 1, 2001.

Final Statement of Activities for 2004-05

	A. Number of eligible classroom teachers	B. Number of completed training days	C. Daily Rate	Reimbursement claimed (Column A x Column B x Column C)
Classroom Teachers	905	1 day	\$306.50	\$ 277,382.50
	581	2 days	\$306.50	\$ 356,153.00
	338	3 days	\$306.50	\$ 310,791.00
	Total			\$ 944,326.50
Classified Classroom Staff	D. Number of eligible classified classroom personnel	E. Number of completed training days	F. Daily Rate	Reimbursement claimed (Column D x Column E x Column F)
	57	1 day	\$158.92	\$ 9,058.44
Total Reimbursement Claimed				\$ 953,385.00

2004-05 LEA Reporting Form for California School Age Families Education*

California Department of Education

Consolidated Application

Purpose: To provide academic and support services to expectant and parenting teens and child care and development services to their children during 2004-05. LEAs are to collect and aggregate data for all sites.

CDE Contact: Juanita Weber -- (916) 319-0545 -- JWeber@cde.ca.gov

Agency:

Jurupa Unified

CDE code:

3 | 3 | 6 | 7 | 0 | 9 | 0

☒ This page is not applicable because the LEA did not participate in Cal-SAFE in 2003-04.

A. Student Support Component

1. Number of Sites

2. Program Participants By:

Male

Female

3. Enrollment by Grade Level

Below 7	7	8	9	10	11	12	Adult Ed Class	Total
0	0	0	0	0	0	0	0	0

4. Type of Support Service: Enter number of students receiving each type of support.

Parenting and Life Skills Education	Meal Supplements	Transportation	Prevention Services	Health, Nutrition, Prenatal Education	Attendance, Case Management, Counseling	Career Counseling, Job Training	Academic Support, Mentoring
0	0	0	0	0	0	0	0

5. Instructional Setting or Strategy: Enter number of students enrolled in each type of instruction at any time during the school year.

Mainstreamed	Self-Contained Classroom	Independent Study	Home and Hospital
0	0	0	0

6. Academic Outcomes

Took CAHSEE	Diploma	CHSPE	GED	Adult School Diploma
0	0	0	0	0

* Note that this Reporting Form continues on the next page.

Part I, page 18.1

Date: 06/13/2005

2004-05 LEA Reporting Form for California School Age Families Education (Cont.)

California Department of Education

Purpose: To provide academic and support services to expectant and parenting teens and child care and development services to their children during 2004-05. LEAs are to collect and aggregate data for all sites.

Agency:

Jurupa Unified

CD code:

3 | 3 | 6 | 7 | 0 | 9 | 0

CDE Contact: Juanite Weber - (916) 319-0545 - JWeber@cde.ca.gov

☒ This page is not applicable because the LEA did not participate in Cal-SAFE in 2003-04.

B. Other Student Services

1. Special Education

2. English Learner

3. ROP/C

4. Other

C. Children of Cal-SAFE students

1. Number of children in Cal-SAFE student families

3. Number of low-birth-weight babies

2. Number of children born to Cal-SAFE students in 2004-05

4. Number of repeat births

D. Child Care and Development Component

1. Number of children enrolled by age

Infants 0 to 18 mos	Toddlers 18 mos to 3 yrs	3 yrs to 5 yrs
0	0	0

2. Child care setting ☐ On or near site child care center

☐ Child care network

3. ☐ Child care is provided with non-Cal-SAFE funding

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

Agency: Jurupa Unified									
CD code:	3	3	6	7	0	9	0		
School: Jurupa Valley High									
School code:	3	3	3	0	4	1	2		

CDE Contact: Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	91
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	91
3. Percentage of teachers participating in high quality professional development	100.0%
4. Target percentage for 2004-05	100.0%

B. NCLB Compliant Paraprofessionals in 2004-05

<input checked="" type="checkbox"/> The school did NOT receive Title I, Part A for 2004-05. <input type="checkbox"/> The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05. <input type="checkbox"/> The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.	
5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	0
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	0
7. Percentage of paraprofessionals who are NCLB compliant	0.0%
8. Target percentage for 2004-05	0.0%

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

CDE Contact: *Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov*

Agency: Jurupa Unified
 CD code: 3 3 6 7 0 9 0
 School: Rio Vista High
 School code: 3 3 3 0 5 4 5

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	2
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	2
3. Percentage of teachers participating in high quality professional development	100.0%
4. Target percentage for 2004-05	50.0%

B. NCLB Compliant Paraprofessionals in 2004-05

<input checked="" type="checkbox"/> The school did NOT receive Title I, Part A for 2004-05.	
<input type="checkbox"/> The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05.	
<input type="checkbox"/> The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.	
5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	0
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	0
7. Percentage of paraprofessionals who are NCLB compliant	0.0%
8. Target percentage for 2004-05	0.0%

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School: Steps Community Day													
School code:	3	3	3	0	7	8	4						

CDE Contact: Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	4
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	0
3. Percentage of teachers participating in high quality professional development	0.0%
4. Target percentage for 2004-05	50.0%

B. NCLB Compliant Paraprofessionals in 2004-05

<input checked="" type="checkbox"/> The school did NOT receive Title I, Part A for 2004-05. <input type="checkbox"/> The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05. <input type="checkbox"/> The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.	
5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	0
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	0
7. Percentage of paraprofessionals who are NCLB compliant	0.0%
8. Target percentage for 2004-05	0.0%

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

Agency: Jurupa Unified											
CD code:	3	3	6	7	0	9	0				
School:	Nueva Vista Continuation High										
School code:	3	3	3	4	6	8	7				

CDE Contact: *Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov*

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	14
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	14
3. Percentage of teachers participating in high quality professional development	100.0%
4. Target percentage for 2004-05	100.0%

B. NCLB Compliant Paraprofessionals in 2004-05

<input checked="" type="checkbox"/> The school did NOT receive Title I, Part A for 2004-05. <input type="checkbox"/> The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05. <input type="checkbox"/> The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.	
5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	0
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	0
7. Percentage of paraprofessionals who are NCLB compliant	0.0%
8. Target percentage for 2004-05	0.0%

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

Agency: Jurupa Unified									
CD code:	3	3	6	7	0	9	0		
School: Rubidoux High									
School code:	3	3	3	7	1	3	6		

CDE Contact: Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	93
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	93
3. Percentage of teachers participating in high quality professional development	100.0%
4. Target percentage for 2004-05	100.0%

B. NCLB Compliant Paraprofessionals in 2004-05

<input checked="" type="checkbox"/> The school did NOT receive Title I, Part A for 2004-05. <input type="checkbox"/> The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05. <input type="checkbox"/> The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.	
5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	0
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	0
7. Percentage of paraprofessionals who are NCLB compliant	0.0%
8. Target percentage for 2004-05	0.0%

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School: Glen Avon Elementary													
School code:	6	0	3	2	1	6	3						

CDE Contact: *Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov*

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	29
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	29
3. Percentage of teachers participating in high quality professional development	100.0%
4. Target percentage for 2004-05	100.0%

B. NCLB Compliant Paraprofessionals in 2004-05

<input type="checkbox"/> The school did NOT receive Title I, Part A for 2004-05. <input type="checkbox"/> The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05. <input checked="" type="checkbox"/> The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.	
5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	10
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	10
7. Percentage of paraprofessionals who are NCLB compliant	100.0%
8. Target percentage for 2004-05	52.4%

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School:	Ina Arbuckle Elementary												
School code:	6	0	3	2	1	7	1						

CDE Contact: Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	33
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	33
3. Percentage of teachers participating in high quality professional development	100.0%
4. Target percentage for 2004-05	100.0%

B. NCLB Compliant Paraprofessionals in 2004-05

<input type="checkbox"/> The school did NOT receive Title I, Part A for 2004-05. <input type="checkbox"/> The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05. <input checked="" type="checkbox"/> The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.	
5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	19
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	18
7. Percentage of paraprofessionals who are NCLB compliant	94.7%
8. Target percentage for 2004-05	71.9%

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

Agency: Jurupa Unified												
CD code:	3	3	6	7	0	9	0					
School:	Mission Bell Elementary											
School code:	6	0	3	2	1	8	9					

CDE Contact: Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	30
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	30
3. Percentage of teachers participating in high quality professional development	100.0%
4. Target percentage for 2004-05	100.0%

B. NCLB Compliant Paraprofessionals in 2004-05

<input type="checkbox"/> The school did NOT receive Title I, Part A for 2004-05. <input type="checkbox"/> The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05. <input checked="" type="checkbox"/> The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.	
5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	13
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	13
7. Percentage of paraprofessionals who are NCLB compliant	100.0%
8. Target percentage for 2004-05	53.9%

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School: Pacific Avenue Elementary													
School code:	6	0	3	2	1	9	7						

CDE Contact: Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	21
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	21
3. Percentage of teachers participating in high quality professional development	100.0%
4. Target percentage for 2004-05	100.0%

B. NCLB Compliant Paraprofessionals in 2004-05

<input type="checkbox"/> The school did NOT receive Title I, Part A for 2004-05. <input type="checkbox"/> The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05. <input checked="" type="checkbox"/> The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.	
5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	14
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	14
7. Percentage of paraprofessionals who are NCLB compliant	100.0%
8. Target percentage for 2004-05	66.7%

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School: Pedley Elementary													
School code:	6	0	3	2	2	0	5						

CDE Contact: Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	35
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	35
3. Percentage of teachers participating in high quality professional development	100.0%
4. Target percentage for 2004-05	100.0%

B. NCLB Compliant Paraprofessionals in 2004-05

<input type="checkbox"/> The school did NOT receive Title I, Part A for 2004-05. <input type="checkbox"/> The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05. <input checked="" type="checkbox"/> The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.	
5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	9
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	9
7. Percentage of paraprofessionals who are NCLB compliant	100.0%
8. Target percentage for 2004-05	50.0%

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School: Rustic Lane Elementary													
School code:	6	0	3	2	2	1	3						

CDE Contact: Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	32
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	32
3. Percentage of teachers participating in high quality professional development	100.0%
4. Target percentage for 2004-05	100.0%

B. NCLB Compliant Paraprofessionals in 2004-05

<input type="checkbox"/> The school did NOT receive Title I, Part A for 2004-05. <input type="checkbox"/> The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05. <input checked="" type="checkbox"/> The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.	
5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	16
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	16
7. Percentage of paraprofessionals who are NCLB compliant	100.0%
8. Target percentage for 2004-05	70.9%

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School: Troth Street Elementary													
School code:	6	0	3	2	2	2	1						

CDE Contact: Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	39
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	39
3. Percentage of teachers participating in high quality professional development	100.0%
4. Target percentage for 2004-05	100.0%

B. NCLB Compliant Paraprofessionals in 2004-05

<input type="checkbox"/> The school did NOT receive Title I, Part A for 2004-05. <input type="checkbox"/> The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05. <input checked="" type="checkbox"/> The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.	
5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	18
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	18
7. Percentage of paraprofessionals who are NCLB compliant	100.0%
8. Target percentage for 2004-05	55.5%

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

Agency: Jurupa Unified												
CD code:	3	3	6	7	0	9	0					
School:	Van Buren Elementary											
School code:	6	0	3	2	2	3	9					

CDE Contact: Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	32
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	32
3. Percentage of teachers participating in high quality professional development	100.0%
4. Target percentage for 2004-05	100.0%

B. NCLB Compliant Paraprofessionals in 2004-05

<input type="checkbox"/> The school did NOT receive Title I, Part A for 2004-05. <input type="checkbox"/> The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05. <input checked="" type="checkbox"/> The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.	
5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	11
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	11
7. Percentage of paraprofessionals who are NCLB compliant	100.0%
8. Target percentage for 2004-05	60.0%

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

Agency: Jurupa Unified												
CD code:	3	3	6	7	0	9	0					
School: West Riverside Elementary												
School code:	6	0	3	2	2	4	7					

CDE Contact: Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	39
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	39
3. Percentage of teachers participating in high quality professional development	100.0%
4. Target percentage for 2004-05	100.0%

B. NCLB Compliant Paraprofessionals in 2004-05

<input type="checkbox"/> The school did NOT receive Title I, Part A for 2004-05. <input type="checkbox"/> The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05. <input checked="" type="checkbox"/> The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.	
5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	20
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	20
7. Percentage of paraprofessionals who are NCLB compliant	100.0%
8. Target percentage for 2004-05	75.5%

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School: Jurupa Middle													
School code:	6	0	5	9	0	7	5						

CDE Contact: Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	42
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	42
3. Percentage of teachers participating in high quality professional development	100.0%
4. Target percentage for 2004-05	100.0%

B. NCLB Compliant Paraprofessionals in 2004-05

- ☐ The school did NOT receive Title I, Part A for 2004-05.
☐ The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05.
☒ The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.

5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	13
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	13
7. Percentage of paraprofessionals who are NCLB compliant	100.0%
8. Target percentage for 2004-05	50.0%

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School: Mission Middle													
School code:	6	0	6	1	7	7	4						

CDE Contact: Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	40
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	40
3. Percentage of teachers participating in high quality professional development	100.0%
4. Target percentage for 2004-05	100.0%

B. NCLB Compliant Paraprofessionals in 2004-05

<input type="checkbox"/> The school did NOT receive Title I, Part A for 2004-05. <input type="checkbox"/> The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05. <input checked="" type="checkbox"/> The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.	
5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	16
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	16
7. Percentage of paraprofessionals who are NCLB compliant	100.0%
8. Target percentage for 2004-05	50.0%

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School:	Sky Country Elementary												
School code:	6	1	0	4	4	9	1						

CDE Contact: Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	30
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	30
3. Percentage of teachers participating in high quality professional development	100.0%
4. Target percentage for 2004-05	100.0%

B. NCLB Compliant Paraprofessionals in 2004-05

<input checked="" type="checkbox"/> The school did NOT receive Title I, Part A for 2004-05. <input type="checkbox"/> The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05. <input type="checkbox"/> The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.	
5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	0
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	0
7. Percentage of paraprofessionals who are NCLB compliant	0.0%
8. Target percentage for 2004-05	0.0%

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School: Indian Hills Elementary													
School code:	6	1	0	5	8	3	7						

CDE Contact: Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	35
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	35
3. Percentage of teachers participating in high quality professional development	100.0%
4. Target percentage for 2004-05	100.0%

B. NCLB Compliant Paraprofessionals in 2004-05

<input type="checkbox"/> The school did NOT receive Title I, Part A for 2004-05. <input type="checkbox"/> The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05. <input checked="" type="checkbox"/> The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.	
5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	4
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	4
7. Percentage of paraprofessionals who are NCLB compliant	100.0%
8. Target percentage for 2004-05	50.0%

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School: Camino Real Elementary													
School code:	6	1	0	6	8	3	5						

CDE Contact: Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	28
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	28
3. Percentage of teachers participating in high quality professional development	100.0%
4. Target percentage for 2004-05	100.0%

B. NCLB Compliant Paraprofessionals in 2004-05

<input checked="" type="checkbox"/> The school did NOT receive Title I, Part A for 2004-05. <input type="checkbox"/> The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05. <input type="checkbox"/> The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.	
5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	0
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	0
7. Percentage of paraprofessionals who are NCLB compliant	0.0%
8. Target percentage for 2004-05	0.0%

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

CDE Contact: *Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov*

Agency: Jurupa Unified

CD code:

3	3	6	7	0	9	0
---	---	---	---	---	---	---

School: Sunnyslope Elementary

School code:

6	1	0	6	8	4	3
---	---	---	---	---	---	---

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	32
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	32
3. Percentage of teachers participating in high quality professional development	100.0%
4. Target percentage for 2004-05	100.0%

B. NCLB Compliant Paraprofessionals in 2004-05

<input type="checkbox"/> The school did NOT receive Title I, Part A for 2004-05. <input type="checkbox"/> The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05. <input checked="" type="checkbox"/> The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.	
5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	14
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	14
7. Percentage of paraprofessionals who are NCLB compliant	100.0%
8. Target percentage for 2004-05	52.4%

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

CDE Contact: *Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov*

Agency: Jurupa Unified											
CD code:	3	3	6	7	0	9	0				
School:	Granite Hill Elementary										
School code:	6	1	1	0	5	4	8				

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	32
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	32
3. Percentage of teachers participating in high quality professional development	100.0%
4. Target percentage for 2004-05	100.0%

B. NCLB Compliant Paraprofessionals in 2004-05

<input type="checkbox"/> The school did NOT receive Title I, Part A for 2004-05. <input type="checkbox"/> The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05. <input checked="" type="checkbox"/> The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.	
5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	9
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	9
7. Percentage of paraprofessionals who are NCLB compliant	100.0%
8. Target percentage for 2004-05	62.9%

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

Agency: Jurupa Unified											
CD code:	3	3	6	7	0	9	0				
School:	Stone Avenue Elementary										
School code:	6	1	1	1	2	8	0				

CDE Contact: Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	28
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	28
3. Percentage of teachers participating in high quality professional development	100.0%
4. Target percentage for 2004-05	100.0%

B. NCLB Compliant Paraprofessionals in 2004-05

<input type="checkbox"/> The school did NOT receive Title I, Part A for 2004-05.	
<input checked="" type="checkbox"/> The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05.	
<input type="checkbox"/> The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.	
5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	0
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	0
7. Percentage of paraprofessionals who are NCLB compliant	0.0%
8. Target percentage for 2004-05	0.0%

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

Agency: Jurupa Unified													
CD code:	3	3	6	7	0	9	0						
School:	Mira Loma Middle												
School code:	6	1	1	2	8	5	8						

CDE Contact: Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	42
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	42
3. Percentage of teachers participating in high quality professional development	100.0%
4. Target percentage for 2004-05	100.0%

B. NCLB Compliant Paraprofessionals in 2004-05

<input type="checkbox"/> The school did NOT receive Title I, Part A for 2004-05. <input type="checkbox"/> The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05. <input checked="" type="checkbox"/> The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.	
5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	16
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	16
7. Percentage of paraprofessionals who are NCLB compliant	100.0%
8. Target percentage for 2004-05	50.0%

2004-05 School Reporting Form for Teacher and Paraprofessional Requirements

California Department of Education

Consolidated Application

Purpose: To collect school-level data, as required by the NCLB on the number of teachers of core academic classes who participated in high quality professional development and the number of instructional paraprofessionals who meet NCLB requirements.

Agency: Jurupa Unified
 CD code: 3 3 6 7 0 9 0
 School: Peralta Elementary
 School code: 6 1 1 3 5 1 8

CDE Contact: Jeanne Ludwig -- (916) 323-5190 -- JLudwig@cde.ca.gov

A. Teachers Participating in High Quality Professional Development in 2004-05 (Count every teacher only once.)

1. Number of teachers in the school teaching core academic classes	23
2. Number of these teachers in the school who received high quality professional development (see instructions for definitions)	23
3. Percentage of teachers participating in high quality professional development	100.0%
4. Target percentage for 2004-05	100.0%

B. NCLB Compliant Paraprofessionals in 2004-05

<input type="checkbox"/> The school did NOT receive Title I, Part A for 2004-05. <input type="checkbox"/> The school did NOT use Title I, Part A funds to employ paraprofessionals to assist in instruction in 2004-05. <input checked="" type="checkbox"/> The school used Title I, Part A funds to employ paraprofessionals to assist in instruction in either Title I targeted assistance programs OR in school-wide Title I programs in 2004-05.	
5. Number of paraprofessionals who assisted in instruction in Title I funded programs (see instructions for definitions)	9
6. Number of these paraprofessionals who meet the NCLB requirements (see instructions for definitions)	9
7. Percentage of paraprofessionals who are NCLB compliant	100.0%
8. Target percentage for 2004-05	55.5%

2005-06 Constitutionally Protected Prayer in Public Elementary and Secondary

California Department of Education

Consolidated Application

Purpose: To meet annual federal requirements specified in Section 9524(b) of the NCLB Act regarding constitutionally protected prayer in public elementary and secondary schools.

Agency:
Jurupa Unified

CD Code:

3	3	6	7	0	9	0
---	---	---	---	---	---	---

CDE Contact: Christy Gunsolley -- (916) 319-0946 -- CGunsoll@cde.ca.gov

CERTIFICATION

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools." This document can be located at the following Web site address:

http://www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

Elliott Duchon

Superintendent

07/05/2005

Signature of authorized representative

Printed name of authorized representative

Title

Date

☒ The LEA assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the CDE upon request or as part of an audit, a compliance review, or a complaint investigation.

☐ The LEA cannot certify at this time.

2003-04 and 2004-05 Year-to-Date Expenditure Report for Selected Federal Programs

California Department of Education

Consolidated Application

Purpose: To report year-to-date expenditures for 2003-04 and 2004-05 allocations. Each LEA that received a subgrant for the federal programs listed below in FY 2003-04 and/or 2004-05 must complete this page.

CDE Contact: *Elena Fong* -- (916) 323-5808 -- *EFong@cde.ca.gov*

Agency:
Jurupa Unified

CD Code:

3 | 3 | 6 | 7 | 0 | 9 | 0

☐ The page is not applicable because the LEA did not participate in any of the listed programs.

		Year-toDate Expenditures for this Fiscal Year	
SACS Code	Program	2003-04	2004-05
4035	Title II, Part A	\$ 824,748	\$ 976,662
4203	Title III, Part A	\$ 333,969	\$ 468,436
4110	Title V, Part A	\$ 69,133	\$ 97,543

CEQA Guidelines

2005

Jurupa Unified School District

**Local Guidelines for
Implementing the California
Environmental Quality Act**

RIVERSIDE
(951) 689-5552

INDIAN WELLS
(760) 568-2611

ONTARIO
(909) 989-8584

SAN DIEGO
(619) 525-1300

ORANGE COUNTY
(949) 260-0962

SACRAMENTO
(916) 325-4000

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STAFF SUMMARY OF THE CEQA EVALUATION PROCESS

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

Action	Guidelines Section Reference
(A) Staff determines whether the School District is Lead or Responsible Agency for the proposed activity.	2.01, 2.02, 2.03, 2.09
(1) As a Lead Agency, the School District shall decide whether a Negative Declaration, Mitigated Negative Declaration or an EIR will be required and shall prepare and consider the document before making its decision on whether and how to approve the proposed activity.	2.04, 2.05
(2) As a Responsible Agency, the School District shall provide data as requested by the Lead Agency, consider the documents prepared by the Lead Agency and reach its own conclusion on whether and how to approve the proposed activity.	2.06, 2.07, 2.08, 2.09
(B) Staff examines proposed activity ("project") to determine whether it is exempt.	3.01
(1) The project can be exempt for any of the following reasons:	
(a) The activity does not come within the legal definition of "project."	3.01
(b) It is a disapproved project.	3.06
(c) It can be seen with certainty that there is no possibility that the activity may have a significant effect on the environment.	3.07
(d) It is a ministerial, not discretionary, action taken by the School District.	3.02
(e) It is covered by one of the exemptions in the CEQA statute.	3.08, 3.09, 3.10, 3.11, 3.12, 3.13, 3.14

Action	Guidelines Section Reference
(f) It is covered by one of the exemptions in the State Guidelines.	3.15
(2) If the activity is determined to be exempt, Staff completes and files internally a Preliminary Exemption Assessment (Form "A"). A Notice of Exemption (Form "B") should be filed with the Clerk <u>following</u> School District approval of a project. (Attach Form "A", too.) The Clerk must post the Notice within twenty-four (24) hours of its receipt, and the Notice must remain posted for thirty (30) days. A thirty-five (35) day statute of limitations for legal challenges begins to run <u>only</u> if and when the Notice of Exemption is filed with the Clerk. If no Notice is filed, the statute of limitations for legal challenges is one hundred eighty (180) days.	3.04, 3.05
(3) If the activity is not exempt, Staff proceeds with its own environmental evaluation, beginning with the preparation of an Initial Study. (See Section (C) below.)	5.01
(4) If anyone requests a copy of the Notice of Exemption prior to the date on which the School District determines the activity is exempt, the copy must be mailed, first class postage prepaid, within five (5) days of the School District's determination. If such a request is made following the School District's determination, then the copy should be mailed in the same manner as soon as possible.	3.05
(C) Staff Preparation of an Initial Study.	5.01
(1) All Responsible and any Trustee Agencies must be consulted in the preparation of the Initial Study.	5.02
(2) Staff prepares an Initial Study, including the Environmental Checklist Form (Form "J") and all explanations as necessary.	5.06, 5.07

Action	Guidelines Section Reference
<p>(3) Based on the results of the Initial Study, Staff prepares an Environmental Impact Assessment (Form "C") for internal use only.</p> <p>(a) If Staff concludes that the project will not have a significant effect on the environment, then it must recommend that a Negative Declaration be prepared.</p> <p>(b) If Staff concludes that the project could result in significant environmental effects but that the significant effects identified in the Initial Study have been avoided or mitigated to a point where clearly no significant effects would occur by revisions in the project plans or proposals made by or agreed to by the applicant, then it must recommend that a Mitigated Negative Declaration be prepared.</p> <p>(c) If Staff concludes that the project could or may have a significant effect on the environment, it must recommend that an Environmental Impact Report be prepared.</p>	<p>5.14 (See also 5.03, 5.07, 5.08, 5.09, 5.10, 5.11, 5.12, 5.13 and 5.15)</p> <p>5.14</p> <p>5.14</p> <p>5.14</p>
<p>(D) Staff Preparation of a Negative Declaration or Mitigated Negative Declaration.</p> <p>(1) If Staff recommends preparation of a Negative Declaration or Mitigated Negative Declaration, Staff must prepare a Draft Negative Declaration (Form "E") (unsigned but otherwise fully completed including a statement of supporting reasons) and fill out a Notice of Intent to Adopt a Negative Declaration/Mitigated Negative Declaration (Form "D"). For a Mitigated Negative Declaration, Staff must also attach to Form "E" a description of mitigation measures for each significant impact.</p>	<p>6.01, 6.02</p> <p>6.01, 6.02, 6.04, 6.08</p>

Action	Guidelines Section Reference
(2) Staff must then post a copy of the Notice of Intent, the Draft Negative Declaration/Mitigated Negative Declaration and Initial Study at the School District office. The notice must also be posted in the Clerk's office of each County in which the project is located within twenty-four (24) hours of receipt by the Clerk, and must remain posted for a minimum of twenty (20) days, unless otherwise required by law to be posted for thirty (30) days.	6.05, 6.06, 6.07
(3) At least twenty (20) days before the Board's meeting, Staff must give Notice of Intent to Adopt a Negative Declaration/Mitigated Negative Declaration (Form "D") by mail to the last known names and addresses of all individuals and organizations who have previously requested such notice <u>and</u> by at least one of the following: (a) publishing once in a newspaper of general circulation, or if more than one area will be affected, in the newspaper of largest circulation from among the newspapers of general circulation in those areas; (b) posting on and off site where the project is to be located; and (c) mailing to owners and occupants of contiguous property. A public review period at least as long as the period of review by the State Clearinghouse is required for Negative Declarations sent to the State Clearinghouse.	6.04, 6.05, 6.06, 6.07 6.05 6.05 6.05 6.04

Action	Guidelines Section Reference
<p>(4) At the time noticed for the meeting on the Draft Negative Declaration, the Board considers the matter. Comments, if any, from the public and Responsible Agencies and Trustee Agencies which pertain to resources under their authority and are received within the public comment period, must be considered. If the Board determines in light of the whole record that the project will not have a significant effect on the environment, it adopts the Negative Declaration/Mitigated Negative Declaration. For a Mitigated Negative Declaration, the School District must also adopt a mitigation monitoring or reporting program. In either case, the School District must specify the location and custodian of the documents which constitute the record of proceedings. (If the decision making body finds, in light of the whole record, that the project may have a significant effect on the environment, it must order the preparation of an EIR.)</p> <p>MOTION:</p> <p>Move that this Board finds in light of the whole record that the project will not have a significant effect on the environment, the Negative Declaration/Mitigated Negative Declaration reflects the independent judgment of the Board, and that the Negative Declaration/ Mitigated Negative Declaration as proposed by Staff be adopted.</p>	<p>6.05, 6.10, 6.11</p>
<p>(5) The Board can act upon the project after reviewing, considering, and adopting the Negative Declaration/Mitigated Negative Declaration.</p> <p>MOTION:</p> <p>Move approval of the project, and direct Staff to file and post a Notice of Determination in accordance with the School District's Guidelines.</p>	<p>6.12</p>

Action	Guidelines Section Reference
(6) Staff must file a Notice of Determination (Form "F") with the Clerk and also with the Office of Planning and Research if the project requires state agency approval within five (5) working days of approval. A fee of \$1,250 shall be paid at this time to the Clerk for projects which will adversely affect wildlife resources. (Refer to the Index in this Staff Summary to determine whether a handling or administrative fee is also due.) The Notice must be posted in the Clerk's office within twenty-four (24) hours of receipt by the Clerk, and must remain posted for a minimum of thirty (30) days.	6.14, 6.18
(7) Staff simultaneously and conspicuously posts Notice of Determination at the School District office.	6.14
(8) A thirty (30) day statute of limitations for legal challenges usually begins to run <u>only</u> after the Notice of Determination has been filed with and posted by the Clerk (and with the Office of Planning and Research if approval by any State agency is involved).	6.14
(9) If anyone requests a copy of the Notice of Determination prior to the date on which the School District adopts the Negative Declaration/Mitigated Negative Declaration, the copy must be mailed, first class postage prepaid, within five (5) days of the School District's determination. If such a request is made following the School District's determination, then the copy should be mailed in the same manner as soon as possible.	6.14
(E) Staff Preparation of an EIR.	7.01

Action	Guidelines Section Reference
<p>(1) If an Environmental Impact Report ("EIR") is required, the School District as Lead Agency shall send a Notice of Preparation (Form "G") to all Responsible and any Trustee Agencies, and the Office of Planning and Research. A Notice of Completion (Form "H") must be attached as a cover sheet when a Notice of Preparation is submitted to the Office of Planning and Research. Responsible and Trustee Agencies must respond within 30 days. The Notice must be posted in the office of the Clerk for each county in which the project is located within twenty-four (24) hours of receipt by the Clerk, and must remain posted for thirty (30) days.</p>	<p>7.03, 7.19</p>
<p>(2) Staff shall commence preparation of a Draft EIR (staff may begin work on it immediately without awaiting responses to the Notice of Preparation). If a Draft EIR, EIR or Focused EIR is prepared under contract to the School District, the contract for work must be executed within forty-five (45) days from the date the School District sends the Notice of Preparation, unless an extension is mutually agreed upon by the School District and project applicant. Early consultation ("scoping") is advisable during the drafting of the EIR with all Responsible Agencies, Trustee Agencies and interested individuals and organizations of which staff is reasonably aware.</p>	<p>7.02, 7.03, 7.04, 7.05, 7.06, 7.07</p>
<p>(3) Upon completion of the Draft EIR, Staff shall file a Notice of Completion (Form "H") with the Office of Planning and Research and give the required public Notice inviting comment upon the Draft EIR (Form "K") by mail to the last known names and addresses of all individuals and organizations who have previously requested such notice and by at least one of the following:</p> <p>(a) publishing once in a newspaper of general circulation, or if more than one area will be affected, in the newspaper of largest circulation from among the newspapers of general circulation in those areas;</p>	<p>7.19, 7.20, 7.22, 7.23</p> <p>7.19</p>

Action	Guidelines Section Reference
(b) posting on and off site where the project is to be located;	7.19
(c) mailing to owners and occupants of contiguous property.	7.19
The Notice shall be posted in the Clerk's office of each county in which the project is located, within twenty-four (24) hours of receipt by the Clerk, and shall remain posted for a minimum of thirty (30) days. This begins the comment period, which will be at least thirty (30) to forty-five (45) days depending on the project.	7.19
(4) The Board may at its discretion conduct a public hearing on the Draft EIR no sooner than fourteen (14) days after filing of the Notice of Completion but before the expiration of the comment period.	7.24
(5) Comments on the Draft EIR are evaluated by Staff, responses are compiled and a Final EIR is prepared. At least ten (10) days prior to certifying a Final EIR, the School District shall provide a written response to any agency which has made comments on the Draft EIR.	7.25, 7.26
(6) If "significant" new information is added to the EIR or if the Draft EIR is so inadequate and conclusory that meaningful public review and comment were precluded, notice and consultation must be repeated.	7.27
(7) Staff considers the Final EIR and makes a recommendation to the Board regarding whether the Final EIR is in order and whether it has been completed in compliance with CEQA, the State Guidelines and the School District's local Guidelines. The Final EIR recommendations are presented to the Board which shall certify that the Final EIR is in order and has been completed in compliance with CEQA, the State Guidelines, and the School District's Guidelines, or refer it back to Staff for further work. A mitigation monitoring or reporting program must also be adopted.	7.28, 7.29, 7.33

INDEX TO ENVIRONMENTAL FILING BY COUNTY

County	DFG Handling Fee or Administration Fee	Department to Contact	Phone Number	Address
Amador	\$25.00 all situations.	County Clerk	209/223-6468	Amador County Clerk's Office 500 Argonaut Lane Jackson, CA 95642
El Dorado	\$35.00 only when DFG receives a fee.	County Clerk	530/621-5355 (Ask for Joanne)	El Dorado County Recorder Clerk's Office 360 Fair Lane, Building B Placerville, CA 95667
Fresno	\$25.00 only when DFG receives a fee.	County Clerk	559/488-3471	Fresno County Clerk's Office Special Services Division 2221 Kern St. Fresno, CA 93721-2600
Humboldt	\$25.00 all situations.	County Clerk	707/445-7593	Humboldt County Clerk's Office 825 Fifth Street, Room 108 Eureka, CA 95501
Imperial	\$25.00 all situations.	County Clerk	760/482-4272	Imperial County Clerk's Office 940 Main Street, Office #202 El Centro, CA 92243-2865
Inyo	No fee.	County Clerk	760/878-0223	Inyo County Clerk's Office P O Drawer F [or] 168 N. Edwards Independence, CA 93526
Kern	\$25.00 all situations.	County Clerk	661/868-3588	Kern County Clerk's Office 1115 Truxtun, First Floor. Bakersfield, CA 93301
Kings	\$50.00 all situations.	Planning	559/582-3211, ext. 2672 (Ask for Sandy Roper)	Kings County Planning Agency 1400 West Lacey Boulevard Hanford, CA 93230

INDEX TO ENVIRONMENTAL FILING BY COUNTY

County	DFG Handling Fee or Administration Fee	Department to Contact	Phone Number	Address
Lake	\$25.00 only when DFG receives a fee.	Community Development	707/263-2221 (Ask for Melissa)	Community Development Department Lake County 255 North Forbes Street Lakeport, CA 95453
Los Angeles	\$25.00 all situations.	Zoning Permits	562/462-2177	Los Angeles Clerk 12400 E. Imperial Highway Room 2001 Norwalk, CA 90650
Marin	\$30.00 all situations.	County Clerk	415/499-6415 (Ask for Joyce Whitney)	Marin County Clerk PO Box F 3501 Civic Center Drive, #247 San Rafael, CA 94903
Mendocino	\$25.00 all situations.	County Clerk	707/463-4371 (Ask Maryanna)	Mendocino County Clerk's Office 501 Low Gap Road, Room 1020 Ukiah, CA 95482
Modoc	No fee.	County Clerk	530/233-6200 (Ask for Maxine)	Modoc County Clerk's Office PO Box 130 [or] 204 South Court Street Alturas, CA 96101
Mono	No fee.	County Clerk	760/932-5241 (Ask for Christy Robles)	Mono County Clerk's Office P. O. Box 237 [or] 74 School Street, Annex 1 Bridgeport, CA 93517
Monterey	\$25.00 only when DFG gets a fee.	County Clerk	831/755-5450	Monterey County Clerk's Office County Court House 240 Church Street West Wing, Room 305 Salinas, CA 93902

INDEX TO ENVIRONMENTAL FILING BY COUNTY

County	DFG Handling Fee or Administration Fee	Department to Contact	Phone Number	Address
Napa	\$35.00 all situations. \$35.00 fee is waived if applicant is a government agency.	County Clerk	707/253-4247 707/253-4105 (Ask for Karen)	Napa County Clerk's Office P.O. Box 298 [or] 900 Coombs Street, Room 116 Napa, CA 94559-0298
Nevada	No fee for Notice of Exemption. \$25.00 fee for Notice of Determination.	County Recorder	530/265-1221 (Ask for Krista)	Nevada County Recorder's Office 950 Maidu Avenue Nevada City, CA 95959
Orange	No fee for County-to-County or City-to-City; \$43.00 for private entity.	County Clerk	714/834-2461	EIR Clerk Orange County Clerk/Recorder 12 Civic Center Plaza, Room 106 Santa Ana, CA 92701
Riverside	\$64.00 all situations.	County Clerk	909/486-7013 (Ask for Tammy)	County Clerk's Office Riverside County P.O. Box 751 Riverside, CA 92502-0751
Sacramento	\$25.00 all situations.	County Clerk	916/874-6334 800/313-7133-0 For Marica 916/874-7091	Sacramento County Clerk/Recorder P. O. Box 839 [or] 600 8th Street Sacramento, CA 95812-0839
San Bernardino	\$25.00 all situations.	Clerk of the Board	909/387-3843 (Ask for John)	Clerk of the Board County of San Bernardino 385 N. Arrowhead Avenue San Bernardino, CA 92415

INDEX TO ENVIRONMENTAL FILING BY COUNTY

County	DFG Handling Fee or Administration Fee	Department to Contact	Phone Number	Address
San Diego	\$25.00 for Notice of Determination. [all papers must be rec'd by 3:00]	County Clerk	619/531-6059 (Ask for Wendy)	San Diego Assessor/Recorder/Clerk Attention: Wendy Chevalier P. O. Box 121750 San Diego, CA 92112-4147 [or] County Administration Center 1600 Pacific Hwy., Room 260 San Diego, CA 92119
San Luis Obispo	\$25.00 all situations.	County Clerk	805/781-5088	County Clerk's Office San Luis Obispo County 1144 Monterey Street San Luis Obispo, CA 93408
Santa Barbara	County does not collect fee. Pay directly to DFG.	Clerk of the Board	805/568-2240	Clerk of the Board Santa Barbara County 105 E. Anapamu St., Room 407 Santa Barbara, CA 93101
Tehama	\$25.00 all situations.	County Clerk	530/527-3350	Tehama County Clerk's Office P.O. Box 250 [or] 633 Washington Street, Room 11 Red Bluff, CA 96080
Ventura	\$50.00 all situations.	County Clerk	805/654-2270	Ventura County Clerk's Office 800 South Victoria Avenue Ventura, CA 93009-1920
Yuba	\$25.00. No fee if County owned property.	County Clerk	530/741-6341 (Ask for Francis)	Yuba County Clerk's Office 935 14th Street Marysville, CA 95901

INDEX TO ENVIRONMENTAL FILING WITH STATE

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

**LOCAL GUIDELINES
FOR IMPLEMENTING THE
CALIFORNIA ENVIRONMENTAL QUALITY ACT**

(2005 REVISION)

1. GENERAL PROVISIONS, PURPOSE AND POLICY

1.01 GENERAL PROVISIONS.

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

1.02 PURPOSE.

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

- (a) To enhance and provide long-term protection for the environment, while providing a decent home and satisfying living environment for every Californian.
- (b) To provide information to governmental decision-makers and the public regarding the potential significant environmental effects of the proposed project.
- (c) To provide an analysis of the environmental effects of future actions associated with the project to adequately apprise all interested parties of the true scope of the project for intelligent weighing of the environmental consequences of the project.
- (d) To identify ways that environmental damage can be avoided or significantly reduced.
- (e) To prevent significant avoidable environmental damage through utilization of feasible project alternatives or mitigation measures.
- (f) To disclose and demonstrate to the public the reasons why a governmental agency approved the project in the manner chosen. Public participation is an essential part of the CEQA process. Each public agency should encourage wide public involvement, formal and informal, in order to receive and evaluate public reactions to environmental issues related to a public agency's activities. Such involvement should include, whenever possible, making environmental information available in electronic format on the Internet, on a web site maintained or utilized by the public agency.

1.03 APPLICABILITY.

These Guidelines apply to any activity of the School District which constitutes a "project" as defined in Guidelines Section 10.43. An Environmental Impact Report ("EIR") is required for each such project which may have a significant effect on the environment. When the School District finds that a project will have no significant environmental effect, a Negative Declaration or Mitigated Negative Declaration rather than an EIR shall be prepared.

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

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

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

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

1.04 REDUCING DELAY AND PAPERWORK.

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

- (a) Integrating the CEQA process into early planning review; to this end, the project approval process and these procedures, to the maximum extent feasible, are to run concurrently, not consecutively;
- (b) Identifying projects which fit within categorical or other exemptions and are therefore exempt from CEQA processing;
- (c) Using initial studies to identify significant environmental issues and to narrow the scope of EIRs;
- (d) Using a Negative Declaration when a project not otherwise exempt will not have a significant effect on the environment;
- (e) Consulting with state and local responsible agencies before and during the preparation of an EIR so that the document will meet the needs of all the agencies which will use it;
- (f) Allowing applicants to revise projects to eliminate possible significant effects on the environment, thereby enabling the project to qualify for a Negative Declaration rather than an EIR;

- (g) Integrating CEQA requirements with other environmental review and consultation requirements;
- (h) Emphasizing consultation before an EIR is prepared, rather than submitting adverse comments on a completed document;
- (i) Combining environmental documents with other documents, such as general plans;
- (j) Eliminating repetitive discussions of the same issues by using EIRs on programs, policies or plans and tiering from statements of broad scope to those of narrower scope;
- (k) Reducing the length of EIRs by means such as setting appropriate page limits;
- (l) Preparing analytic, rather than encyclopedic EIRs;
- (m) Mentioning insignificant issues only briefly;
- (n) Writing EIRs in plain language;
- (o) Following a clear format for EIRs;
- (p) Emphasizing the portions of the EIR that are useful to decision-makers and the public and reducing emphasis on background material;
- (q) Incorporating information by reference; and
- (r) Making comments on EIRs as specific as possible.

1.05 COMPLIANCE WITH STATE LAW.

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

1.06 TERMINOLOGY.

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

1.07 PARTIAL INVALIDITY.

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

1.08 ELECTRONIC DELIVERY OF COMMENTS AND NOTICES.

Individuals may file a written request to receive copies of public notices provided under these Guidelines or the State Guidelines. The requestor may elect to receive these notices via email rather than regular mail. Notices sent by email are deemed delivered when the staff person sending the email sends it directed to the last email address provided by the requestor to the public agency.

Individuals may also submit comments on the CEQA documentation for a project via email. Comments submitted via email shall be treated as written comments for all purposes. Comments sent to the public agency via email are deemed received when they actually arrive in

an email account of a staff person who has been designated or identified as the point of contact for a particular project.

2. LEAD AND RESPONSIBLE AGENCIES

2.01 LEAD AGENCY PRINCIPLE.

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

2.02 SELECTION OF LEAD AGENCY.

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

- (a) If the project will be carried out by a public agency, that agency shall be the Lead Agency even if the project will be located within the jurisdiction of another public agency.
- (b) If the project will be carried out by a nongovernmental person or entity, the Lead Agency shall be the public agency with the greatest responsibility for supervising and approving the project as a whole. The Lead Agency will normally be the agency with general governmental powers, rather than an agency with a single or limited purpose. (For example, a district which will provide a public service or utility to the project serves a limited purpose.) If two or more agencies meet this criteria equally, the agency which acts first on the project will be the Lead Agency.
- (c) If two or more public agencies have a substantial claim to be the Lead Agency under either (a) or (b), they may designate one agency as the Lead Agency by agreement. An agreement may also provide for cooperative efforts by contract, joint exercise of powers, or similar devices. If an agreement cannot be reached, the dispute may be submitted to the Office of Planning and Research by any public agency, or the applicant if a private project is involved.

2.03 SELF-CERTIFYING DISTRICT AS LEAD AGENCY.

A Self-Certifying School District as defined in Guidelines Section 10.49 shall be the Lead Agency for a project funded under the state school building program described in Education Code Section 17706, et seq.

2.04 DUTIES OF A LEAD AGENCY.

As a Lead Agency, the School District shall decide whether a Negative Declaration, Mitigated Negative Declaration or an EIR will be required for a project and shall prepare, or cause to be prepared, and consider the document before making its decision on whether and how to approve the project. The documents may be prepared by Staff or by private consultants pursuant to a contract with the School District. However, the School District shall independently review and analyze all draft and final EIRs or Negative Declarations prepared for a project and shall find that the EIR or Negative Declaration reflects the independent judgment of the School District prior to approval of the document. If a Draft EIR, Final EIR or Focused EIR is prepared under a contract to the School District, the contract must be executed within forty-five (45) days

from the date on which the School District sends a Notice of Preparation. (See Guidelines Section 7.02.)

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

- (a) Immediately after deciding that an EIR is required for a project, the School District shall send to the State Clearinghouse and each Responsible Agency a Notice of Preparation (Form "G") stating that an EIR will be prepared. (See Guidelines Section 7.03.)
- (b) The School District shall prepare or cause to be prepared the Draft EIR for the project. (See Guidelines Section 7.04.)
- (c) Once the Draft EIR is completed, the School District shall file a Notice of Completion (Form "H") with the Office of Planning and Research. (See Guidelines Section 7.19.)
- (d) The School District shall consult with state, federal and local agencies which exercise authority over resources which may be affected by the project for their comments on the completed Draft EIR. (See Guidelines Section 7.22.)
- (e) The School District shall provide public notice of the availability of a Draft EIR (Form "K") at the same time that it sends a Notice of Completion to the Office of Planning and Research. (See Guidelines Section 7.19.)
- (f) The School District shall evaluate comments on environmental issues received from persons who reviewed the Draft EIR and shall prepare or cause to be prepared a written response. A written response must be provided to all commenting public agencies at least ten (10) days prior to certifying an EIR. (See Guidelines Section 7.25.)
- (g) The School District shall prepare or cause to be prepared a Final EIR before approving the project. (See Guidelines Section 7.26.)
- (h) The School District shall certify that the Final EIR has been completed in compliance with CEQA and has been reviewed by the Board. (See Guidelines Section 7.28.)
- (i) The School District shall include in the Final EIR, the reply of any Responsible Agency to the Notice of Preparation or Draft EIR. (See Guidelines Sections 2.07, 7.25 and 7.26.)

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

2.05 CONSULTATION REQUIREMENTS FOR DEVELOPMENT PROJECTS.

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

- (a) The applicant's name, address, and phone number.
- (b) Address of site, and local agency (city/county).
- (c) Assessor's book, page, and parcel number.

- (d) The list which includes the site, identification number, and date of list.

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

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

2.06 RESPONSIBLE AGENCY PRINCIPLE.

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

2.07 DUTIES OF A RESPONSIBLE AGENCY.

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

2.08 RESPONSE TO NOTICE OF PREPARATION BY RESPONSIBLE AGENCIES.

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

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

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

2.10 SHIFT IN LEAD AGENCY RESPONSIBILITIES.

The School District, as a Responsible Agency, shall assume the role of the Lead Agency if any one of the following three conditions is met:

- (a) The Lead Agency did not prepare any environmental documents for the project, and the statute of limitations has expired for a challenge to the action of the appropriate Lead Agency.
- (b) The Lead Agency prepared environmental documents for the project, and all of the following conditions occur:
 - (1) A Subsequent or Supplemental EIR is required;
 - (2) The Lead Agency has granted a final approval for the project; and
 - (3) The statute of limitations has expired for a challenge to the action of the appropriate Lead Agency.
- (c) The Lead Agency prepared inadequate environmental documents without providing public notice of a Negative Declaration or sending Notice of Preparation of an EIR to Responsible Agencies and the statute of limitations has expired for a challenge to the action of the appropriate Lead Agency.

3. ACTIVITIES EXEMPT FROM CEQA

3.01 ACTIONS SUBJECT TO CEQA.

CEQA applies to discretionary projects proposed to be carried out or approved by public agencies. If the proposed activity does not come within the definition of "project" contained in Guidelines Section 10.43, it is exempt from CEQA review.

"Project" does not include:

- (a) Proposals for legislation to be enacted by the State Legislature.
- (b) Continuing administrative or maintenance activities, such as purchases for supplies, personnel related actions, and general policy and procedure making (except as provided in Guidelines Section 10.43).
- (c) The submittal of proposals to a vote of the people in response to a petition drive initiated by voters, or the enactment of a qualified voter-sponsored initiative under Cal. Const. Art. II, Section 11(a) and Elec. Code Section 9214.
- (d) The creation of government funding mechanisms or other government fiscal activities that do not involve any commitment to any specific project which may have a potentially significant physical impact on the environment. Government funding mechanisms may include, but are not limited to, assessment districts and community facilities districts.
- (e) Organizational or administrative activities of governments that will not result in direct or indirect physical changes in the environment.
- (f) Activities that do not result in a direct or reasonably foreseeable indirect physical change in the environment.

3.02 MINISTERIAL PROJECTS.

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

- (a) Issuance of a certificate of compliance to a developer;
- (b) Issuance of permits to use or occupy School District facilities.

Where a project involves an approval that contains elements of both a ministerial and discretionary nature, the project will be deemed to be discretionary and subject to the requirements of CEQA. Examples of such projects which should be examined on a case-by-case basis to determine the appropriate type of CEQA review include:

- (a) Determination of attendance boundaries within the School District;

- (b) Relocation of temporary classrooms or buildings from school site to school site.

If a School District contemplates such projects, we recommend they consult legal counsel to determine the appropriate type of CEQA review.

3.03 EXEMPTIONS IN GENERAL.

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

3.04 PRELIMINARY EXEMPTION ASSESSMENT.

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

3.05 NOTICE OF EXEMPTION.

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

The filing of a Notice of Exemption is recommended because it starts a 35-day statute of limitations on legal challenges to the School District's determination that the project is exempt from CEQA. The School District is encouraged to make postings of all filed notices available in electronic format on the Internet. These electronic postings are in addition to the procedures required by the State Guidelines and the Public Resources Code. If a Notice of Exemption is not filed, a 180-day statute of limitations will apply.

When a request is made for a copy of the Notice prior to the date on which the School District determines the project is exempt, the Notice must be mailed, first class postage prepaid, within five (5) days of the School District's determination. If such a request is made following the School District's determination, then the copy should be mailed in the same manner as soon as possible.

3.06 DISAPPROVED PROJECTS.

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

3.07 NO POSSIBILITY OF SIGNIFICANT EFFECT.

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

3.08 EMERGENCY PROJECTS.

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

- (a) Work in a disaster-stricken area in which a state of emergency has been proclaimed by the Governor pursuant to Section 8550 of the Government Code. This includes projects that will remove, destroy, or significantly alter a historical resource when that resource represents an imminent threat to the public of bodily harm or of damage to adjacent property or when the project has received a determination by the State Office of Historic Preservation pursuant to Section 5028(b) of the Public Resources Code.
- (b) Emergency repairs to publicly or privately owned service facilities necessary to maintain service essential to the public health, safety or welfare.
- (c) Projects necessary to prevent or mitigate an emergency. This does not include long-term projects undertaken for the purpose of preventing or mitigating a situation that has a low probability of occurrence in the short-term.
- (d) Projects undertaken, carried out, or approved by a public agency to maintain, repair, or restore an existing highway damaged by fire, flood, storm, earthquake, land subsidence, gradual earth movement, or landslide, provided that the project is within the existing right of way of that highway and is initiated within one year of the damage occurring. This exemption does not apply to highways designated as official state scenic highways, nor any project undertaken, carried out, or approved by a public agency to expand or widen a highway damaged by fire, flood, storm, earthquake, land subsidence, gradual earth movement, or landslide.
- (e) Seismic work on highways and bridges pursuant to Section 180.2 of the Streets and Highways Code Section 180, et seq.

3.09 FEASIBILITY AND PLANNING STUDIES.

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

3.10 RATES, TOLLS, FARES AND CHARGES.

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

- (a) Meeting operating expenses, including employee wage rates and fringe benefits;
- (b) Purchasing or leasing supplies, equipment or materials;
- (c) Meeting financial reserve needs and requirements; or
- (d) Obtaining funds for capital projects necessary to maintain service within existing service areas.

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

3.11 SCHOOL CLOSINGS AND STUDENT TRANSFERS.

CEQA does not apply to the closing of any public school in which Kindergarten or any of grades one through twelve is maintained. The transfer of students from the public school that is closed to another school is also exempt if the only physical changes involved are categorically exempt as described in paragraph 3 of Section 3.15. (Note: At least one court has interpreted the words "physical changes" to include all physical changes caused by the transfer, including the cumulative impacts of the transfer and related past and reasonably foreseeable future closings and transfers. Thus, the School District must consider issues of cumulative impact and significant effects in determining whether the transfer of students caused by the closure is exempt from CEQA.)

3.12 CERTAIN RESIDENTIAL HOUSING PROJECTS.

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

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

- (1) The project is consistent with:
 - (a) any applicable general plan, specific plan, and local coastal program, including any mitigation measures, as that plan or program existed on the date that the application was deemed complete, and
 - (b) any applicable zoning ordinance, as that zoning ordinance existed on the date that the application was deemed complete. A project may satisfy the zoning consistency requirement even if it proposes rezoning of the project site as long as the proposed zoning is consistent with the applicable General Plan designation;
- (2) Community level environmental review has been adopted or certified;
- (3) The project and other projects approved prior to the approval of the project can be adequately served by existing utilities, and the project applicant has paid or committed to pay all applicable in-lieu or development fees;

- (4) The project meets all of the following four criteria relating to biological resources:
 - (a) The project site does not contain wetlands;
 - (b) The project site does not have any value as a wildlife habitat;
 - (c) The project does not harm any species protected by the federal Endangered Species Act of 1973, the Native Plant Protection Act, or the California Endangered Species Act; and
 - (d) The project does not cause the destruction or removal of any species protected by a local ordinance in effect at the time the application for the project was deemed complete;
- (5) The project site is not included on any list of facilities and sites compiled pursuant to Section 65962.5 of the Government Code;
- (6) The project site is subject to a preliminary endangerment assessment prepared by a registered environmental assessor to determine the existence of any release of a hazardous substance on the site and to determine the potential for exposure of future occupants to significant health hazards from any nearby property or activity:
 - (a) If a release of a hazardous substance is found to exist on the site, the release shall be removed or any significant effects of the release shall be mitigated to a level of insignificance in compliance with state and federal requirements.
 - (b) If a potential for exposure to significant hazards from surrounding properties or activities is found to exist, the effects of the potential exposure shall be mitigated to a level of insignificance in compliance with state and federal requirements.
- (7) The project does not have a significant effect on historical resources;
- (8) The project site is not subject to any of the following potential hazards except when mitigated as set forth below:
 - (a) A wildland fire hazard, as determined by the Department of Forestry and Fire Protection, unless the applicable general plan or zoning ordinance contains provisions to mitigate the risk of a wildland fire hazard;
 - (b) An unusually high risk of fire or explosion from materials stored or used on nearby properties;
 - (c) Risk of a public health exposure at a level that would exceed the standards established by any state or federal agency;
 - (d) Within a delineated earthquake fault zone, as determined pursuant to Section 2622 of the Public Resources Code, or a seismic hazard zone, as determined pursuant to Section 2696 of the Public Resources Code, unless the applicable general plan or zoning

- ordinance contains provisions to mitigate the risk of an earthquake fault or seismic hazard zone; or
 - (e) Landslide hazard, flood plain, floodway, or restriction zone, unless the applicable general plan or zoning ordinance contains provisions to mitigate the risk of a landslide or flood;
 - (9) The project site is not located on developed open space;
 - (10) The project site is not located within the boundaries of a state conservancy; and
 - (11) The project meets the requirements in either Section 21159.22, 21159.23 or 21159.24 of the Public Resources Code.
- B. Specific Requirements for Agricultural Housing (Public Resources Code Section 21159.22.) CEQA does not apply to the construction, conversion, or use of residential housing for agricultural employees that meets all of the general requirements described above in Section A and meets the following additional criteria:
- (1) The project either:
 - (a) is affordable to lower income households, lacks public financial assistance, and the developer has provided sufficient legal commitments to ensure the continued availability and use of the housing units for lower income households for a period of at least fifteen (15) years; or
 - (b) provides housing for very low, low-, or moderate-income households, public financial assistance exists for the development project, and the developer of the project has provided sufficient legal commitments to the appropriate local agency to ensure the continued availability and use of the housing units for low- and moderate-income households for a period of at least fifteen (15) years;
 - (2) The project site is adjacent on at least two sides to land that has been developed and the project consists of not more than forty-five (45) units or provides dormitories, barracks, or other group-living facilities for a total of forty-five (45) or fewer agricultural employees, and either:
 - (a) The project site is within incorporated City limits or within a census-defined place with a minimum population density of at least five thousand (5,000) persons per square mile; or
 - (b) The project site is within incorporated City limits or within a census-defined place and the minimum population density of the City or the census-defined place is at least one thousand (1,000) persons per square mile, unless the City determines that there is a reasonable possibility that the project would have a significant

effect on the environment or that the cumulative effects of successive projects of the same type in the same area would, over time, be significant;

- (3) If the project is located on a site zoned for general agricultural use, it must consist of twenty (20) or fewer units, or, if the housing consists of dormitories, barracks, or other group-living facilities, the project must not provide housing for more than twenty (20) agricultural employees; and
- (4) The project is not more than two (2) acres in area if the project site is located in an area with a population density of at least one thousand (1,000) persons per square mile, and is not more than five (5) acres in area for all other project sites.

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

- (1) The developer of the project provides sufficient legal commitments to the local agency to ensure the continued availability and use of the housing units for lower income households for a period of at least thirty (30) years;
- (2) The project site:
 - (a) has been previously developed for qualified urban uses;
 - (b) is immediately adjacent to parcels that are developed with qualified urban uses; or
 - (c) at least 75% of the perimeter of the site adjoins parcels that are developed with qualified urban uses and the remaining 25% of the perimeter of the site adjoins parcels that have previously been developed for qualified urban uses, the site has not been developed for urban uses and no parcel within the site has been created within ten (10) years prior to the proposed development of the site;
- (3) The project site is not more than five (5) acres in area; and
- (4) The project site is located:
 - (a) within an urbanized area or within a census-defined place with a population density of at least five thousand (5,000) persons per square mile,
 - (b) if the project consists of fifty (50) or fewer units, within an incorporated city with a population density of at least twenty-five hundred (2,500) persons per square mile and a total population of at least twenty-five thousand (25,000) persons, or

- (c) within either an incorporated city or a census-defined place with a population density of one thousand (1,000) persons per square mile, unless there is a reasonable possibility that the project would have a significant effect on the environment due to unusual circumstances or due to the related or cumulative impacts of reasonably foreseeable projects in the vicinity of the project.
- D. Specific Requirements for Affordable Housing Projects Near Major Transit Stops (Public Resources Code Section 21159.24.) CEQA does not apply to a residential project on an infill site within an urbanized area if all of the general requirements described above in Section A are satisfied and the following additional criteria are also met:
 - (1) Within five (5) years prior to the date that the application for the project is deemed complete, community-level environmental review was certified or adopted. This exemption does not apply, however, if new information about the project or substantial changes regarding the circumstances surrounding the project become available after the community-level environmental review was certified or adopted;
 - (2) The project site is not more than four (4) acres in total area;
 - (3) The project does not contain more than one hundred (100) residential units;
 - (4) The project meets either of the following criteria:
 - (a) At least 10% of the housing is sold to families of moderate income or rented to families of low income or at least 5% of the housing is rented to families of very low income, and the project developer has provided the City with sufficient legal commitments to ensure the continued availability and use of the housing units for very low, low-, and moderate-income households at monthly housing costs; or
 - (b) The project developer has paid or will pay in-lieu fees sufficient to pay for the development of the same number of units that would otherwise be sold or rented to families of moderate or very low income pursuant to subparagraph (a);
 - (5) The project is within one-half mile of a major transit stop;
 - (6) The project does not include any single-level building that exceeds 100,000 square feet; and
 - (7) The project promotes higher density infill housing.
 - (a) A project with a density of at least 20 units per acre shall be conclusively presumed to promote higher density infill housing.

- (b) A project with a density of at least 10 units per acre and a density greater than the average density of the residential properties within 1,500 feet shall be presumed to promote higher density housing unless the preponderance of the evidence demonstrates otherwise.
- (8) Exception.
 - (a) The Exemption for Affordable Housing Projects near Major Transit Stops does not apply if any one of the following criteria is met:
 - 1. There is a reasonable possibility that the project will have a project-specific, significant effect on the environment due to unusual circumstances;
 - 2. Since community-level environmental review was certified or adopted, substantial changes have occurred with respect to the circumstances under which the project is being undertaken, and those changes are related to the project; or
 - 3. Since community-level environmental review was certified or adopted, new information regarding the circumstances under which the project is being undertaken has become available, and that new information is related to the project and was not known and could not have been known at the time of the community-level environmental review.
 - (b) If a project satisfies any one of the three criteria described above in Section D.(8)(a), the environmental effects of the project must be analyzed in an environmental impact report or a negative declaration. The environmental analysis shall be limited to the effects identified pursuant to Section D.(8)(a).
- E. Whenever the lead agency determines that a project is exempt from environmental review based on Public Resources Code Sections 21159.22 [Section 3.12 B. of these Guidelines], 21159.23 [Section 3.12 C. of these Guidelines], or 21159.24 [Section 3.12 D. of these Guidelines], staff and/or the proponent of the project shall file notice of the determination of exemption with the Office of Planning and Research within five working days after the approval of the project.

3.13 BALLOT MEASURES.

The definition of project in the State Guidelines specifically excludes the submittal of proposals to a vote of the people of the state or of a particular community. This exception applies only to measures proposed in response to a petition drive initiated by voters. When a governing body makes a decision to put a measure on the ballot, that decision may be discretionary and therefore subject to CEQA. In contrast, the enactment of a qualified voter-sponsored initiative under California Constitution Art. II, Section 11(a) and Election Code

Section 9214 is not a project and therefore is not subject to CEQA review. (See Guidelines Section 3.01.)

3.14 OTHER SPECIFIC EXEMPTIONS.

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

3.15 CATEGORICAL EXEMPTIONS.

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

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

All classes of categorical exemptions are qualified. These exemptions are inapplicable when the cumulative impact of successive projects of the same type in the same place over time is significant or when there is a reasonable possibility that the activity will have a significant effect on the environment due to unusual circumstances.

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

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

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

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

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

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

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

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

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

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

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

Class 11: Accessory Structures. Construction or replacement of minor structures accessory or appurtenant to existing commercial, industrial, or institutional facilities, including, but not limited to, on-premise signs; small parking lots; and placement of seasonal or temporary

use items, such as lifeguard towers, mobile food units, portable restrooms or similar items in generally the same locations from time to time in publicly owned parks, stadiums or other facilities designed for public use. (State Guidelines Section 15311.)

Class 12: Surplus Government Property Sales. Sales of surplus government property, except for certain parcels of land located in an area of statewide, regional or areawide concern as that term is defined in State Guidelines Section 15206(b)(4). However, even if the surplus property to be sold is located in any of those areas, its sale is exempt if:

- (a) The property does not have significant values for wildlife habitat or other environmental purposes, and
- (b) Any one of the following three conditions is met:
 - (1) The property is of such size, shape, or inaccessibility that it is incapable of independent development or use;
 - (2) The property to be sold would qualify for an exemption under any other class of categorical exemption in the State Guidelines; or
 - (3) The use of the property and adjacent property has not changed since the time of purchase by the public agency. (State Guidelines Section 15312.)

Class 13: Acquisition of Lands for Wildlife Conservation Purposes. Acquisition of lands for fish and wildlife conservation purposes, including preservation of fish and wildlife habitat, establishment of ecological preserves under Fish and Game Code Section 1580, and preservation of access to public lands and waters where the purpose of the acquisition is to preserve the land in its natural condition. (State Guidelines Section 15313.)

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

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

Class 16: Transfer of Ownership of Land in Order to Create Parks. Acquisition, sale, or other transfer of land in order to establish a park where the land is in a natural condition or contains historical or archaeological resources and either:

- (a) The management plan for the park has not been prepared, or
- (b) The management plan proposes to keep the area in a natural condition or preserve the historic or archaeological resources.

CEQA will apply when a management plan is proposed that will change the area from its natural condition or cause substantial adverse change in the significance of the historic or archaeological resource. (State Guidelines Section 15316.)

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

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

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

- (a) to a city or special district of areas containing existing public or private structures developed to the density allowed by the current zoning or rezoning of either the gaining or losing governmental agency, whichever is more restrictive; provided, however, that the extension of utility services to the existing facilities would have a capacity to serve only the existing facilities; and
- (b) of individual small parcels of the minimum size for facilities exempted by Class 3, New Construction or Conversion of Small Structures. (State Guidelines Section 15319.)

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

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

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

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

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

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

Class 26: Acquisition of Housing for Housing Assistance Programs. Actions by a redevelopment agency, housing authority or other public agency to implement an adopted Housing Assistance Plan by acquiring an interest in housing units, provided the housing units are either in existence or possessing all required permits for construction when the agency makes its final decision to acquire the units. (State Guidelines Section 15326.)

Class 27: Leasing New Facilities. Leasing of a newly constructed or previously unoccupied privately owned facility by a local or state agency when the School District determines that the proposed use of the facility:

- (a) conforms with existing state plans and policies and with general, community, and specific plans for which an EIR or Negative Declaration has been prepared;
- (b) is substantially the same as that originally proposed at the time the building permit was issued;
- (c) does not result in a traffic increase of greater than 10% of front access road capacity; and
- (d) includes the provision of adequate employee and visitor parking facilities. (State Guidelines Section 15327.)

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

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

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

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

Reconstructing Historic Buildings (1995), Weeks and Grimmer. (State Guidelines Section 15331.)

Class 32: Infill Development Projects. Infill development meeting the following conditions:

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

Class 33: Small Habitat Restoration Projects. Revegetation of disturbed areas with native plant species; wetland restoration, the primary purpose of which is to improve conditions for waterfowl or other species that rely on wetland habitat; stream or river bank revegetation, the primary purpose of which is to improve habitat for amphibians or native fish; projects to restore or enhance habitat that are carried out principally with hand labor and not mechanized equipment; stream or river bank stabilization with native vegetation or other bioengineering techniques, the primary purpose of which is to reduce or eliminate erosion and sedimentation; culvert replacement conducted in accordance with published guidelines of the Department of Fish and Game or NOAA Fisheries, the primary purpose of which is to improve habitat or reduce sedimentation, and other similar projects to assure the maintenance, restoration, enhancement, or protection of habitat for fish, plants, or wildlife. This exemption only applies to project that are five acres or less in size and that meet the following criteria:

- (a) There would be no significant adverse impact on endangered, rare or threatened species or their habitat pursuant to section 15065;
- (b) There are no hazardous materials at or around the project site that may be disturbed or removed; and
- (c) The project will not result in impacts that are significant when viewed in connection with the effects of past projects, the effects of other current projects, and the effects of probable future projects.

4. TIME LIMITATIONS

4.01 REVIEW OF PRIVATE PROJECT APPLICATIONS.

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

4.02 DETERMINATION OF ENVIRONMENTAL IMPACT.

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

4.03 COMPLETION AND ADOPTION OF NEGATIVE DECLARATION.

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

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

4.04 COMPLETION AND CERTIFICATION OF FINAL EIR.

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

4.05 PROJECTS SUBJECT TO THE PERMIT STREAMLINING ACT.

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

processing the project application prior to final CEQA action, provided the information necessary to begin the process is available.

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

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

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

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

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

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

4.07 SUSPENSION OF TIME PERIODS.

An unreasonable delay by an applicant in meeting School District requests necessary for the preparation of a Negative Declaration or an EIR shall suspend the running of the time periods described in Guidelines Sections 4.03 and 4.04 for the period of the unreasonable delay. Alternatively, the School District may disapprove a project application where there is

unreasonable delay in meeting requests. The School District may also allow a renewed application to start at the same point in the process where the application was when it was disapproved.

5. INITIAL STUDY

5.01 PREPARATION OF INITIAL STUDY.

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

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

5.02 INFORMAL CONSULTATION WITH OTHER AGENCIES.

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

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

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

5.03 CONSULTATION WITH PRIVATE PROJECT APPLICANT.

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

5.04 PURPOSES OF AN INITIAL STUDY.

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

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

5.05 CONTENTS OF INITIAL STUDY.

An Initial Study shall contain in brief form:

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

- (h) Identification of prior EIRs or environmental documents which could be used with the project.

5.06 USE OF A CHECKLIST INITIAL STUDY.

When properly completed, the Environmental Checklist (Form "J") will meet the requirements of Guidelines Section 5.05 provided that the entries on the checklist are explained. Either the Environmental Checklist (Form "J") should be expanded or a separate attachment should be prepared to describe the project, including its location, and to identify the environmental setting.

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

5.07 EVALUATING SIGNIFICANT ENVIRONMENTAL EFFECTS.

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

- (a) Whether the Initial Study and/or any comments received informally during consultations indicate that a fair argument can be made that the project may have a significant adverse environmental impact which cannot be mitigated to a level of insignificance. Even if a fair argument can be made to the contrary, an EIR should be prepared.
- (b) Whether both primary (direct) and secondary (indirect) consequences of the project were evaluated. Primary consequences are immediately related to the project, while secondary consequences are related more to the primary consequences than to the project itself. For example, secondary impacts upon the resources base, including land, air, water and energy use of an area, may result from population growth, a primary impact.
- (c) Whether adverse social and economic changes will result from a physical change caused by the project. Adverse economic and social changes resulting from a project are not, in themselves, significant environmental effects. However, if such adverse changes cause physical changes in the environment, those consequences may be used as the basis for finding that the physical change is significant.
- (d) Whether there is serious public controversy or disagreement among experts over the environmental effects of the project. However, controversy or disagreement alone shall not require preparation of an EIR in the absence of substantial evidence of significant effects.
- (e) Whether the cumulative impact of the project is significant and whether the effects of the project are "cumulatively considerable" (as defined in Guidelines Section 10.10) when viewed in connection with the incremental effects of past projects, current projects, and probable future projects.

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

5.08 MANDATORY FINDINGS OF SIGNIFICANT EFFECT.

Whenever there is substantial evidence, in light of the whole record, that any of the conditions set forth below may occur, the School shall find that the project may have a significant effect on the environment and thereby shall require preparation of an EIR:

- (a) The project has the potential to substantially degrade the quality of the environment, substantially reduce the habitat of a fish or wildlife species, cause a fish or wildlife population to drop below self-sustaining levels, threaten to eliminate a plant or animal community, substantially reduce the number or restrict the range of a rare or endangered plant or animal, or eliminate important examples of major periods of California history or prehistory;
- (b) The project has the potential to achieve short-term environmental goals to the disadvantage of long-term environmental goals;
- (c) The project has possible environmental effects which are individually limited but cumulatively considerable. "Cumulatively considerable" means that the incremental effects of an individual project are significant when viewed in connection with the effects of past, current, and probable future projects as defined in Guidelines Section 10.10. That is, the School is required to determine whether the incremental impacts of a project are cumulatively considerable by evaluating them against the back-drop of the environmental effects of the other projects; or
- (d) The environmental effects of a project will cause substantial adverse effects on humans either directly or indirectly.

If, before the release of the CEQA document for public review, the potential for triggering one of the mandatory findings of significance is avoided or mitigation measures or project modifications reduce the potentially significant impacts to a point where clearly the mandatory finding of significance is not triggered, preparation of an EIR is not mandated. If the project's potential for triggering one of the mandatory findings of significance cannot be avoided or mitigated to a point where the criterion is clearly not triggered, an EIR shall be prepared, and the relevant mandatory findings of significance shall be used: (1) as thresholds of significance for purposes of preparing the EIR's impact analysis, (2) in making findings on the feasibility of alternatives or mitigation measures, (3) when found to be feasible, in making changes in the project to lessen or avoid the adverse environmental impacts, and (4) when necessary, in adopting a statement of overriding considerations.

Although an EIR prepared for a project that triggers one of the mandatory findings of significance must use the relevant mandatory findings as thresholds of significance, the EIR need not conclude that the impact itself is significant. Rather, the School must exercise its discretion and determine, on a case-by-case basis after evaluating all of the relevant evidence, whether the project's environmental impacts are avoided or mitigated below a level of significance or whether a statement of overriding considerations is required.

With regard to a project that has the potential to substantially reduce the number or restrict the range of a protected species, the School does not have to prepare an EIR solely due to that impact, provided the project meets the following three criteria:

- (1) The project proponent must be bound to implement mitigation requirements relating to such species and habitat pursuant to an approved habitat conservation plan and/or natural communities conservation plan;
- (2) The state or federal agency must have approved the habitat conservation plan and/or natural community conservation plan in reliance on an EIR and/or EIS; and
- (3) The mitigation requirements must either avoid any net loss of habitat and net reduction in number of the affected species, or preserve, restore, or enhance sufficient habitat to mitigate the reduction in habitat and number of the affected species below a level of significance.

5.09 MANDATORY PREPARATION OF AN EIR FOR WASTE-BURNING PROJECTS.

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

- (a) The construction of a new facility.
- (b) The expansion of an existing hazardous waste burning facility which would increase its permitted capacity by more than ten percent (10%).
- (c) The issuance of a hazardous waste facilities permit to a land disposal facility, as defined in Guidelines Section 10.25.
- (d) The issuance of a hazardous waste facilities permit to an offsite large treatment facility, as defined in Guidelines Sections 10.26 and 10.40.

This section does not apply to projects listed in subsections (c) and (d), immediately above, if the facility only manages hazardous waste that is identified or listed pursuant to Health and Safety Code Section 25140 or 25141 or only conducts activities which are regulated pursuant to Health and Safety Code Section 25100, et seq.

The School District shall calculate the percentage of expansion for an existing facility by comparing the proposed facility's capacity with either of the following, as applicable:

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

operation of a facility for the burning of hazardous waste, granted on or after January 1, 1990.

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

- (a) digester gas produced from manure or any other solid or semi-solid animal waste;
- (b) methane gas produced from a disposal site which is used only for the disposal of solid waste;
- (c) forest, agricultural, wood or other biomass wastes;
- (d) hazardous waste in an incineration unit that is transportable and which is either at a site for not longer than three years or is part of a remedial or removal action;
- (e) refinery waste burned in a flare on the site of generation;
- (f) methane gas produced at a municipal sewage treatment plant and burned in a flare;
- (g) hazardous waste, or hazardous waste as a supplemental fuel, as part of a research, development, or demonstration project which, consistent with the Resource Conservation and Recovery Act of 1976, has been determined to be innovative and experimental by the State Department of Health Services and which is limited in type and quantity of waste to that necessary to determine the efficacy and performance capabilities of the technology or process; provided, however, that any facility which operated as a research, development or demonstration project and for which an application is thereafter submitted for a hazardous waste facility permit for operation other than as a research, development or demonstration project shall be considered a new facility for the burning of hazardous waste, and therefore subject to EIR requirements;
- (h) soils contaminated only with petroleum fuels or the vapors from these soils;
- (i) exclusively treats less than 3,000 pounds of hazardous waste per day in a thermal processing unit operated in the absence of open flame, and submits a worst-case health risk assessment of the technology to the State Department of Health Services for review and distribution to the interested public. This assessment shall be prepared in accordance with guidelines set forth in the Air Toxics Assessment Manual of the California Air Pollution Control Officers Association;
- (j) less than 1,200 pounds of infectious waste per day, as defined in Section 25117.5 of the Health and Safety Code, on hospital sites;
- (k) chemicals and fuels as part of firefighter training;
- (l) exclusively conducts open burns of explosives subject to the requirements of the local or regional air pollution control district and in compliance with OSHA and Cal-OSHA regulations; or
- (m) exclusively conducts onsite burning of less than 3,000 pounds per day of fumes directly from a manufacturing or commercial process.

Such projects are not exempt from the other requirements of CEQA, the State Guidelines, or these Local Guidelines. This section does not apply to any project over which the State Energy Resources Conservation and Development Commission has assumed jurisdiction per Health and Safety Code Section 25500, et seq.

5.10 LAND USE POLICIES.

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

5.11 EVALUATING IMPACTS ON HISTORICAL RESOURCES.

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

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

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

- (a) Demolishes or materially alters in an adverse manner those physical characteristics of a historical resource that convey its historical significance and that justify its inclusion in, or eligibility for, inclusion in the California Register of Historical Resources;
- (b) Demolishes or materially alters in an adverse manner those physical characteristics that account for its inclusion in a local register of historical resources or its identification in a historical resources survey, unless the Lead Agency establishes by a preponderance of evidence that the resource is not historically or culturally significant; or
- (c) Demolishes or materially alters in an adverse manner those physical characteristics of a historical resource that convey its historical significance and that justify its eligibility for inclusion in the California Register of Historical Resources as determined by the Lead Agency for purposes of CEQA.

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

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

5.12 EVALUATING IMPACTS ON ARCHAEOLOGICAL SITES.

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

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

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

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

5.13 IMPACTS TO OAK WOODLANDS.

When a county prepares an Initial Study to determine what type of environmental document will be prepared for a project within its jurisdiction, the county must determine whether the project may result in a conversion of oak woodlands that will have a significant effect on the environment. Normally, this rule does not apply to projects undertaken by the School. However, if the School is a responsible agency on such a project, the School should endeavor to ensure that the county, as Lead Agency, analyzes these impacts in accordance with CEQA.

5.14 ENVIRONMENTAL IMPACT ASSESSMENT.

The job of the Initial Study is to identify which environmental impacts may be significant. Based upon the Initial Study, Staff shall determine whether a proposed project may or will have a significant effect on the environment. Such determination shall be made in writing on the Environmental Impact Assessment Form (Form "C"). If Staff finds that a project will not

have a significant effect on the environment, it shall recommend that a Negative Declaration be prepared and adopted by the decisionmaking body. If Staff finds that a project may have a significant effect on the environment, but the effects can be mitigated to a level of insignificance, it shall recommend that a Mitigated Negative Declaration be prepared and adopted by the decisionmaking body. If Staff finds that a project may have a significant effect on the environment, it shall recommend that an EIR be prepared and certified by the decisionmaking body.

5.15 FINAL DETERMINATION.

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

6. NEGATIVE DECLARATION

6.01 DECISION TO PREPARE A NEGATIVE DECLARATION.

A Negative Declaration (Form "E") shall be prepared for a project subject to CEQA when the Initial Study shows that there is no substantial evidence in light of the whole record that the project may have a significant or potentially significant adverse effect on the environment. (See Guidelines Sections 10.33 and 10.50.)

6.02 DECISION TO PREPARE A MITIGATED NEGATIVE DECLARATION.

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

- (a) The project applicant has agreed to revise the project or the School District can revise the project to avoid these significant effects or to mitigate the effects to a point where it is clear that no significant effects would occur; and
- (b) There is no substantial evidence in light of the whole record before the School District that the revised project may have a significant effect.

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

6.03 CONTRACTING FOR PREPARATION OF NEGATIVE DECLARATION.

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

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

When, based upon the Initial Study, it is recommended to the decisionmaking body that a Negative Declaration or Mitigated Negative Declaration be adopted, a Notice of Intent to Adopt a Negative Declaration or Mitigated Negative Declaration (Form "D") shall be provided to the public, to all Responsible Agencies and to every other public agency with jurisdiction by law over resources affected by the project. The Notice of Intent to Adopt a Negative Declaration or Mitigated Negative Declaration (Form "D") must be provided at least twenty (20) days, or, in cases subject to review by the State Clearinghouse, at least thirty (30) days, before the final adoption of the Negative Declaration or Mitigated Negative Declaration by the decisionmaking

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

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

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

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

6.05 POSTING AND PUBLICATION OF NEGATIVE DECLARATION OR MITIGATED NEGATIVE DECLARATION.

The School District shall have a copy of the Notice of Intent to Adopt, the Draft Negative Declaration or Mitigated Negative Declaration and the Initial Study posted at the School District's office and made available for public inspection. The Notice must be provided either twenty (20) or thirty (30) days prior to final adoption of the Negative Declaration or Mitigated Negative Declaration: Negative Declarations prepared for projects subject to State Clearinghouse review must be circulated for at least thirty (30) days, while all other Negative Declarations must be circulated for at least twenty (20) days.

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

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

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

The School District shall consider all comments received during the public review period for the Negative Declaration or Mitigated Negative Declaration. Comments submitted via email shall be treated as written comments for all purposes. Comments sent to the public agency via email are deemed received when they actually arrive in an email account of a staff person who has been designated or identified as the point of contact for a particular project.

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

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

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

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

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

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

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

A shorter review period by the State Clearinghouse for a Negative Declaration or Mitigated Negative Declaration can be requested by the decisionmaking body. The shortened review period shall not be less than twenty (20) days. Such a request must be made in writing by the Lead Agency to the Office of Planning and Research. The decisionmaking body may designate by resolution or ordinance an individual authorized to request a shorter review period. Any approval of a shortened review period must be given prior to, and reflected in, the public notice. However, a shortened review period shall not be approved by the Office of Planning and

Research for any proposed project of statewide, regional or areawide environmental significance, as defined by State Guidelines Section 15206.

6.07 SPECIAL NOTICE REQUIREMENTS FOR WASTE AND FUEL BURNING PROJECTS.

For any waste burning project, as defined in Guidelines Section 5.09, Notice of Intent to Adopt (see Guidelines Section 6.04) shall be given to all organizations and individuals who have previously requested it and shall also be given by all three of the procedures listed in Guidelines Section 6.05. In addition, Notice shall be given by direct mailing to the owners and occupants of property within one-quarter mile of any parcel or parcels on which such a project is located.

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

6.08 CONTENT OF NEGATIVE DECLARATION.

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

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

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

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

- (a) The site of a current or former hazardous waste disposal site or solid waste disposal site and, if so, whether the waste has been removed;
- (b) A hazardous waste substance release site identified by the State Department of Health Services as listed in Section 25356 of the California Health and Safety Code for removal or remedial action pursuant to Section 25300, et seq., of the California Health and Safety Code;

- (c) A site which contains one or more pipelines, situated underground or aboveground, which carries hazardous substances, acutely hazardous materials, or hazardous waste, unless the pipeline is a natural gas pipeline which is used only to supply natural gas to that school or neighborhood; or
- (d) A site that is within 500 feet of the edge of the closest traffic lane of a freeway or other busy traffic corridor as defined by statute.

If School District projects involve the acquisition of real property for a new school site or construction on an existing site owned or leased by the School District and require new construction funding from the State of California, the School District, in addition to the requirements of (a) through (d) above, is also required to comply with the DTSC assessment requirements specified in Education Code Sections 17213.1 and 17213.2.

For a school site with a boundary that is within 500 feet of the edge of the closest traffic lane of the freeway, or other busy traffic corridor as defined by statute, the governing board of the School District must also conduct a health risk analysis pursuant to paragraph (2) of subdivision (b) of Section 44360 of the Health and Safety Code, based on appropriate air dispersion modeling, in order to determine if the air quality at the proposed site is such that neither short-term nor long-term exposure poses significant health risks to pupils.

6.10 ADOPTION OF NEGATIVE DECLARATION OR MITIGATED NEGATIVE DECLARATION.

Following the publication, posting or mailing of the Notice of Intent to Adopt a Negative Declaration or Mitigated Negative Declaration, but in no event sooner than the expiration of the applicable twenty (20) or thirty (30) day public review period, the Negative Declaration or Mitigated Negative Declaration may be presented to the decisionmaking body at a regular or special meeting. Prior to adoption, the School District shall independently review and analyze the Negative Declaration or Mitigated Negative Declaration and find that the Negative Declaration or Mitigated Negative Declaration reflects the independent judgment of the School District. If the decisionmaking body finds that the project will not have a significant effect on the environment, it shall adopt the Negative Declaration or Mitigated Negative Declaration. When adopting the Negative Declaration or Mitigated Negative Declaration, the School District shall specify the location and custodian of the documents or other material which constitute the record of proceedings upon which it based its decision.

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

6.11 MITIGATION REPORTING OR MONITORING PROGRAM FOR MITIGATED NEGATIVE DECLARATION.

When adopting a Mitigated Negative Declaration pursuant to Guidelines Section 6.10, the School District shall adopt a reporting or monitoring program to assure that mitigation measures which are required to mitigate or avoid significant effects on the environment will be fully enforceable through permit conditions, agreements, or other measures and implemented by

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

This reporting or monitoring program shall be designed to assure compliance during the implementation or construction of a project and shall otherwise comply with the requirements described in Guidelines Section 7.33. If a Responsible Agency or Trustee Agency has required that certain conditions be incorporated into the project, the School District may request that agency to prepare and submit a proposed reporting or monitoring program. The School District shall also require that prior to the close of the public review period for a Mitigated Negative Declaration (see Guidelines Section 6.04), the Responsible or Trustee Agency submit detailed performance objectives for mitigation measures, or refer the School District to appropriate, readily available guidelines or reference documents. Any mitigation measures submitted to the School District by a Responsible or Trustee Agency shall be limited to measures which mitigate impacts to resources which are within the Responsible or Trustee Agency's authority.

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

Transportation information resulting from the reporting or monitoring program required to be adopted by the School District shall be submitted to the regional transportation planning agency where the project is located and to the Department of Transportation for a project of statewide, regional or areawide significance according to State Guidelines Section 15206. The transportation planning agency and the Department of Transportation are required by law to adopt guidelines for the submittal of these reporting or monitoring programs, so the School District may wish to tailor its submittal to such guidelines.

6.12 APPROVAL OR DISAPPROVAL OF PROJECT.

At the time of adoption of a Negative Declaration or Mitigated Negative Declaration, the Board may consider the project for purposes of approval or disapproval. Prior to approving the project, the Board shall consider the Negative Declaration or Mitigated Negative Declaration, together with any written comments received and considered during the public review period, and shall approve or disapprove the Negative Declaration or Mitigated Negative Declaration. In making a finding as to whether there is any substantial evidence that the project will have a significant effect on the environment, the factors listed in Guidelines Section 5.08 should be considered. (See Guidelines Section 7.31 for approval requirements for facilities which may emit hazardous pollutants or which may handle extremely hazardous substances within one-quarter mile of a school site.)

6.13 RECIRCULATION OF A NEGATIVE DECLARATION OR MITIGATED NEGATIVE DECLARATION.

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

Recirculation is not required under the following circumstances:

- (a) Mitigation measures are replaced with equal or more effective measures, and the School District makes a finding to that effect.
- (b) New project revisions are added after circulation of the Negative Declaration or Mitigated Negative Declaration or in response to written or oral comments on the project's effects, but the revisions do not create new significant environmental effects and are not necessary to mitigate an avoidable significant effect.
- (c) Measures or conditions of project approval are added after circulation of the Negative Declaration or Mitigated Negative Declaration, but the measures or conditions are not required by CEQA, do not create new significant environmental effects and are not necessary to mitigate an avoidable significant effect.
- (d) New information is added to the Negative Declaration or Mitigated Declaration which merely clarifies, amplifies, or makes insignificant modifications to the Negative Declaration or Mitigated Negative Declaration.

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

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

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

- (a) An identification of the project including the project title as identified on the proposed negative declaration, its location, and the State Clearinghouse identification number for the proposed negative declaration if the notice of determination is filed with the State Clearinghouse;
- (b) A brief description of the project;
- (c) The name of the School and the date on which the School approved the project;
- (d) The determination of the School that the project will not have a significant effect on the environment;

- (e) A statement that a Negative Declaration or Mitigated Negative Declaration was adopted pursuant to the provisions of CEQA;
- (f) A statement indicating whether mitigation measures were made a condition of the approval of the project, and whether a mitigation monitoring plan/program was adopted; and
- (g) The address where a copy of the Negative Declaration or Mitigated Negative Declaration may be examined.

The Notice of Determination shall be filed with the Clerk of each county in which the project will be located within five (5) working days of project approval. The School District is encouraged to make copies of filed notices available in electronic format on the Internet. Such electronic notices are in addition to the posting requirements of the CEQA Guidelines and the Public Resources Code. The Clerk must post the Notice of Determination within twenty-four (24) hours of receipt. The Notice must be posted in the office of the Clerk for a minimum of thirty (30) days. Thereafter, the Clerk shall return the notice to the School District with a notation of the period it was posted. The School District shall retain the notice for not less than twelve (12) months. If the project requires discretionary approval from any State agency, the Notice of Determination shall also be filed with the Office of Planning and Research within five (5) working days of project approval along with proof of payment of the California Department of Fish and Game fee or Certificate of Fee Exemption (see Guidelines Section 6.18). Simultaneously with the filing of the Notice of Determination with the Clerk, Staff shall cause a copy of the Notice of Determination to be posted at the School District office.

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

For projects with more than one phase, Staff shall file a notice of determination for each phase requiring a discretionary approval.

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

6.15 ADDENDUM TO NEGATIVE DECLARATION.

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

Declaration. The School District shall consider the addendum with the adopted Negative Declaration prior to project approval.

6.16 SUBSEQUENT NEGATIVE DECLARATION.

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

- (a) Substantial changes are proposed in the project which will require major revisions of the previous EIR or Negative Declaration due to the involvement of new significant environmental effects or a substantial increase in the severity of previously identified significant effects;
- (b) Substantial changes occur with respect to the circumstances under which the project is undertaken which will require major revisions of the previous EIR or Negative Declaration due to the involvement of new significant environmental effects or a substantial increase in the severity of previously identified significant effects; or
- (c) New information of substantial importance which was not known and could not have been known with the exercise of reasonable diligence at the time the previous EIR was certified or the Negative Declaration was adopted which shows any of the following:
 - (1) The project will have one or more significant effects not discussed in the previous EIR or Negative Declaration;
 - (2) Significant effects previously examined will be substantially more severe than shown in the previous EIR;
 - (3) Mitigation measure(s) or alternative(s) previously found not to be feasible would in fact be feasible and would substantially reduce one or more significant effects of the project, but the project proponents declined to adopt the mitigation measure(s) or alternative(s); or
 - (4) Mitigation measure(s) or alternative(s) which are considerably different from those analyzed in the previous EIR would substantially reduce one or more significant effects on the environment, but the project proponents decline to adopt the mitigation measure(s) or alternative(s).

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

6.17 PRIVATE PROJECT COSTS.

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

6.18 FILING FEES FOR PROJECTS WHICH AFFECT WILDLIFE RESOURCES.

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

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

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

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

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

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

Examples of School District projects which might have such a "de minimis" effect include:

- (1) New construction on existing school sites;
- (2) Modernization of existing facilities;
- (3) Placement of portable classrooms on existing school sites.

The decision regarding whether or not a School District project, including the examples listed above, will have a "de minimis" effect should be made on a case-by-case basis after consultation with legal counsel.

If the School District believes that a project will have a "de minimis" effect on wildlife resources, it should file the Certificate of Fee Exemption attached as Form "L". This form

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

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

7. ENVIRONMENTAL IMPACT REPORT

7.01 DECISION TO PREPARE AN EIR.

An EIR shall be prepared whenever there is substantial evidence in light of the whole record which supports a fair argument that a project may have a significant effect on the environment. (See Guidelines Sections 10.43 and 10.40.) The record may include the Initial Study or other documents or studies prepared to assess the project's environmental impacts.

7.02 CONTRACTING FOR PREPARATION OF EIRs.

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

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

7.03 NOTICE OF PREPARATION OF DRAFT EIR.

After Staff determines that an EIR will be required for a proposed project, the School District as Lead Agency shall prepare and send a Notice of Preparation (Form "G") to each Responsible Agency and Trustee Agency involved with the project, as well as the Office of Planning and Research. When submitting the Notice of Preparation to the Office of Planning and Research, a Notice of Completion (Form "H") should be used as a cover sheet. Responsible and Trustee Agencies, the State Clearinghouse, and the state agencies contacted by the State Clearinghouse have thirty (30) days to respond to the Notice of Preparation. Agencies that do not respond within thirty (30) days shall be deemed not to have any comments on the Notice of Preparation. The District shall send copies of the Notice of Preparation by certified mail or any other method of transmittal which provides it with a record that the Notice was received. The Notice must also be posted in the office of the Clerk in each county in which the project is located for thirty (30) days. The Clerk shall post the Notice within twenty-four (24) hours of receipt.

At a minimum, the Notice of Preparation shall include:

- (a) A description of the project;
- (b) The location of the project indicated either on an attached map (preferably a copy of the USGS 15' or 7½' topographical map identified by quadrangle name) or by a street address and cross street in an urbanized area;

- (c) The probable environmental effects of the project;
- (d) The name and address of the consulting firm retained to prepare the Draft EIR, if applicable; and
- (e) The Environmental Protection Agency ("EPA") list on which the proposed site is located, if applicable, and the corresponding information from the applicant's statement. (See Guidelines Section 2.04.)

7.04 PREPARATION OF DRAFT EIR.

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

7.05 TIMING OF PREPARATION OF EIR.

The School District as Lead Agency is not required to prepare a Draft EIR during the course of selection of a new site for a school. The School District may wait until after it has identified the school site to be acquired before it prepares a Draft EIR.

7.06 CONSULTATION WITH OTHER AGENCIES AND PERSONS.

To expedite consultation in response to the Notice of Preparation, the School District as Lead Agency, a Responsible Agency, or a project applicant may request a meeting among the agencies involved to assist the School District in determining the scope and content of the environmental information that Responsible Agencies may require. The School District must convene the meeting as soon as possible but no later than thirty (30) days after the request. Prior to completion of the Draft EIR, the School District shall consult with each Responsible Agency and any public agency which has jurisdiction by law over the project. The School may fulfill this obligation by soliciting the comments of the Responsible Agency(ies) and any other affected agencies on the School's Notice of Preparation. The School shall also consult with any city or county which borders the project or within which the project is located, unless otherwise designated annually by agreement between the School and any other city or county. The School may also consult with any individual who has special expertise with respect to any environmental impacts involved with a project. The School may also consult directly with any person or organization it believes will be concerned with the environmental effects of the project including any interested individuals and organizations of which the School is reasonably aware. The purpose of this consultation is to "scope" the EIR's range of analysis. When a Negative Declaration or Mitigated Negative Declaration will be prepared for a project, no scoping meeting need be held, although the School may hold one if it so chooses. The School as Lead Agency may charge and collect from the applicant a fee not to exceed the actual cost of the consultations.

For a project of "statewide, regional or areawide significance," as defined in State CEQA Guidelines section 15206, the School shall hold at least one scoping meeting. Likewise, for a project that may affect highways or other facilities under the jurisdiction of the State Department of Transportation, the School shall hold a scoping meeting if requested to do so by the Department of Transportation.

The School shall provide notice of the scoping meeting to:

- (a) Any county or city that borders on the School within which the project is located, unless the School has a specific agreement to the contrary with that county or city;
- (b) Any responsible agency;
- (c) Any public agency that has jurisdiction by law over the project; and
- (d) Any organization or individual who has filed a written request for the notice.

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

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

7.07 EARLY CONSULTATION ON PROJECTS INVOLVING PERMIT ISSUANCE.

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

7.08 AIRPORT LAND USE PLAN.

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

7.09 GENERAL ASPECTS OF AN EIR.

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

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

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

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

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

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

7.10 USE OF REGISTERED CONSULTANTS IN PREPARING EIRS.

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

7.11 INCORPORATION BY REFERENCE.

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

When an EIR uses incorporation by reference, the incorporated part of the referenced document shall be briefly summarized, if possible, or briefly described if the data or information cannot be summarized. The relationship between the incorporated document and the EIR shall be described. When information from an EIR that has previously been reviewed through the state review system ("State Clearinghouse") is incorporated by the School District, the state

identification number of the incorporated document should be included in the summary or text of the EIR.

7.12 STANDARDS FOR ADEQUACY OF AN EIR.

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

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

7.13 FORM AND CONTENT OF EIR.

The text of the EIR should normally be less than 150 pages. For proposals of unusual scope or complexity, the EIR may be longer than 150 pages but should normally be less than 300 pages. The required contents of an EIR are set forth in Sections 15122 through 15132 of the State Guidelines. In brief, the EIR must contain:

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

mitigated to a level of insignificance. Direct and indirect significant effects shall be clearly identified and described, giving due consideration to both short-term and long-term effects.

- (g) An analysis of a range of alternatives to the proposed project which could feasibly attain the project's objectives as discussed in Guidelines Section 7.16.
- (h) A description of any significant irreversible environmental changes which would be involved in the proposed action should it be implemented if, and only if, the EIR is being prepared in connection with:
 - (1) The adoption, amendment, or enactment of a plan, policy, or ordinance of a public agency;
 - (2) The adoption by a Local Agency Formation Commission of a resolution making determinations; or
 - (3) A project which will be subject to the requirement for preparing an Environmental Impact Statement pursuant to the National Environmental Policy Act.
- (i) An analysis of the growth-inducing impacts of the proposed action. The discussion should include ways in which the project could foster economic or population growth, or the construction of additional housing, either directly or indirectly, in the surrounding environment.
- (j) A discussion of any significant, reasonably anticipated future developments and the cumulative effects of all proposed and anticipated action as discussed in Guidelines Section 7.18.
- (k) In certain situations, a regional analysis should be completed for certain impacts, such as air quality.
- (l) A discussion of any economic or social effects, to the extent that they cause or may be used to determine significant environmental impacts.
- (m) A statement briefly indicating the reasons that various possible significant effects of a project were determined not to be significant and, therefore, were not discussed in the EIR.
- (n) The identity of all federal, state or local agencies or other organizations and private individuals consulted in preparing the EIR, and the identity of the persons, firm or agency preparing the EIR, by contract or other authorization. To the fullest extent possible, the School District should integrate CEQA review with these related environmental review and consultation requirements.
- (o) A discussion of those potential effects of the proposed project on the environment which the School District has determined are or may be significant. The discussion on other effects may be limited to a brief explanation as to why those effects are not potentially significant.
- (p) A description of feasible measures, as set forth in Guidelines Section 7.15, which could minimize significant adverse impacts.

7.14 ANALYSIS OF CUMULATIVE IMPACTS.

An EIR must discuss cumulative impacts when the project's incremental effect is "cumulatively considerable" as defined in Guidelines Section 10.10. Where the School District is examining a project with an incremental effect that is not "cumulatively considerable," it need

not consider that effect significant, but must briefly describe the basis for this conclusion. A project's contribution is less than cumulatively considerable if the project is required to implement or fund its fair share of a mitigation measure designed to alleviate the cumulative impact. The School District must identify facts and analysis supporting its conclusion that the cumulative impact is less than significant.

- (a) A cumulative impact consists of an impact which is created as a result of the combination of the project evaluated in the EIR together with other projects causing related impacts. An EIR should not discuss impacts which do not result in part from the project evaluated in the EIR.
- (b) The discussion of cumulative impacts in an EIR must focus on the cumulative impact to which the identified other projects contribute, rather than the attributes of other projects which do not contribute to the cumulative impact. The discussion of significant cumulative impacts must meet either of the following elements:
 - (1) A list of past, present, and probable future projects causing related or cumulative impacts including, if necessary, those projects outside the control of the School District; or
 - (2) A summary of projections contained in an adopted general plan or related planning document, or in a prior environmental document that was adopted or certified, which described or evaluated regional or area wide conditions contributing to the cumulative impact.
- (c) When utilizing a list, as suggested above, factors to consider when determining whether to include a related project should include the nature of each environmental resource being examined and the location and type of project. Location may be important, for example, when water quality impacts are involved since projects outside the watershed would probably not contribute to a cumulative effect. Project type may be important, for example, when the impact is specialized, such as a particular air pollutant or mode of traffic.
- (d) The School District should define the geographic scope of the area affected by the cumulative effect and provide a reasonable explanation for the geographic limitation used.
- (e) A cumulative impacts discussion contained in previously certified EIRs may be incorporated by reference pursuant to the provisions for tiering and program EIRs.

7.15 ANALYSIS OF MITIGATION MEASURES.

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

Where several measures are available to mitigate an impact, each should be disclosed and the basis for selecting a particular measure should be identified. Formulation of mitigation measures should not be deferred until some future time. However, measures may specify

performance standards which would mitigate the significant effects of the project and which may be accomplished in more than one specified way.

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

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

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

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

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

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

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

Data recovery shall not be required for a historical resource if the School District determines that existing testing or studies have adequately recovered the scientifically

consequential information from and about the archaeological or historical resource, provided that the determination is documented in the EIR and that the studies are deposited with the California Historical Resources Regional Information Center.

7.16 ANALYSIS OF ALTERNATIVES IN AN EIR.

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

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

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

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

The Rule of Reason: The range of alternatives required in an EIR is governed by a "rule of reason" which courts have held means that an alternatives discussion must be reasonable in scope and content. Therefore, the EIR must set forth only those alternatives necessary to permit public participation, informed decisionmaking, and a reasoned choice. The alternatives shall be limited to ones that would avoid or substantially lessen any of the significant effects of the project. Of those alternatives, the EIR need examine in detail only the ones the School District

determines could feasibly attain most of the basic objectives of the project. An EIR need not consider an alternative whose effect cannot be reasonably ascertained and whose implementation is remote and speculative.

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

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

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

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

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

- (a) When the project is the revision of an existing land use or regulatory plan, policy or ongoing operation, the “no project” alternative will be the continuation of the existing plan, policy or operation into the future. Typically, this is a situation where other projects initiated under the existing plan will continue while the new plan is developed. Thus, the projected impacts of the proposed plan or alternative plans would be compared to the impacts that would occur under the existing plan; or
- (b) If the project is other than a land use or regulatory plan, for example a development project on identifiable property, the “no project” alternative is the circumstance under which the project does not proceed. This discussion would compare the environmental

effects of the property remaining in its existing state against environmental effects which would occur if the project is approved. If disapproval of the project would result in predictable actions by others, such as the proposal of some other project, this "no project" consequence should be discussed.

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

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

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

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

- (a) The site of a current or former hazardous waste disposal site or solid waste disposal site and, if so, whether the waste has been removed;
- (b) A hazardous waste substance release site identified by the State Department of Health Services as listed in Section 25356 of the California Health and Safety Code for removal or remedial action pursuant to Section 25300, et seq., of the California Health and Safety Code;
- (c) A site which contains one or more pipelines, situated underground or aboveground, which carries hazardous substances, acutely hazardous materials, or hazardous waste, unless the pipeline is a natural gas pipeline which is used only to supply natural gas to that school or neighborhood; or
- (d) A site that is within 500 feet of the edge of the closest traffic lane of a freeway or other busy traffic corridor as defined by statute.

If School District projects involve the acquisition of real property for a new school site or construction on an existing site owned or leased by the School District and require new construction funding from the State of California, the School District, in addition to the requirements of (a) through (d) above, is also required to comply with the DTSC assessment requirements specified in Education Code Sections 17213.1 and 17213.2.

For a school site with a boundary that is within 500 feet of the edge of the closest traffic lane of the freeway or other busy traffic corridor as defined by statute, the governing board of the School District must also conduct a health risk analysis pursuant to paragraph (2) of subdivision (b) of Section 44360 of the Health and Safety Code, based on appropriate air dispersion modeling, in order to determine if the air quality at the proposed site is such that neither short-term nor long-term exposure poses significant health risks to pupils.

7.18 ANALYSIS OF FUTURE EXPANSION.

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

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

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

7.19 NOTICE OF COMPLETION OF DRAFT EIR.

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

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

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

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

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

Copies of the Draft EIR shall also be made available at the School District office for review by members of the general public. Any person obtaining a copy of the Draft EIR shall reimburse the School District for the actual cost of its reproduction. Copies of the Draft EIR should also be furnished to appropriate public library systems.

7.20 SUBMISSION OF DRAFT EIR TO STATE CLEARINGHOUSE.

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

- (a) The Draft EIR is prepared by a Lead Agency which is a state agency.
- (b) A state agency is a Responsible Agency, Trustee Agency, or otherwise has jurisdiction by law over resources potentially affected by the project.
- (c) The Draft EIR is for a project identified in State Guidelines Section 15206 as being of statewide, regional, or areawide significance.

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

- General plans, elements, or amendments for which an EIR was prepared.
- Projects which have the potential for causing significant environmental effects beyond the city or county where the project would be located, such as:
 - Residential development of more than 500 units.
 - Commercial projects employing more than 1,000 persons or covering more than 500,000 square feet of floor space.
 - Office building projects employing more than 1,000 persons or covering more than 250,000 square feet of floor space.
 - Hotel or motel development of more than 500 rooms.
 - Industrial projects housing more than 1,000 persons, occupying more than 40 acres of land, or covering more than 650,000 square feet of floor area.
- Projects for the cancellation of a Williamson Act contract covering more than 100 acres.
- Projects in one of the following Environmentally Sensitive Areas:
 - Lake Tahoe Basin.
 - Santa Monica Mountains Zone.
 - Sacramento-San Joaquin River Delta.
 - Suisun Marsh.

- Coastal Zone, as defined by the California Coastal Act.
- Areas within one-quarter mile of a river designated as wild and scenic.
- Areas within the jurisdiction of the San Francisco Bay Conservation and Development Commission.
- Projects which would affect sensitive wildlife habitats or the habitats of any rare, threatened, or endangered species.
- Projects which would interfere with water quality standards.
- Projects which would provide housing, jobs, or occupancy for 500 or more people within 10 miles of a nuclear power plant.

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

Where the Draft EIR will be reviewed through the State review process handled by the State Clearinghouse, a Notice of Completion (Form "H") should be used as a cover sheet. If the School uses the State Clearinghouse's online process to submit the Notice of Completion form, the form generated on the Internet site satisfies the State Clearinghouse's requirements.

A sufficient number of copies of the documents must be sent to the State Clearinghouse for circulation. Staff should contact the State Clearinghouse to find out the correct number of printed copies required for circulation. In addition to the printed copies, a copy of the documents in electronic format shall be submitted on a diskette or by electronic mail transmission if available.

7.21 SPECIAL NOTICE REQUIREMENTS FOR WASTE AND FUEL BURNING PROJECTS.

For any waste burning project, as defined in Guidelines Section 5.09, Notice of Completion shall be given to all organizations and individuals who have previously requested notice. In addition, Notice shall be given by direct mailing to the owners and occupants of property within one-fourth mile of any parcel or parcels on which such a project is located.

7.22 REVIEW OF DRAFT EIR BY OTHER AGENCIES AND PERSONS.

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

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

Staff may also consult with and obtain comments from any person known to have special expertise whose comments relative to the Draft EIR would be desirable. Staff may also consult with any member of the public who has filed a written request for notice with the School District

and any person whom the project applicant believes will be concerned with the environmental effects of the project.

When a redevelopment agency establishes or amends its redevelopment plan and the project area contains land in agricultural use, the agency shall also send a copy of the Draft EIR to those specific agricultural and farm agencies and organizations as required by Health and Safety Code Section 33333.3.

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

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

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

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

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

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

7.24 PUBLIC HEARING ON DRAFT EIR.

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

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

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

7.25 RESPONSE TO COMMENTS ON DRAFT EIR.

The School District as Lead Agency shall evaluate any comments on environmental issues received during the public review period for the Draft EIR and shall prepare a written response to those comments. As stated below, the School District should also consider evaluating and responding to any comments received after the public review period. The response of the School District may take the form of a revision of the Draft EIR, an attachment to the Draft EIR, or some other oral or written response which is adequate under the circumstances of the project. The response must describe the disposition of any significant environmental issues raised in the comment, such as revisions to the proposed project which mitigate anticipated impacts or objections. If the School District's position is at variance with specific recommendations or suggestions raised in the comment, the School District's response must detail the reasons why such recommendations or suggestions were not accepted. Moreover, the School District shall respond to any specific suggestions for project alternatives or mitigation measures for significant impacts, unless such alternatives or mitigation measures are facially infeasible. The response shall contain recommendations, when appropriate, to alter the project as described in the Draft EIR as a result of an analysis of the comments received.

Comments submitted via email shall be treated as written comments for all purposes. Comments sent to the public agency via email are deemed received when they actually arrive in an email account of a staff person who has been designated or identified as the point of contact for a particular project.

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

7.26 PREPARATION AND CONTENTS OF FINAL EIR.

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

The Final EIR shall meet all requirements of Guidelines Sections 7.12 and 7.13 and shall consist of the Draft EIR or a revision of the Draft, a section containing either verbatim or in summary the comments and recommendations received through the review and consultation

process, a list of persons, organizations and public agencies commenting on the Draft, and a section containing the responses of the School District to the significant environmental points raised in the review and consultation process.

7.27 RECIRCULATION WHEN NEW INFORMATION IS ADDED TO EIR.

When significant new information is added to the EIR after notice and consultation, but before certification, the School District shall recirculate the Draft EIR for another public review period. The term "information" can include changes in the project or environmental setting as well as additional data or other information.

New information is significant only when the EIR is changed in a way that would deprive the public of a meaningful opportunity to comment upon a substantial adverse environmental effect of a project or a feasible way to mitigate or avoid such an effect, including a feasible project alternative, that the project proponents decline to implement. Recirculation is required, for example, when:

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

Recirculation is not required when the new information added to the EIR merely clarifies or amplifies or makes insignificant modifications in an adequate EIR. If the revision is limited to a few chapters or portions of the EIR, the School District as Lead Agency need only recirculate the chapters or portions that have been modified. A decision to not recirculate an EIR must be supported by substantial evidence in the record.

When the School determines to recirculate a Draft EIR, it shall give Notice of Recirculation (Form "M") to every agency, person, or organization that commented on the prior Draft EIR. The Notice of Recirculation must indicate whether new comments must be submitted and whether the School has exercised its discretion to require reviewers to limit their comments to the revised chapters or portions of the recirculated EIR. The School shall also consult again with those persons contacted pursuant to Guidelines Section 7.06 before certifying the EIR.

When the EIR is substantially revised and the entire EIR is recirculated, the School District may require that reviewers submit new comments and need not respond to those comments received during the earlier circulation period. In those cases, the School should advise reviewers that although their previous comments remain part of the administrative record, the

final EIR will not provide a written response to those comments, and new comments on the revised EIR must be submitted. The School need only respond to those comments submitted in response to the revised EIR.

When the EIR is revised only in part and the School is recirculating only the revised chapters or portions of the EIR, the School may request that reviewers limit their comments to the revised chapters or portions. The School need only respond to: (1) comments received during the initial circulation period that relate to chapters or portions of the document that were not revised and recirculated, and (2) comments received during the recirculation period that relate to the chapters or portions of the earlier EIR that were revised and recirculated.

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

7.28 CERTIFICATION OF FINAL EIR.

Following the preparation of the Final EIR, Staff shall review the Final EIR and make a recommendation to the Board regarding whether the Final EIR is in order and whether it has been completed in compliance with CEQA, the State Guidelines and the School District's Guidelines. The Final EIR and Staff recommendation shall then be presented to the Board. The Board shall independently review and analyze the Final EIR, and determine whether the Final EIR reflects its independent judgment. The Board shall certify and find that: (1) the Final EIR has been completed in compliance with CEQA, the State Guidelines and the School District's Guidelines; (2) the Board has reviewed and analyzed the Final EIR before approving the project; and (3) the Final EIR reflects the independent judgment of the School District.

7.29 CONSIDERATION OF EIR BEFORE APPROVAL OR DISAPPROVAL OF PROJECT.

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

7.30 FINDINGS.

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

- (a) That changes or alterations have been required in, or incorporated into, the project which mitigate or avoid the significant effects on the environment, and which are fully enforceable through permit conditions, agreements, or other measures. These mitigation measures must be expressly adopted or rejected in the EIR. There should be a description of the specific reasons for rejecting identified mitigation measures. Passing references to

- mitigation measures in other sections of the EIR, or in a Statement of Overriding Considerations, are not sufficient.
- (b) That such changes or alterations are within the responsibility and jurisdiction of another public agency and not the School District. Such changes have been, or can and should be, adopted by that other agency.
 - (c) That specific economic, legal, social, technological or other considerations, including considerations for the provision of employment opportunities for highly trained workers, make infeasible the mitigation measures or alternatives identified in the Final EIR. The decisionmaking body must make specific written findings stating why it has rejected an alternative to the project as infeasible.

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

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

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

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

When the project involves the purchase of a school site or the construction of a secondary or elementary school, the Negative Declaration or EIR shall not be approved or certified by the School District Board unless the following requirements have been met and the required findings have been made:

- (a) The Negative Declaration or EIR contains sufficient information to determine whether the property is:
 - (1) The site of a current or former hazardous waste or solid waste disposal facility and, if so, whether wastes have been removed.
 - (2) A hazardous substance release site identified by the Department of Toxic Substances Control in a current list adopted pursuant to Health and Safety Code

Section 25356 for removal or remedial action pursuant to Health and Safety Code Section 25300, et seq.

- (3) The site of one or more buried or above ground pipelines which carry hazardous substances, acutely hazardous materials, or hazardous wastes, as defined in Division 20 of the Health and Safety Code. This does not include a natural gas pipeline used only to supply the school or neighborhood.
- (4) A site that is within 500 feet of the edge of the closest traffic lane of a freeway or other busy traffic corridors defined by statute.
- (5) The School District has notified in writing and consulted with the county or city administering agency (as designated pursuant to Health and Safety Code Section 25502) and with any air pollution control district or air quality management district having jurisdiction, to identify facilities within one-fourth mile of the proposed school site which might reasonably be anticipated to emit hazardous emissions or handle hazardous or acutely hazardous material, substances, or waste. The notice shall include a list of the school sites for which information is sought. Each agency or district receiving notice shall provide the requested information and provide a written response to the School District within thirty (30) days of receiving the notification. If any such agency or district fails to respond within that time, the Negative Declaration or EIR shall be conclusively presumed to comply with the requirements set forth in this Guidelines Section 7.23 as to the area of responsibility of that agency.
- (6) The School District Board makes, on the basis of substantial evidence, one of the following written findings:
 - (i) Consultation identified none of the facilities specified in paragraph (5) above;
 - (ii) The facilities specified in paragraph (5) above exist, but one of the following conditions applies:
 - The health risks from the facilities do not and will not constitute an actual or potential endangerment of public health to persons who would attend or be employed at the proposed school;
 - Corrective measures will, before the school is occupied, mitigate all hazardous air emissions to levels that do not constitute any actual or potential public health danger to persons who would attend or be employed at the proposed school. When the School District Board makes such a finding, it shall also make a subsequent finding prior to occupancy of the school, that the emissions have been so mitigated.
 - For a school site with a boundary that is within 500 feet of the edge of the closest traffic lane of the freeway or other busy traffic corridor as defined by statute, the governing board of the School District must also conduct a health risk analysis pursuant to

paragraph (2) of subdivision (b) of Section 44360 of the Health and Safety Code, based on appropriate air dispersion modeling, in order to determine if the air quality at the proposed site is such that neither short-term nor long-term exposure poses significant health risks to pupils.

7.32 STATEMENT OF OVERRIDING CONSIDERATIONS.

Whenever a project approved by the decisionmaking body will cause unmitigated significant environmental effects, the decisionmaking body must adopt a Statement of Overriding Considerations. A Statement of Overriding Considerations allows the decisionmaking body to approve a project despite one or more unmitigated significant environmental impacts identified in the Final EIR. A Statement of Overriding Considerations can be made only if feasible project alternatives or mitigation measures do not exist to reduce the environmental impact(s) to a level of insignificance and the benefits of the project outweigh the adverse environmental effect(s). The feasibility of project alternatives or mitigation measures is determined by whether the project alternative or mitigation measure can be accomplished within a reasonable period of time, taking into account economic, environmental, social, legal and technological factors. Project benefits which are appropriate to consider include the economic, environmental, technological and social value of the project.

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

7.33 MITIGATION MONITORING OR REPORTING PROGRAM FOR EIR.

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

- (a) adopt a reporting or monitoring program to assure that mitigation measures which are required to mitigate or avoid significant effects on the environment will be implemented by the project proponent or other responsible party in a timely manner, in accordance with conditions of project approval;
- (b) make sure all conditions and mitigation measures are feasible and fully enforceable through permit conditions, agreements, or other measures. Such permit conditions, agreements, and measures must be consistent with applicable constitutional requirements such as the "nexus" and "rough proportionality" standards established by the case; and
- (c) specify the location and the custodian of the documents which constitute the record of proceedings upon which the School District based its decision in the resolution certifying the EIR.

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

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

This reporting or monitoring program shall be designed to assure compliance during the implementation or construction of a project. If a Responsible Agency or Trustee Agency has required that certain conditions be incorporated into the project, the School District may request that agency to prepare and submit a proposed reporting or monitoring program. The School District shall also require that prior to the close of the public review period for a Draft EIR (See Guidelines Section 7.23), the Responsible or Trustee Agency submit detailed performance objectives for mitigation measures, or refer the School District to appropriate, readily available guidelines or reference documents. Any mitigation measures submitted to the School District by a Responsible or Trustee Agency shall be limited to measures which mitigate impacts to resources which are within the Responsible or Trustee Agency's authority.

Transportation information resulting from the reporting or monitoring program required to be adopted by the School District shall be submitted to the regional transportation planning agency where the project is located and to the Department of Transportation for a project of statewide, regional or areawide significance as defined by State Guidelines Section 15206. The transportation planning agency and the Department of Transportation are required by law to adopt guidelines for the submittal of these reporting or monitoring programs, so the School District may wish to tailor its submittal to such guidelines.

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

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

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

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

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

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

7.34 NOTICE OF DETERMINATION.

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

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

The Notice of Determination shall be filed with the Clerk of each county in which the project will be located within five (5) working days of project approval. The School is encouraged to make copies of filed notices available in electronic format on the Internet. Such electronic notices are in addition to the posting requirements of the CEQA Guidelines and the Public Resources Code.

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

The Clerk must post the Notice of Determination within twenty-four (24) hours of receipt. The Notice must be posted in the office of the Clerk for a minimum of thirty (30) days. Thereafter, the Clerk shall return the notice to the School with a notation of the period it was posted. The School shall retain the notice for not less than twelve (12) months. If the project requires discretionary approval from any State agency, the Notice of Determination shall also be filed with the Office of Planning and Research within five (5) working days of project approval along with proof of payment of the California Department of Fish and Game fee or Certificate of Fee Exemption (see Guidelines Section 7.37). Simultaneously with the filing of the Notice of Determination with the Clerk, Staff shall cause a copy of the Notice of Determination to be posted at City Hall.

When a request is made for a copy of the Notice prior to the date on which the School certifies the EIR, the copy must be mailed, first class postage prepaid, within five (5) days of the School's determination. If such a request is made following the School's determination, then the copy should be mailed in the same manner as soon as possible. The recipients of such documents may be charged a fee reasonably related to the cost of providing the service.

For projects with more than one phase, Staff shall file a notice of determination for each phase requiring a discretionary approval.

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

7.35 DISPOSITION OF A FINAL EIR.

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

7.36 PRIVATE PROJECT COSTS.

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

7.37 FILING FEES FOR PROJECTS WHICH AFFECT WILDLIFE RESOURCES.

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

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

Note: Most County Clerks customarily charge a documentary handling fee for each project in addition to the filing fee specified above. Refer to the Index in the Staff Summary to help determine the correct amount.

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

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

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

Examples of School District projects which might have such a "de minimis" effect include:

- (1) New construction on existing school sites,
- (2) Modernization of existing facilities,
- (3) Placement of portable classrooms on existing school sites.

The decision regarding whether or not a School District project, including the examples listed above, will have a "de minimis" effect should be made on a case-by-case basis after consultation with legal counsel.

If the School District believes that a project will have a "de minimis" effect on wildlife resources, it should file the Certificate of Fee Exemption attached as Form "L". This form requires the School District to set forth facts in support of the fee exemption. These facts should include: (1) the name and address of the project proponent; (2) a brief description of the project and its location; (3) a statement that an Initial Study has been prepared by the School District to evaluate the project's effects on wildlife resources, if any; (4) a declaration that there is no evidence before the School District that the project will have any potential for adverse effect on wildlife resources; and (5) a declaration that the School District has, on the basis of substantial evidence, rebutted the presumption of adverse effect contained in the regulations. A

presumption of adverse effect occurs if the project has the potential for adverse effects on the fish and wildlife resources listed on Form "L". To rebut the presumption of adverse effect, the School District should explain in the declaration why the project would not have an adverse impact on fish and wildlife and refer to any supporting evidence. These findings should be made at the time of approval of the EIR and attached to Form "L" when submitted to the County. Two copies of Form "L" must be filed with a Notice of Determination in order to obtain the fee exemption.

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

8. TYPES OF EIRS

8.01 PROJECT EIR.

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

8.02 SUBSEQUENT EIR.

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

- (a) Substantial changes are proposed in the project which will require major revisions of a previous EIR due to the identification of new significant environmental effects or a substantial increase in the severity of previously identified significant effects;
- (b) Substantial changes occur with respect to the circumstances under which the project is to be undertaken which will require major revisions of a previous EIR due to the identification of new significant environmental effects or a substantial increase in the severity of previously identified significant effects; or
- (c) New information, which was not known and could not have been known with the exercise of reasonable diligence at the time the previous EIR was certified as complete or the Negative Declaration was adopted, becomes available and shows any of the following: (1) the project will have one or more significant effects not discussed in a previous EIR or Negative Declaration; (2) significant effects previously examined will be substantially more severe than shown in a previous EIR; (3) mitigation measures or alternatives previously found not to be feasible are in fact feasible and would substantially reduce one or more significant effects, but the project proponent declines to adopt the mitigation measures or alternatives; or (4) mitigation measures or alternatives which were not considered in a previous EIR would substantially lessen one or more significant effects on the environment, but the project proponent declines to adopt the mitigation measures or alternatives.

A Subsequent EIR must receive the same circulation and review as the previous EIR received.

When the School District is considering approval of a development project which is consistent with a general plan for which an EIR was completed, another EIR is required only if the project causes environmental effects peculiar to the parcel which were not addressed in the prior EIR, or which substantial new information shows will be more significant than described in the prior EIR.

8.03 SUPPLEMENT TO AN EIR.

The School District as a Lead or Responsible Agency may choose to prepare a Supplement to an EIR, rather than a Subsequent EIR, if any of the conditions described in Guidelines Section 8.02 would require the preparation of a Subsequent EIR and only minor additions or changes would be necessary to make the previous EIR adequately apply to the project in the changed situation. To assist the School District in making this determination, the decisionmaking body should request an Initial Study and/or a recommendation by Staff. The Supplement to the EIR need contain only the information necessary to make the previous EIR adequate for the project as revised.

A Supplement to an EIR shall be given the same kind of notice and public review as is given to a Draft EIR, but may be circulated by itself without recirculating the previous EIR.

When the decisionmaking body decides whether to approve the project, it shall consider the previous EIR as revised by the supplement. Findings pursuant to Guidelines Section 7.30 shall be made for each significant effect shown in the previous EIR as supplemented.

8.04 ADDENDUM TO AN EIR.

The School District as a Lead or Responsible Agency may choose to prepare an Addendum to an EIR, rather than a Supplement to an EIR, only if none of the conditions described in Guidelines Section 8.02 calling for preparation of a Subsequent EIR have occurred and only minor technical changes or additions to the previous environmental document are necessary. Since significant effects on the environment were addressed by findings in the original EIR, no new findings are required in the Addendum.

An Addendum to an EIR need not be circulated for public review but should be included in or attached to the Final EIR. The decisionmaking body shall consider the Addendum with the Final EIR prior to making a decision on a project. A brief explanation of the decision not to prepare a Subsequent EIR or a Supplemental EIR should be included in the Addendum, the Lead Agency's findings on the project, or elsewhere in the record. This explanation must be supported by substantial evidence.

8.05 TIERED EIR.

"Tiering" refers to using the analysis of general matters contained in a previously certified broader EIR in later EIRs or Negative Declarations prepared for narrower projects. The later EIR or Negative Declaration may incorporate by reference the general discussions from the broader EIR and may concentrate solely on the issues specific to the later project.

An Initial Study shall be prepared for the later project and used to determine whether a Tiered EIR may be used and whether new significant effects should be examined. A Tiered EIR shall be used for later projects where a prior EIR has been prepared and certified for a program, plan, policy, or ordinance and the School District determines that:

- (a) The later project is consistent with a program, plan, policy or ordinance for which an EIR has been prepared and certified;

- (b) The later project is consistent with applicable local land use plans and zoning of the city and county in which the later project would be located; and
- (c) The later project would not require a Subsequent or Supplemental EIR. (See Guidelines Sections 8.02 and 8.03.)

Tiering does not excuse the School District from adequately analyzing reasonably foreseeable significant environmental effects of a project, nor does it justify deferring analysis to a later tier EIR or Negative Declaration. However, the level of detail contained in a first-tier EIR need not be greater than that of the program, plan, policy, or ordinance being analyzed. When the School District is using the tiering process in connection with an EIR for a large-scale planning approval, such as a general plan or component thereof (e.g., an area plan or community plan), the development of detailed, site-specific information may not be feasible. Such site-specific information can be deferred, in many instances, until such time as the School District prepares a future environmental document in connection with a project of a more limited geographical scale, as long as deferral does not prevent adequate identification of significant effects of the planning approval at hand.

Where a first-tier EIR has been prepared and certified for a program, plan, policy, or ordinance consistent with the requirements of this section, the School District should limit the EIR or Negative Declaration on the later project to effects which:

- (a) Were not examined as significant effects on the environment in the prior EIR; or
- (b) Are susceptible to substantial reduction or avoidance by specific revisions in the project such as the imposition of conditions or other means.

When assessing whether there is a new significant cumulative effect for purposes of a subsequent tier EIR, the School District shall consider whether the incremental effects of the project would be considerable when viewed in the context of past, present, and probable future projects.

The School District may use only a valid CEQA document as a first-tier document. Accordingly, the School District should carefully review the first-tier environmental document to determine whether or not the statute of limitations for challenging the document has run. If the statute of limitations has not expired, the School District should use the first-tier document with caution and pay careful attention to the legal status of the document. If the first-tier document is subsequently invalidated by the courts, any later environmental document may also be defective.

8.06 STAGED EIR.

Where a large capital project will require a number of discretionary approvals from governmental agencies and one of the approvals will occur more than two years before construction will begin, a Staged EIR may be prepared. The Staged EIR covers the entire project in a general form or manner. A Staged EIR should evaluate a proposal in light of current and contemplated plans and produce an informed estimate of the environmental consequences of an entire project. The particular aspect of the project before the School District for approval shall be discussed with a greater degree of specificity.

Where a Staged EIR has been prepared, a Supplement to that EIR shall be prepared when a later approval is required for the project, and the information available at the time of the later approval would permit consideration of additional environmental impacts, mitigation measures, or reasonable alternatives to the project.

8.07 PROGRAM EIR.

A Program EIR is an EIR which may be prepared on an integrated series of actions that are related either:

- (a) Geographically;
- (b) As logical parts in a chain of contemplated actions;
- (c) In connection with the issuance of rules, regulations, plans or other general criteria to govern the conduct of a continuing program; or
- (d) As individual projects carried out under the same authorizing statutory or regulatory authority and having generally similar environmental effects which can be mitigated in similar ways.

Subsequent activities in the program must be examined in light of the Program EIR to determine whether additional environmental documents must be prepared. Additional environmental review documents must be prepared if the proposed later project may arguably cause significant adverse effects on the environment.

8.08 USE OF A PROGRAM EIR WITH SUBSEQUENT EIRS AND NEGATIVE DECLARATIONS.

A Program EIR can be used to simplify the task of preparing environmental documents on later parts of the program. The Program EIR can:

- (a) Provide the basis for an Initial Study to determine whether the later activity may have any significant effects.
- (b) Be incorporated by reference to deal with regional influences, secondary effects, cumulative impacts, broad alternatives and other factors that apply to the program as a whole.
- (c) Focus an EIR on a subsequent project to permit discussion solely of new effects which had not been considered before.

8.09 USE OF AN EIR FROM AN EARLIER PROJECT.

A single EIR may be used to describe more than one project when the projects involve substantially identical environmental impacts. Any environmental impacts peculiar to one of the projects must be separately set forth and explained.

8.10 MASTER EIR.

A Master EIR is an EIR which may be prepared for:

- (a) A general plan (including elements and amendments);
- (b) A specific plan;

- (c) A project consisting of smaller individual projects to be phased;
- (d) A regulation to be implemented by subsequent projects;
- (e) A project to be carried out pursuant to a development agreement;
- (f) A project pursuant to or furthering a redevelopment plan;
- (g) A state highway or mass transit project subject to multiple reviews or approvals; or
- (h) A regional transportation plan or congestion management plan.

A Master EIR must do both of the following:

- (a) Describe and present sufficient information about anticipated subsequent projects within its scope, including their size, location, intensity, and scheduling; and
- (b) Preliminarily describe potential impacts of anticipated subsequent projects for which insufficient information is available to support a full impact assessment.

The School District and Responsible Agencies identified in the Master EIR may use the Master EIR to limit environmental review of subsequent projects. However, the Lead Agency for the subsequent project must prepare an Initial Study to determine whether the subsequent project and its significant environmental effects were included in the Master EIR. If the Lead Agency for the subsequent project finds that the subsequent project will have no additional significant environmental effect and that no new mitigation measures or alternatives may be required, it may prepare written findings to that effect without preparing a new environmental document. When the lead agency makes this finding, it must provide public notice of the availability of its proposed finding for public review and comment in the same manner as if it were providing public notice of the availability of a draft EIR. (See Sections 15177(d) and 15087 of the State Guidelines and Section 7.19 of these Guidelines.)

When the Lead Agency cannot find that the subsequent project will have no additional significant environmental effect and no new mitigation measures or alternatives will be required, it must prepare either a Mitigated Negative Declaration or an EIR for the subsequent project.

The Master EIR cannot be used to limit review of a subsequent project if it was certified more than five (5) years before the filing of an application for the subsequent project, or if the approval of a project that was not described in the Master EIR may affect the adequacy of the environmental review in the Master EIR for any subsequent project. However, the five (5) year limitation does not apply if the School District finds that no substantial changes or information related to the Master EIR exist and recertifies the Master EIR, or if it adopts a Negative Declaration or Mitigated Negative Declaration or certifies a Subsequent or Supplemental EIR that makes appropriate modification to the Master EIR.

The School District as Lead Agency must provide Notice of Completion and Notice of Availability of a Master EIR within a period of time prior to final adoption by the public agency, as described in Guidelines Section 7.19.

The School District may develop a fee program to fund the costs of a Master EIR.

8.11 FOCUSED EIR.

A Focused EIR is an EIR for a subsequent project identified in a Master EIR. It may be used only if the School District finds that the Master EIR's analysis of cumulative, growth-inducing, and irreversible significant environmental effects is adequate for the subsequent project. The Focused EIR must incorporate by reference the Master EIR.

The Focused EIR must analyze additional significant environmental effects not addressed in the Master EIR and any new mitigation measures or alternatives not included in the Master EIR. "Additional significant effects on the environment" means those project-specific effects on the environment which were not addressed as significant effects on the environment in the Master EIR.

The Focused EIR must also examine the following:

- (a) Significant effects discussed in the Master EIR for which substantial new information exists that shows those effects may be more significant than described in the Master EIR;
- (b) Those mitigation measures found to be infeasible in the Master EIR for which substantial new information exists that shows those effects may be more significant than described in the Master EIR; and
- (c) Those mitigation measures found to be infeasible in the Master EIR for which substantial new information exists that shows those measures may now be feasible.

The Focused EIR need not examine the following effects:

- (a) Those that were mitigated through Master EIR mitigation measures; and
- (b) Those that were examined in the Master EIR in sufficient detail to allow project-specific mitigation or for which mitigation was found to be the responsibility of another agency.

A Focused EIR may be prepared for a multifamily residential project not exceeding 100 units or a mixed use residential project not exceeding 100,000 square feet even though the project was not identified in a Master EIR, if the following conditions are met:

- (a) The project is consistent with a general plan, specific plan, community plan, or zoning ordinance for which an EIR was prepared within five (5) years of the Focused EIR's certification;
- (b) The project does not require the preparation of a Subsequent or Supplemental EIR pursuant to Guidelines Sections 8.02 or 8.03; and
- (c) The parcel is surrounded by immediately contiguous urban development, was previously developed with urban uses, or is within one-half mile of a rail transit station.

A Focused EIR for these projects should be limited to potentially significant effects that are project-specific and/or which substantial new information shows will be more significant than described in the Master EIR. No discussion shall be required of alternatives to the project, cumulative impacts of the project, or the growth-inducing impacts of the project. (See State Guidelines Section 15179.5.)

9. CEQA LITIGATION

9.01 TIMELINES.

When a CEQA lawsuit is filed, there are numerous and complex time requirements that must be met. Pressing deadlines begin to run in the days immediately after a CEQA lawsuit has been filed. For example, within ten (10) business days of the public agency being served with a petition or complaint alleging a violation of CEQA, the Lead Agency must provide the petitioner with a list of Responsible Agencies and public agencies with jurisdiction by law over any natural resource affected by the project at issue.

There are a variety of other deadlines that apply in CEQA litigation. If a CEQA lawsuit is filed, CEQA counsel should be contacted immediately in order to ensure that all the applicable deadlines are met.

9.02 ADMINISTRATIVE RECORD.

When the lead agency's CEQA finding and/or action is challenged in a lawsuit, the lead agency must certify the administrative record that formed the basis of the lead agency's decision. To the extent the documents listed below exist and are not subject to a privilege that exempts them from disclosure, the following items should be included in the administrative record:

- (1) All project application materials;
- (2) All staff reports and related documents prepared by the public agency with respect to its compliance with the substantive and procedural requirements of CEQA and with respect to the action on the project;
- (3) All staff reports and related documents prepared by the public agency and written testimony or documents submitted by any person relevant to any findings or statement of overriding considerations adopted by the public agency pursuant to this division;
- (4) Any transcript or minutes of the proceedings at which the decisionmaking body of the public agency heard testimony on or considered any environmental document on the project, and any transcript or minutes of proceedings before any advisory body to the respondent public agency that were presented to the decisionmaking body prior to action on the environmental documents or on the project;
- (5) All notices issued by the public agency to comply with CEQA or with any other law governing the processing and approval of the project;
- (6) All written comments received in response to, or in connection with, environmental documents prepared for the project, including responses to the notice of preparation;

- (7) All written evidence or correspondence submitted to, or transferred from, the public agency with respect to compliance with CEQA or with respect to the project;
- (8) Any proposed decisions or findings submitted to the decisionmaking body of the public agency by its staff or the project proponent, project opponents, or other persons, to the extent such documents are subject to public disclosure;
- (9) The documentation of the final public agency decision, including the final environmental impact report, mitigated negative declaration, or negative declaration, and all documents, in addition to those referenced in paragraph (3) above, cited or relied on in the findings or in a statement of overriding considerations adopted pursuant to CEQA;
- (10) Any other written materials relevant to the respondent public agency's compliance with CEQA or to its decision on the merits of the project, including the initial study; any drafts of any environmental document, or portions thereof, that were released for public review; copies of studies or other documents relied upon in any environmental document prepared for the project and either made available to the public during the public review period or included in the public agency's files on the project; and internal agency communications related to the project or to compliance with CEQA, to the extent such documents are subject to public disclosure; and
- (11) The full written record before any inferior administrative decisionmaking body whose decision was appealed prior to the filing of the lawsuit

The administrative record should be organized either chronologically or by topic area. The administrative record should include a master index of documents. The documents generated by the lead agency during the CEQA process should be properly labeled for ease of identification.

10. DEFINITIONS

Whenever the following terms are used in these Guidelines, they shall have the following meaning unless otherwise expressly defined:

- 10.01 “Applicant” means a person who proposes to carry out a project which requires a lease, permit, license, certificate, or other entitlement for use, or requires financial aid from one or more public agencies when applying for governmental approval or assistance.
- 10.02 “Approval” means a decision by the Board or other authorized body or officer of the School District which commits the School District to a definite course of action with regard to a particular project. With regard to any project to be undertaken directly by the School District, approval shall be deemed to occur on the date when the Board adopts a motion or resolution determining to proceed with the project, which in no event shall be later than the date of adoption of plans and specifications. As to private projects, approval shall be deemed to have occurred upon the earliest commitment to provide service or the issuance by the School District of a discretionary contract, subsidy, or other form of financial assistance, lease, permit, license, certificate, or other entitlement for use of the project. The mere acquisition of land by the School District shall not, in and of itself, be deemed to constitute approval of a project.
- For purposes of these Guidelines, all environmental documents must be completed as of the time of project approval.
- 10.03 “Baseline” refers to the pre-project environmental conditions. By comparing the project’s potential impacts to the baseline, the lead agency determines whether the project’s impacts are substantial enough to be significant under the relevant thresholds of significance. Generally, the baseline is the environmental conditions existing on the date the environmental analysis begins, such as the date of the Notice of Preparation is published for an EIR, or the date of the Notice of Intent to Adopt a Negative Declaration. However, in certain circumstances an earlier or later date may provide a more accurate environmental analysis. The School District may establish any baseline that is appropriate, including an earlier or later date, as long as the choice of baseline can be supported by substantial evidence.
- 10.04 “Board” means the governing board of the School District.
- 10.05 “CEQA” (the California Environmental Quality Act) means California Public Resources Code Sections 21000, et seq.
- 10.06 “Categorical Exemption” means an exception from the requirement of preparing a Negative Declaration or an EIR, based on a finding by the Secretary of the Resources Agency that the class of projects does not have a significant effect on the environment.
- 10.07 “Clerk” means either the “Clerk of the Board” or the “County Clerk” depending upon the county. Please refer to the “Index to Environmental Filing by County” in the Staff

Summary to determine which applies.

10.08 “Community-Level Environmental Review” means either (1) or (2) below:

- (1) A certified Environmental Impact Report for any of the following actions:
 - (a) A general plan,
 - (b) A revision or update to the general plan that includes at least the land use and circulation elements,
 - (c) An applicable community plan,
 - (d) An applicable specific plan, or
 - (e) A housing element of the general plan, if the Environmental Impact Report analyzed the environmental effects of the density of the proposed project; or
- (2) A negative declaration or mitigated negative declaration adopted as a subsequent environmental review document, following and based upon an Environmental Impact Report on a general plan, community plan or specific plan.

10.09 “Cumulative Impacts” means two or more individual effects which, when considered together, are considerable or which compound or increase other environmental impacts. The individual effects may be changes resulting from a single project or a number of separate projects, whether past, present or future.

The cumulative impact from several projects is the change in the environment which results from the incremental impact of the project when added to other closely related past, present and reasonably foreseeable future projects. Cumulative impacts can result from individually minor but collectively significant projects taking place over a period of time.

10.10 “Cumulatively Considerable” means that the incremental effects of an individual project are significant when viewed in connection with the effects of past projects, the effects of other current projects, and the effects of probable future projects.

10.11 “Decisionmaking Body” means the body within the School District (i.e. School District Board) with final approval authority over the particular project. (See Guidelines Section 10.02.)

10.12 “Developed Open Space” means land that meets each of the following three criteria:

- (a) Is publicly owned, or financed in whole or in part by public funds,
- (b) Is generally open to, and available for use by, the public,
- (c) Is predominantly lacking in structural development other than structures associated with open spaces, including, but not limited to, playgrounds, swimming pools, ballfields, enclosed child play areas, and picnic facilities.

Developed Open Space includes land that has been designated for acquisition by a public agency for open space purposes, but does not include lands acquired by public

funds dedicated to the acquisition of land for housing purposes.

- 10.13 “Development Project” means any project undertaken for the purpose of development, including any project involving the issuance of a permit for construction or reconstruction but not a permit to operate. It does not include any ministerial projects proposed to be carried out or approved by public agencies. (Government Code Section 65928.)
- 10.14 “Discretionary Project” means a project for which approval requires the exercise of independent judgment, deliberation, or decision-making on the part of the School District.
- 10.15 “Draft EIR” means an EIR containing the information summarized in Guidelines Section 7.13.
- 10.16 “Emergency” means a sudden, unexpected occurrence, involving a clear and imminent danger, demanding immediate action to prevent or mitigate loss of, or damage to, life, health, property, or essential public services. Emergency includes such occurrences as fire, flood, earthquake, landslide or other natural disaster, as well as such occurrences as riot, war, terrorist incident, accident or sabotage.
- 10.17 “Environment” means the physical conditions which exist in the area which will be affected by a proposed project, including land, air, water, minerals, flora, fauna, ambient noise, and objects of historic or aesthetic significance.
- 10.18 “EIR” (Environmental Impact Report) means a detailed written statement setting forth the environmental effects and considerations pertaining to a project. EIR may mean either a Draft or a Final version of an EIR, a Project EIR, a Subsequent EIR, a Supplemental EIR, a Tiered EIR, a Staged EIR, a Program EIR, a Master EIR, or a Focused EIR.
- 10.19 “Feasible” means capable of being accomplished in a successful manner within a reasonable period of time, taking into account economic, environmental, social and technological factors.
- 10.20 “Final EIR” means an EIR containing the information contained in the Draft EIR, comments either verbatim or in summary received in the review process, a list of persons commenting, and the response of the School District to the comments received.
- 10.21 “Historical Resources” shall be determined according to the following:
- (a) Resources listed in, or eligible for listing in, the California Register of Historical Resources shall be considered historical resources.
 - (b) Resources included in a local register of historical resources, as defined in Public Resources Code Section 5020.1(k), or identified as significant in a historical resource survey, as specified in Public Resources Code Section 5024.1(g), are presumed to be historically or culturally significant, unless a

preponderance of evidence demonstrates that they are not historically or culturally significant.

- (c) Any of the following may be considered historically significant: any object, building, structure, site, area, place, record or manuscript which a Lead Agency determines, based upon substantial evidence in light of the whole record, to be historically significant or significant in the architectural, engineering, scientific, economic, agricultural, educational, social, political, military or cultural annals of California.
- (d) The Lead Agency is not precluded from determining that a resource is a historical resource, as defined in Public Resources Code Sections 5020.1(j) or 5024.1, even if it is: (a) not listed in, or determined to be eligible for listing in, the California Register of Historical Resources; (b) not included in a local register of historical resources; or (c) not identified in a historical resources survey.

10.22 **"Infill Site"** means a site in an urbanized area that meets either of the following criteria:

- (1) The immediately adjacent parcels are:
 - (a) (i) developed with qualified urban uses, or
(ii) at least 75% of the perimeter of the site adjoins parcels that are developed with qualified urban uses and the remaining 25% of the site adjoins parcels that have previously been developed for qualified urban uses,
 - (b) the site has not been developed for urban uses, and
 - (c) no parcel within the site has been created within the past ten (10) years; or
- (2) The site has been previously developed for qualified urban uses.
(Public Resources Code Section 21061.0.5.)

10.23 **"Initial Study"** means a preliminary analysis conducted by the School District to determine whether an EIR or a Negative Declaration must be prepared or to identify the significant environmental effects to be analyzed in an EIR.

10.24 **"Jurisdiction by Law"** means the authority of any public agency to grant a permit or other entitlement for use, to provide funding for the project in question or to exercise authority over resources which may be affected by the project.

The School District will have jurisdiction by law over a project when the School District, having primary and exclusive jurisdiction over the area involved, is the site of the project, the area in which the major environmental effects will occur, or the area in which reside those citizens most directly concerned by any such environmental effects.

10.25 **"Land Disposal Facility"** means a hazardous waste facility where hazardous waste is

disposed in, on, or under land. (Health and Safety Code Section 25199.1(d).)

- 10.26 **“Large Treatment Facility”** means a treatment facility which treats or recycles one thousand (1,000) or more tons of hazardous waste during any one month of the current reporting period commencing on or after July 1, 1991. (Health and Safety Code Section 25205.1(d).)
- 10.27 **“Lead Agency”** means the public agency which has the principal responsibility for preparing environmental documents and for carrying out or approving a project when more than one public agency is involved with the same underlying activity.
- 10.28 **“Low-Income Households”** means households of persons and families of very low and low income. Low-income persons or families are those eligible for financial assistance from governmental agencies for occupants of state-funded housing. Very low income persons are those whose incomes do not exceed the qualifying limits for very low income families as established and amended pursuant to Section 8 of the United States Housing Act of 1937. Such limits are published and updated in the California Code of Regulations. (Public Resources Code Section 21159.20(c).)
- 10.29 **“Low- and Moderate-Income Households”** means persons or families whose income does not exceed 120% of area median income, adjusted for family size in accordance with adjustment factors adopted and amended by the United States Department of Housing and Urban Development pursuant to Section 8 of the United States Housing Act of 1937. (Public Resources Code Section 21159.20(d).)
- 10.30 **“Major Transit Stop”** means a site containing an existing rail station, a ferry terminal served by either a bus or rail transit service, or the intersection of two or more major bus routes that operate at least every fifteen (15) minutes during the morning and afternoon peak commute periods. (Public Resources Code Section 21064.3.)
- 10.31 **“Mitigated Negative Declaration”** means a Negative Declaration prepared for a Project when the Initial Study has identified potentially significant effects on the environment, but (1) revisions in the project plans or proposals made by, or agreed to by, the applicant before the proposed Negative Declaration and Initial Study are released for public review would avoid the effects or mitigate the effects to a point where clearly no significant effect on the environment would occur, and (2) there is no substantial evidence in light of the whole record before the public agency that the project, as revised, may have a significant effect on the environment.
- 10.32 **“Mitigation”** means avoiding the environmental impact altogether by not taking a certain action or parts of an action, minimizing impacts by limiting the degree or magnitude of the action and its implementation, rectifying the impact by repairing, rehabilitating or restoring the impacted environment, reducing or eliminating the impact over time by preservation and maintenance operations during the life of the action, or compensating for the impact by replacing or providing substitute resources or environments.

- 10.33 “Negative Declaration” means a written statement by the School District briefly describing the reasons that a proposed project, not exempt from CEQA, will not have a significant effect on the environment and, therefore, does not require the preparation of an EIR.
- 10.34 “Notice of Completion” means a brief report filed with the Office of Planning and Research by the School District when it is the Lead Agency as soon as it has completed a Draft EIR and is prepared to send out copies for review.
- 10.35 “Notice of Determination” means a brief notice to be filed by the School District when it approves or determines to carry out a project which is subject to the requirements of CEQA.
- 10.36 “Notice of Exemption” means a brief notice which may be filed by the School District when it has approved or determined to carry out a project, and it has determined that the project is exempt from the requirements of CEQA. Such a notice may also be filed by an applicant where such a determination has been made by a public agency which must approve the project.
- 10.37 “Notice of Preparation” means a brief notice sent by a Lead Agency to notify the Responsible Agencies and Trustee Agencies that the Lead Agency plans to prepare an EIR for a project. The purpose of this notice is to solicit guidance from such agencies as to the scope and content of the environmental information to be included in the EIR.
- 10.38 “Oak” means a native tree species in the genus Quercus, not designated as Group A or Group B commercial species pursuant to regulations adopted by the State Board of Forestry and Fire Protection pursuant to Section 4526 of the Public Resources Code, and that is 5 inches or more in diameter at breast height. (Public Resources Code § 21083.4(a).)
- 10.39 “Oak Woodlands” means an oak stand with a greater than 10 percent canopy cover or that may have historically supported greater than 10 percent canopy cover. (Fish & Game Code § 1361(h).)
- 10.40 “Offsite Facility” means a facility that serves more than one generator of hazardous waste. (Public Resources Code Section 21151.1(13)(g).)
- 10.41 “Person” includes any person, firm, association, organization, partnership, business, trust, corporation, company, city, county, city and county, town, the state, and any of the agencies which may be political subdivisions of such entities.
- 10.42 “Private Project” means a project which will be carried out by a person other than a governmental agency, but which will need a discretionary approval from the School District. Private projects will normally be those listed in subsections (b) and (c) of Guidelines Section 10.43.

10.43 **“Project”** means the whole of an action or activity which may cause either a direct physical change in the environment, or a reasonably foreseeable indirect change in the environment, and is any of the following:

- (a) A discretionary activity directly undertaken by the School District including but not limited to public works construction and related activities, clearing or grading of land, or improvements to existing public structures.
- (b) A discretionary activity which involves a public agency's issuance to a person of a lease, permit, license, certificate, or other entitlement for use, or which is supported, in whole or in part, through contracts, grants, subsidies, loans or other forms of assistance by the School District.
- (c) A discretionary project proposed to be carried out or approved by public agencies, including but not limited to the enactment and amendment of local General Plans or elements thereof, the enactment of zoning ordinances, the issuance of zoning variances, the issuance of conditional use permits and the approval of tentative subdivision maps.

The presence of any real degree of control over the manner in which a project is completed makes it a discretionary project.

The term project refers to the activity which is being approved and which may be subject to several discretionary approvals by governmental agencies. The term project does not mean each separate governmental approval.

10.44 **“Project-Specific Effects”** means all the direct or indirect environmental effects of a project other than cumulative effects and growth-inducing effects. (Public Resources Code Section 21065.3.)

10.45 **“Qualified Urban Use”** means any residential, commercial, public institutional, transit or transportation passenger facility, or retail use, or any combination of those uses. (Public Resources Code Section 21072.)

10.46 **“Residential”** means a use consisting of either residential units only or residential units and primarily neighborhood-serving goods, services, or retail uses that do not exceed 15% of the total floor area of the project.

10.47 **“Responsible Agency”** means a public agency which proposes to carry out or approve a project for which a Lead Agency has prepared the environmental documents. For the purposes of CEQA, the term “Responsible Agency” includes all federal, state, regional and local public agencies other than the Lead Agency which have discretionary approval power over the project.

10.48 **“School District”** means the Jurupa Unified School District.

10.49 **“Self-Certifying District”** means an applicant School District that provides fifty percent (50%) or more of the cost of the project from funding sources other than state programs administered by the State Allocation Board.

10.50 **“Significant Effect”** means a substantial, or potentially substantial, adverse change in any of the physical conditions within the area affected by the activity including land, air, water, minerals, flora, fauna, ambient noise, and objects of historic or aesthetic significance. A social or economic change related to a physical change may be considered in determining whether the physical change is significant.

10.51 **“Staff”** means the School District Manager or his or her designee.

10.52 **“Standard”** means a standard of general application that is all of the following:

- (a) A quantitative, qualitative or performance requirement found in a statute, ordinance, resolution, rule, regulation, order, or other standard of general application;
- (b) Adopted for the purpose of environmental protection;
- (c) Adopted by a public agency through a public review process;
- (d) Governs the same environmental effect which the change in the environment is impacting; and
- (e) Governs the jurisdiction where the project is located.

The definition of “standard” includes thresholds of significance adopted by the School District which meet the requirements of this section.

If there is a conflict between standards, the School District shall determine which standard is appropriate based upon substantial evidence in light of the whole record.

10.53 **“State Guidelines”** means the Guidelines for Implementation of the California Environmental Quality Act as adopted by the Secretary of the California Resources Agency as they now exist or hereafter may be amended. (California Administrative Code, Title 14, Sections 15000, et seq.)

10.54 **“Substantial Evidence”** means reliable information on which a fair argument can be based to support an inference or conclusion, even though another conclusion could be drawn from that information. “Substantial evidence” includes facts, reasonable assumptions predicated upon facts, and expert opinion supported by facts. “Substantial evidence” does not include argument, speculation, unsubstantiated opinion or narrative, evidence which is clearly inaccurate or erroneous, or evidence of social or economic impacts which do not contribute to, or are not caused by, physical impacts on the environment.

10.55 **“Tiering”** means the coverage of general matters in broad scope or Program EIRs, with subsequent narrower environmental documents (such as site-specific EIRs) incorporating by reference the general discussions and concentrating solely on the issues specific to the environmental document subsequently prepared.

10.56 **“Transportation Facilities”** means major local arterials and public transit within five (5) miles of the project site, and freeways, highways, and rail transit service within ten (10) miles of the project site.

- 10.57 “Trustee Agency” means a State agency having jurisdiction by law over natural resources affected by a project which are held in trust for the people of the State of California. Trustee Agencies may include, but are not limited to, the following:
- (a) The California Department of Fish and Game (“CDFG”) with regard to the fish and wildlife of the state, designated rare or endangered native plants, and game refuges, ecological reserves, and other areas administered by CDFG.
 - (b) The State Lands Commission with regard to state owned “sovereign” lands such as the beds of navigable waters and state school lands.
 - (c) The State Department of Parks and Recreation with regard to units of the State Park System.
 - (d) The University of California with regard to sites within the Natural Land and Water Reserve System.
 - (e) The State Water Resources Control Board with respect to surface waters.
- 10.58 “Urbanized Area” means any one of the following:
- (1) An incorporated city that has a population of at least one hundred thousand (100,000) persons;
 - (2) An incorporated city that has a population of less than one hundred thousand (100,000) persons if the population of the city and not more than two contiguous incorporated cities combined equals at least one hundred thousand (100,000) persons; or
 - (3) An unincorporated area that meets both of the following requirements:
 - (a) The unincorporated area is either: (i) completely surrounded by one or more incorporated cities, the population of the unincorporated area and the population of the surrounding incorporated city or cities equals not less than one hundred thousand (100,000) persons and the population density of the unincorporated area at least equals the population density of the surrounding city or cities; or (ii) located within an urban growth boundary and has an existing residential population of at least five thousand (5,000) persons per square mile.
 - (b) The board of supervisors with jurisdiction over the unincorporated area has previously issued a finding that the general plan, zoning ordinance, and related policies and programs applicable to the area are consistent with principles that encourage compact development, and the board of supervisors previously submitted a draft of that finding to the Office of Planning and Research for a thirty (30) day comment period prior to issuing a final finding. (Public Resources Code Section 21071.)
- 10.59 “Urban Growth Boundary” means a provision of a locally adopted general plan that allows urban uses on one side of the boundary and prohibits urban uses on the other side of the boundary.
- 10.60 “Wetlands” has the same meaning as that term is construed in the regulations issued by the United States Army Corps of Engineers pursuant to the Clean Water Act. Thus

“wetlands” means areas that are inundated or saturated by surface or ground water at a frequency and duration sufficient to support, and that under normal circumstances do support, a prevalence of vegetation typically adapted for life in saturated soil conditions. Wetlands generally include swamps, marshes, bogs, and similar areas. (Public Resources Code Section 21159.21(d), incorporating Title 33, Code of Federal Regulations, Section 328.3.)

10.61 “Wildlife Habitat” means the ecological communities upon which wild animals, birds, plants, fish, amphibians, and invertebrates depend for their conservation and protection. (Public Resources Code Section 21159.21.)

10.62 “Zoning Approval” means any enactment, amendment, or appeal of a zoning ordinance; granting of a conditional use permit or variance; or any other form of land use, subdivision, tract, or development approval required from the city or county having jurisdiction to permit the particular use of the property.

11. FORMS

PRELIMINARY EXEMPTION ASSESSMENT

(Certificate of Determination
When Attached to Notice of Exemption)

1. Name or description of project:		
2. Project Location – Identify street address and cross streets or attach a map showing project site (preferably a USGS 15' or 7 1/2' topographical map identified by quadrangle name):		
3. Entity or person undertaking project:	A.	
	B. Other (Private)	
	(1) Name	
	(2) Address	
4. Staff Determination: The School District's Staff, having undertaken and completed a preliminary review of this project in accordance with the School District's "Local Guidelines for Implementing the California Environmental Quality Act (CEQA)" has concluded that this project does not require further environmental assessment because:		
a. <input type="checkbox"/>	The proposed action does not constitute a project under CEQA.	
b. <input type="checkbox"/>	The project is a Ministerial Project.	
c. <input type="checkbox"/>	The project is an Emergency Project.	
d. <input type="checkbox"/>	The project constitutes a feasibility or planning study.	
e. <input type="checkbox"/>	The project is categorically exempt.	
	Applicable Exemption Class:	
f. <input type="checkbox"/>	The project is statutorily exempt.	
	Applicable Exemption:	
g. <input type="checkbox"/>	The project is otherwise exempt on the following basis:	
h. <input type="checkbox"/>	The project involves another public agency which constitutes the Lead Agency.	
	Name of Lead Agency:	

Date: _____

Staff: _____

NOTICE OF EXEMPTION

TO: <input type="checkbox"/> Clerk of the Board of Supervisors or <input type="checkbox"/> County Clerk County of:	FROM:
---	-------

1.	Project Title:	
2.	Project Location – Identify street address and cross streets or attach a map showing project site (preferably a USGS 15' or 7 1/2' topographical map identified by quadrangle name):	
3.	(a) Project Location – City:	
	(b) Project Location – County:	
4.	Description of nature, purpose, and beneficiaries of Project:	
5.	Name of Public Agency approving project:	
6.	Name of Person or Agency carrying out project:	
7.	Exempt status: (check one)	
	(a) <input type="checkbox"/> Ministerial project.	
	(b) <input type="checkbox"/> Not a project.	
	(c) <input type="checkbox"/> Emergency Project.	
	(d) <input type="checkbox"/> Categorical Exemption. State type and class number:	
	(e) <input type="checkbox"/> Declared Emergency.	
	(f) <input type="checkbox"/> Statutory Exemption. State Code section number:	
	(g) <input type="checkbox"/> Other. Explanation:	
8.	Reason why project was exempt:	
9.	Contact Person:	
	Telephone:	
10.	Attach Preliminary Exemption Assessment (Form "A") before filing.	

Date Received for Filing: _____

Signature (Lead Agency Representative)

(Clerk Stamp Here)

Title

ENVIRONMENTAL IMPACT ASSESSMENT
(STAFF RECOMMENDATION FOR INTERNAL USE ONLY)

1.	Name or description of project:	
2.	Project Location – Identify street address and cross streets or attach a map showing project site (preferably a USGS 15' or 7 1/2' topographical map identified by quadrangle name):	
3.	Entity or Person undertaking project:	
	A.	
	B. Other (Private)	
	(1) Name:	
	(2) Address:	
4.	Staff Determination:	
	<p>The School District's staff, having undertaken and completed an Initial Study of this project in accordance with the School District's "Local Guidelines for Implementing the California Environmental Quality Act (CEQA)" for the purpose of ascertaining whether the proposed project may have a significant effect on the environment, has reached the following conclusion:</p>	
a.	<input type="checkbox"/>	The project could not have a significant effect on the environment; therefore, a Negative Declaration should be adopted.
b.	<input type="checkbox"/>	The Initial Study identified potentially significant effects on the environment but revisions in the project plans or proposals made by or agreed to by the applicant would avoid the effects, or mitigate the effects to a point where clearly no significant effects would occur; therefore a Mitigated Negative Declaration should be adopted.
c.	<input type="checkbox"/>	The project may have a significant effect on the environment; therefore, an Environmental Impact Report will be required.

Date: _____

Staff: _____

NOTICE OF INTENT TO ADOPT A NEGATIVE DECLARATION/
MITIGATED NEGATIVE DECLARATION

Notice is hereby given that the public agency named below has completed an Initial Study of the following described project at the following location:		
Public Agency:		
Project Name:		
Project Location – Identify street address and cross streets or attach a map showing project site (preferably a USGS 15' or 7 1/2' topographical map identified by quadrangle name):		
This Initial Study was completed in accordance with the School District's Guidelines implementing the California Environmental Quality Act. This Initial Study was undertaken for the purpose of deciding whether the project may have a significant effect on the environment. On the basis of such Initial Study, the School District's Staff has concluded that the project will not have a significant effect on the environment, and has therefore prepared a Draft Negative Declaration/Mitigated Negative Declaration. The Initial Study reflects the independent judgment of the School District.		
<input type="checkbox"/> The Project site IS on a list compiled pursuant to Government Code section 65962.5.		
<input type="checkbox"/> The Project site IS NOT on a list compiled pursuant to Government Code section 65962.5.		
<input type="checkbox"/> The proposed project IS considered a project of statewide, regional or areawide significance.		
<input type="checkbox"/> The proposed project IS NOT considered a project of statewide, regional or areawide significance.		
<input type="checkbox"/> The proposed project WILL affect highways or other facilities under the jurisdiction of the State Department of Transportation.		
<input type="checkbox"/> The proposed project WILL NOT affect highways or other facilities under the jurisdiction of the State Department of Transportation.		
<input type="checkbox"/> A scoping meeting WILL be held by the lead agency.		
<input type="checkbox"/> A scoping meeting WILL NOT be held by the lead agency.		
If the project meets the criteria requiring the scoping meeting, or if the agency voluntarily elects to hold such a meeting, the date, time and location of the scoping meeting are as follows:		
Date:	Time:	Location:
Copies of the Initial Study and Draft Negative Declaration/Mitigated Negative Declaration are on file and are available for public review at the School District office, located at:		
School District address:		
Comments will be received until the following date:		
Any person wishing to comment on this matter must submit such comments, in writing, to the School District prior to this date. Comments of all Responsible Agencies are also requested.		
The School District Board will consider the project and the Draft Negative Declaration/Mitigated Negative Declaration at its meeting on:		
Date:	Time:	
If the School District Board finds that the project will not have a significant effect on the environment, it may adopt the Negative Declaration/Mitigated Negative Declaration. This means that the School District Board may proceed to consider the project without the preparation of an Environmental Impact Report.		

Date Received
for Filing: _____

Staff

(Clerk Stamp Here)

Title

NEGATIVE DECLARATION

1. Name or description of project:	
2. Project Location – Identify street address and cross streets or attach a map showing project site (preferably a USGS 15' or 7 1/2' topographical map identified by quadrangle name):	
3. Entity or Person undertaking project:	
A.	
B. Other (Private)	
(1) Name:	
(2) Address:	
<p>The School District Board, having reviewed the Initial Study of this proposed project and having reviewed the written comments received prior to the public meeting of the School District Board, including the recommendation of the School District's Staff, does hereby find and declare that the proposed project will not have a significant effect on the environment. A brief statement of the reasons supporting the School District Board's findings are as follows:</p>	
<p>The School District Board hereby finds that the Negative Declaration reflects its independent judgment. A copy of the Initial Study may be obtained at:</p>	
Phone No.:	
<p>The location and custodian of the documents and any other material which constitute the record of proceedings upon which the School District based its decision to adopt this Negative Declaration are as follows:</p>	
Phone No.:	

Date Received
for Filing: _____

Staff _____

NOTICE OF DETERMINATION

TO:	<input type="checkbox"/> Clerk of the Board of Supervisors or <input type="checkbox"/> County Clerk County of: Address:	FROM:	City of: Address: Contact: Phone:
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<input type="checkbox"/>	Office of Planning and Research (If the project requires state approval) P.O. Box 3044 (U.S. Mail) Sacramento, California 95812-3044 1400 Tenth Street, Room 222 (overnight delivery) Sacramento, California 95814
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SUBJECT: Filing of Notice of Determination in Compliance with Section 21108 or 21152 of the Public Resources Code.

Project Title:		
State Clearinghouse Number (If submitted to SCH):	Contact Person:	Telephone Number:
Project Location – Identify street address and cross street or attach a map showing project site (preferably a USGS 15' or 7 1/2' topographical map identified by quadrangle name):		
Project Location (City and/or County):		
Project Description:		

This is to advise that the (☐ Lead Agency or ☐ Responsible Agency) approved the above described project on: _____ and made the following determinations:

1.	<input type="checkbox"/>	The project will have a significant effect on the environment.
	<input type="checkbox"/>	The project will NOT have a significant effect on the environment
2.	<input type="checkbox"/>	An Environmental Impact Report was prepared and certified for this project pursuant to the provisions of CEQA and reflects the independent judgment of the Lead Agency.
	<input type="checkbox"/>	A Negative Declaration was prepared for this project pursuant to the provisions of CEQA and reflects the independent judgment of the Lead Agency.
	<input type="checkbox"/>	A Mitigated Negative Declaration was prepared for this project pursuant to the provisions of CEQA and reflects the independent judgment of the Lead Agency.
3.	<input type="checkbox"/>	Mitigation measures were made a condition of the approval of the project.
	<input type="checkbox"/>	Mitigation measures were NOT made a condition of the approval of the project.

4. <input type="checkbox"/>	A Mitigation Monitoring or Reporting Plan was adopted for this project.	
<input type="checkbox"/>	A Mitigation Monitoring or Reporting Plan was NOT adopted for this project.	
5. <input type="checkbox"/>	A Statement of Overriding Considerations was adopted for this project.	
<input type="checkbox"/>	A Statement of Overriding Considerations was NOT adopted for this project	
6. <input type="checkbox"/>	Findings were made pursuant to the provisions of CEQA.	
<input type="checkbox"/>	Findings were NOT made pursuant to the provisions of CEQA.	
7. <input type="checkbox"/>	The location and custodian of the documents which comprise the record of proceedings for the Final EIR (with comments and responses) or Negative Declaration are specified as follows:	
	Custodian:	Location:

Date: _____

Signature: _____

Date Received for Filing: _____

Title: _____

NOTICE OF PREPARATION

TO:	[Insert Responsible Agency or Trustee Agency]	FROM:	
	[Insert Address]		

SUBJECT: Notice of Preparation of a Draft Environmental Impact Report.

The [INSERT SCHOOL DISTRICT NAME] will be the Lead Agency and will prepare an environmental impact report for the project identified below. We need to know the views of your agency as to the scope and content of the environmental information which is germane to your agency's statutory responsibilities in connection with the proposed project. Your agency will need to use the EIR prepared by our agency when considering your permit or other approval for the project. The Project description, location, and the probable environmental effects are contained in the attached materials.

<input type="checkbox"/>	A copy of the Initial Study IS attached.
<input type="checkbox"/>	A copy of the Initial Study IS NOT attached.
<input type="checkbox"/>	The proposed project IS considered a project of statewide, regional or areawide significance.
<input type="checkbox"/>	The proposed project IS NOT considered a project of statewide, regional or areawide significance.
<input type="checkbox"/>	The proposed project WILL affect highways or other facilities under the jurisdiction of the State Department of Transportation.
<input type="checkbox"/>	The proposed project WILL NOT affect highways or other facilities under the jurisdiction of the State Department of Transportation.
<input type="checkbox"/>	A scoping meeting WILL be held by the lead agency.
<input type="checkbox"/>	A scoping meeting WILL NOT be held by the lead agency.

If the project meets the criteria requiring the scoping meeting, or if the agency voluntarily elects to hold such a meeting, the date, time and location of the scoping meeting are as follows:

Date:	Time:	Location:
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Your response must be sent at the earliest possible date, but not later than 30 days after receipt of this notice.

Please send your response to [INSERT NAME] at the address shown above. We will need the name of a contact person in your agency.

Project Title:	
Project Location – Specific: Identify street address and cross street or attach a map showing project site (preferably a USGS 15' or 7 1/2' topographical map identified by quadrangle name):	
Project Description:	
Project Applicant (if any):	
California Environmental Protection Agency Hazardous Waste List (if applicable):	

Date: _____	Signature:	
	Title:	
	Telephone:	

Consulting firm retained to prepare draft EIR (if applicable):

Name:	
Address:	
City/State/Zip:	
Contact Person:	

NOTICE OF COMPLETION & ENVIRONMENTAL DOCUMENT TRANSMITTAL

For U.S. Mail: State Clearinghouse, PO Box 3044, Sacramento, CA 95812-3044

For Hand Delivery and Overnight Delivery/Street Address: 1400 Tenth Street, Room 222, Sacramento, CA 95812

(916) 445-0613

PROJECT TITLE				
LEAD AGENCY			CONTACT PERSON	
STREET ADDRESS <small>(If no street address is available, attach a map showing project site (preferably a U.S.G.S. 15' or 7 1/2' topographical map identified by quadrangle name.)</small>				TELEPHONE
CITY	ZIP CODE			COUNTY
PROJECT LOCATION				
COUNTY	CITY/NEAREST COMMUNITY		CITY/NEAREST	
CROSS STREETS	ZIP CODE		TOTAL ACRES	
ASSESSOR'S PARCEL NO.	SECTION	TOWNSHIP	RANGE	BASE
WITHIN 2 MILES: STATE HIGHWAY NO.		WATERWAYS		
AIRPORTS	RAILWAYS		SCHOOLS	

DOCUMENT TYPE

CEQA				NEPA		OTHER	
<input type="checkbox"/>	NOP	<input type="checkbox"/>	Supplement to EIR	<input type="checkbox"/>	NOI	<input type="checkbox"/>	Joint Document
<input type="checkbox"/>	Early Cons	<input type="checkbox"/>	Subsequent EIR	<input type="checkbox"/>	EA	<input type="checkbox"/>	Final Document
<input type="checkbox"/>	Neg Dec	<input type="checkbox"/>	(Prior SCH No.):	<input type="checkbox"/>	Draft EIS	<input type="checkbox"/>	Other:
<input type="checkbox"/>	Mit Neg Dec	<input type="checkbox"/>	Other:	<input type="checkbox"/>	FONSI		
<input type="checkbox"/>	Draft EIR						

LOCAL ACTION TYPE

<input type="checkbox"/>	General Plan Update	<input type="checkbox"/>	Specific Plan	<input type="checkbox"/>	Rezone	<input type="checkbox"/>	Annexation
<input type="checkbox"/>	General Plan Amendment	<input type="checkbox"/>	Master Plan	<input type="checkbox"/>	Prezone	<input type="checkbox"/>	Redevelopment
<input type="checkbox"/>	General Plan Element	<input type="checkbox"/>	Planned Unit Development	<input type="checkbox"/>	Use Permit	<input type="checkbox"/>	Coastal Permit
<input type="checkbox"/>	Community Plan	<input type="checkbox"/>	Site Plan	<input type="checkbox"/>	Land Division (Subdivision, etc.)	<input type="checkbox"/>	Other:

DEVELOPMENT TYPE

<input type="checkbox"/>	Residential:	Units:	Acres:	<input type="checkbox"/>	Water Facilities:	Type:	MGD:	
<input type="checkbox"/>	Office:	Sq. Ft.:	Acres:	Employees:	<input type="checkbox"/>	Transportation:	Type:	
<input type="checkbox"/>	Commercial:	Sq. Ft.:	Acres:	Employees:	<input type="checkbox"/>	Mining:	Mineral:	
<input type="checkbox"/>	Industrial:	Sq. Ft.:	Acres:	Employees:	<input type="checkbox"/>	Power:	Type:	MW:
<input type="checkbox"/>	Educational:				<input type="checkbox"/>	Waste Treatment:	Type:	MGD:
<input type="checkbox"/>	Recreational:				<input type="checkbox"/>	Hazardous Waste:	Type:	
					<input type="checkbox"/>	Other:		

Total Acres (approx.):

PROJECT ISSUES THAT MAY HAVE A SIGNIFICANT OR POTENTIALLY SIGNIFICANT IMPACT:

<input type="checkbox"/>	Aesthetic/Visual	<input type="checkbox"/>	Geologic/Seismic	<input type="checkbox"/>	Toxic/Hazardous
<input type="checkbox"/>	Agricultural Land	<input type="checkbox"/>	Minerals	<input type="checkbox"/>	Traffic/Circulation
<input type="checkbox"/>	Air Quality	<input type="checkbox"/>	Noise	<input type="checkbox"/>	Vegetation
<input type="checkbox"/>	Archeological/Historical	<input type="checkbox"/>	Population/Housing Balance	<input type="checkbox"/>	Water Quality
<input type="checkbox"/>	Biological Resources	<input type="checkbox"/>	Public Services/Facilities	<input type="checkbox"/>	Water Supply/Groundwater
<input type="checkbox"/>	Coastal Zone	<input type="checkbox"/>	Recreation/Parks	<input type="checkbox"/>	Wetland/Riparian
<input type="checkbox"/>	Drainage/Absorption	<input type="checkbox"/>	Schools/Universities	<input type="checkbox"/>	Wildlife
<input type="checkbox"/>	Economic/Jobs	<input type="checkbox"/>	Septic Systems	<input type="checkbox"/>	Growth Inducement
<input type="checkbox"/>	Fiscal	<input type="checkbox"/>	Sewer Capacity	<input type="checkbox"/>	Land Use
<input type="checkbox"/>	Flood Plain/Flooding	<input type="checkbox"/>	Soil Erosion/Compaction/Grading	<input type="checkbox"/>	Cumulative Effects
<input type="checkbox"/>	Forest Land/Fire Hazard	<input type="checkbox"/>	Solid Waste	<input type="checkbox"/>	Other:

PRESENT LAND USE/ZONING/GENERAL PLAN DESIGNATION:**PROJECT DESCRIPTION** (please use a separate page if necessary)

NOTE: Clearinghouse will assign identification numbers for all new projects. If a SCH number already exists for a project (e.g. Notice or Preparation or previous draft document) please fill in.

Revised 2005

Reviewing Agencies Checklist

Appendix C

KEY: S = Document sent by lead agency
X = Document sent by SCH
T = Suggested distribution

Lead Agencies may recommend State Clearinghouse distribution by marking agencies below:

<input type="checkbox"/> Air Resources Board	<input type="checkbox"/> Integrated Waste Management Board
<input type="checkbox"/> Boating & Waterways, Department of	<input type="checkbox"/> Native American Heritage Commission
<input type="checkbox"/> California Highway Patrol	<input type="checkbox"/> Office of Emergency Services
<input type="checkbox"/> Caltrans District # _____	<input type="checkbox"/> Office of Historic Preservation
<input type="checkbox"/> Caltrans Division of Aeronautics	<input type="checkbox"/> Parks & Recreation
<input type="checkbox"/> Caltrans Planning	<input type="checkbox"/> Pesticide Regulation, Department of
<input type="checkbox"/> Coachella Valley Mountains Conservancy	<input type="checkbox"/> Public Utilities Commission
<input type="checkbox"/> Coastal Commission	<input type="checkbox"/> Reclamation Board
<input type="checkbox"/> Colorado River Board	<input type="checkbox"/> Resources Agency
<input type="checkbox"/> Conservation, Department of	<input type="checkbox"/> S.F. Bay Conservation & Development Commission
<input type="checkbox"/> Corrections, Department of	<input type="checkbox"/> San Gabriel & Lower Los Angeles Rivers & Mountains Conservancy
<input type="checkbox"/> Delta Protection Commission	<input type="checkbox"/> San Joaquin River Conservancy
<input type="checkbox"/> Education, Department of	<input type="checkbox"/> Santa Monica Mountains Conservancy
<input type="checkbox"/> Office of Public School Construction	<input type="checkbox"/> State Lands Commission
<input type="checkbox"/> Energy Commission	<input type="checkbox"/> SWRCB: Clean Water Grants
<input type="checkbox"/> Fish & Game Region # _____	<input type="checkbox"/> SWRCB: Water Quality
<input type="checkbox"/> Food & Agriculture, Department of	<input type="checkbox"/> Tahoe Regional Planning Agency
<input type="checkbox"/> Forestry & Fire Protection	<input type="checkbox"/> Toxic Substances Control, Department of
<input type="checkbox"/> General Services, Department of	<input type="checkbox"/> Water Resources, Department of
<input type="checkbox"/> Health Services, Department of	<input type="checkbox"/> Other:
<input type="checkbox"/> Housing & Community Development	<input type="checkbox"/> Other:

Local Public Review Period (to be filled in by lead agency):

Starting Date: _____

Ending Date: _____

Signature: _____

Date: _____

Lead Agency (Complete if Applicable):

Consulting Firm: _____

Address: _____

City/State/Zip: _____

Contact: _____

Phone: _____

Applicant: _____

Address: _____

City/State/Zip: _____

Phone: _____

For SCH Use Only:

Date Received at SCH _____

Date Review Starts _____

Date to Agencies _____

Date to SCH _____

Clearance Date _____

Notes: _____

ENVIRONMENTAL INFORMATION FORM
(To be completed by private project applicant to assist staff in completing Initial Study)

Date Filed: _____

GENERAL INFORMATION

1. Developer or project sponsor	Name:
	Address:
2. Project Location – Identify street address and cross streets or attach a map showing project site (preferably a USGS 15' or 7 1/2' topographical map identified by quadrangle name):	
3. Assessor's Block and Lot Number	
4. Person to be contacted regarding this project	Name:
	Address:
	Telephone:
5. Permit Application Number for project	
6. Existing Zoning District	
7. Proposed use of site (project for which this form is filed)	

List and describe any other related permits and other public approvals required for this project, including those required by city, regional, state and federal agencies:

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8. Site size:	
9. Square footage:	
10. Number of floors of construction:	
11. Amount of off-street parking provided:	
12. Attach plans:	
13. Proposed scheduling:	
14. Associated projects:	
15. Anticipated incremental development:	

16. If residential, include the number of units, schedule of unit sizes, range of sales prices or rents and type of household size expected.

17. If commercial, indicate the type, whether neighborhood, city or regionally oriented, square footage of sales area and loading facilities.

18. If industrial, indicate type, estimated employment per shift and loading facilities.

19. If institutional, indicate the major function, estimated employment per shift, estimated occupancy, loading facilities and community benefits to be derived from the project.

20. If the project involves a variance, conditional use or rezoning application, state this and indicate clearly why the application is required.

Are the following items applicable to the project or its effects?

Discuss below all items checked yes (attach additional sheets as necessary).

- | YES | NO | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 21. Change in existing features of any bays, tidelands, beaches, lakes, hills or substantial alteration of ground contours. |
| <input type="checkbox"/> | <input type="checkbox"/> | 22. Change in scenic views or vistas from existing residential areas or public lands or roads. |
| <input type="checkbox"/> | <input type="checkbox"/> | 23. Change in pattern, scale or character of general area of project. |
| <input type="checkbox"/> | <input type="checkbox"/> | 24. Significant amounts of solid waste or litter. |
| <input type="checkbox"/> | <input type="checkbox"/> | 25. Change in dust, ash, smoke, fumes or odors in vicinity. |
| <input type="checkbox"/> | <input type="checkbox"/> | 26. Change in ocean, bay, lake, stream or ground water quality or quantity, or alteration of existing drainage patterns. |
| <input type="checkbox"/> | <input type="checkbox"/> | 27. Substantial change in existing noise or vibration levels in the vicinity. |
| <input type="checkbox"/> | <input type="checkbox"/> | 28. Site on filled land or on slope of 10 percent or more. |
| <input type="checkbox"/> | <input type="checkbox"/> | 29. Use or disposal of potentially hazardous materials, such as toxic substances, flammables or explosives. |
| <input type="checkbox"/> | <input type="checkbox"/> | 30. Substantial change in demand for municipal services (police, fire, water, sewage, etc.). |
| <input type="checkbox"/> | <input type="checkbox"/> | 31. Substantial increase in fossil fuel consumption (electricity, oil, natural gas, etc.). |
| <input type="checkbox"/> | <input type="checkbox"/> | 32. Relationship to a larger project or series of projects. |
| <input type="checkbox"/> | <input type="checkbox"/> | 33. Has a prior environmental impact report been prepared for a program, plan, policy or ordinance consistent with this project? |
| <input type="checkbox"/> | <input type="checkbox"/> | 34. If you answered yes to question 33, may this project cause significant effects on the environment |

YES NO

that were not examined in the prior EIR?

ENVIRONMENTAL SETTING

35. Describe the project site as it exists before the project, including information on topography, soil stability, plants and animals, and any cultural, historical or scenic aspects. Describe any existing structures on the site, and the use of the structures. Attach photographs of the site. (Snapshots or instant photos acceptable.)

36. Describe the surrounding properties, including information on plants and animals and any cultural, historical or scenic aspects. Indicate the type of land use (residential, commercial, etc.), intensity of land use (one-family, apartment houses, shops, department stores, etc.), and scale of development (height, frontage, set-back, rear yard, etc.). Attach photographs of the vicinity. (Snapshots or instant photos acceptable.)

CERTIFICATION: I hereby certify that the statements furnished above and in the attached exhibits present the data and information required for this initial evaluation to the best of my ability, and that the facts, statements, and information presented are true and correct to the best of my knowledge and belief.

Date:

Signature: _____

For: _____

ENVIRONMENTAL CHECKLIST FORM

1. Project Title: _____
2. Lead Agency Name and Address:

3. Contact Person and Phone Number: _____
4. Project Location: _____
5. Project Sponsor's Name and Address:

6. General Plan Designation: _____ 7. Zoning: _____
8. Description of Project: (Describe the whole action involved, including but not limited to later phases of the project, and any secondary, support, or off-site features necessary for its implementation. Attach additional sheet(s) if necessary.)

9. Surrounding Land Uses and Setting: (Briefly describe the project's surroundings.)

10. Other public agencies whose approval is required (e.g., permits, financing approval, or participation agreement):

ENVIRONMENTAL FACTORS POTENTIALLY AFFECTED:

The environmental factors checked below would be potentially affected by this project, involving at least one impact that is a "Potentially Significant Impact" as indicated by the checklist on the following pages.

- | | | |
|--|---|---|
| <input type="checkbox"/> Aesthetics | <input type="checkbox"/> Agriculture Resources | <input type="checkbox"/> Air Quality |
| <input type="checkbox"/> Biological Resources | <input type="checkbox"/> Cultural Resources | <input type="checkbox"/> Geology / Soils |
| <input type="checkbox"/> Hazards & Hazardous Materials | <input type="checkbox"/> Hydrology / Water Quality | <input type="checkbox"/> Land Use / Planning |
| <input type="checkbox"/> Mineral Resources | <input type="checkbox"/> Noise | <input type="checkbox"/> Population / Housing |
| <input type="checkbox"/> Public Services | <input type="checkbox"/> Recreation | <input type="checkbox"/> Transportation / Traffic |
| <input type="checkbox"/> Utilities / Service Systems | <input type="checkbox"/> Mandatory Findings of Significance | |

DETERMINATION (To be completed by the Lead Agency):

On the basis of this initial evaluation:

- ☐ I find that the proposed project COULD NOT have a significant effect on the environment, and a NEGATIVE DECLARATION will be prepared.
- ☐ I find that although the proposed project could have a significant effect on the environment, there will not be a significant effect in this case because revisions in the project have been made by or agreed to by the project proponent. A MITIGATED NEGATIVE DECLARATION will be prepared.
- ☐ I find that the proposed project MAY have a significant effect on the environment, and an ENVIRONMENTAL IMPACT REPORT is required.
- ☐ I find that the proposed project MAY have a "potentially significant" or "potentially significant unless mitigated" impact on the environment, but at least one effect 1) has been adequately analyzed in an earlier document pursuant to applicable legal standards, and 2) has been addressed by mitigation measures based on the earlier analysis as described on attached sheets. An ENVIRONMENTAL IMPACT REPORT is required, but it must analyze only the effects that remain to be addressed.
- ☐ I find that although the proposed project could have a significant effect on the environment, because all potentially significant effects (a) have been analyzed adequately in an earlier EIR or NEGATIVE DECLARATION pursuant to applicable standards, and (b) have been avoided or mitigated pursuant to that earlier EIR or NEGATIVE DECLARATION, including revisions or mitigation measures that are imposed upon the proposed project, nothing further is required.

Signature

Date

Printed Name

For

EVALUATION OF ENVIRONMENTAL IMPACTS:

- 1) A brief explanation is required for all answers except "No Impact" answers that are adequately supported by the information sources a lead agency cites in the parentheses following each question. A "No Impact" answer is adequately supported if the referenced information sources show that the impact simply does not apply to projects like the one involved (e.g. the project falls outside a fault rupture zone). A "No Impact" answer should be explained where it is based on project-specific factors as well as general standards (e.g. the project will not expose sensitive receptors to pollutants, based on a project-specific screening analysis).
- 2) All answers must take account of the whole action involved, including off-site as well as on-site, cumulative as well as project-level, indirect as well as direct, and construction as well as operational impacts.
- 3) Once the lead agency has determined that a particular physical impact may occur, then the checklist answers must indicate whether the impact is potentially significant, less than significant with mitigation, or less than significant. "Potentially Significant Impact" is appropriate if there is substantial evidence that an effect is significant. If there are one or more "Potentially Significant Impact" entries when the determination is made, an EIR is required.
- 4) "Negative Declaration: Less Than Significant With Mitigation Incorporated" applies where the incorporation of mitigation measures has reduced an effect from "Potentially Significant Impact" to a "Less than Significant Impact." The lead agency must describe the mitigation measures, and briefly explain how they reduce the effect to a less than significant level (mitigation measures from Section XVII, "Earlier Analyses," may be cross-referenced).

- 5) Earlier analyses may be used where, pursuant to the tiering, program EIR, or other CEQA process, an effect has been adequately analyzed in an earlier EIR or negative declaration. Section 15063(c)(3)(D). In this case, a brief discussion should identify the following:
- Earlier Analyses Used. Identify and state where they are available for review.
 - Impacts Adequately Addressed. Identify which effects from the above checklist were within the scope of and adequately analyzed in an earlier document pursuant to applicable legal standards, and state whether such effects were addressed by mitigation measures based on the earlier analysis.
 - Mitigation Measures. For effects that are "Less than Significant with Mitigation Measures Incorporated," describe the mitigation measures which were incorporated or refined from the earlier document and the extent to which they address site-specific conditions for the project.
- 6) Lead agencies are encouraged to incorporate into the checklist references to information sources for potential impacts (e.g. general plans, zoning ordinances). Reference to a previously prepared or outside document should, where appropriate, include a reference to the page or pages where the statement is substantiated.
- 7) Supporting Information Sources. A source list should be attached, and other sources used or individuals contacted should be cited in the discussion.
- 8) This is only a suggested form, and lead agencies are free to use different formats; however, lead agencies should normally address the questions from this checklist that are relevant to a project's environmental effects in whatever format is selected.
- 9) The explanation of each issue should identify:
- the significance criteria or threshold, if any, used to evaluate each question; and
 - the mitigation measure identified, if any, to reduce the impact to less than significance.

SAMPLE QUESTION

Issues:		Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Signif. Impact	No Impact
I. AESTHETICS. Would the project:					
a)	Have a substantial adverse effect on a scenic vista?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Substantially damage scenic resources, including, but not limited to, tress, rock outcroppings, and historic buildings within a state scenic highway?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Substantially degrade the existing visual character or quality of the site and its surroundings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	Create a new source of substantial light or glare which would adversely affect day or nighttime views in the area?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Issues:

Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Signif. Impact	No Impact
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II. AGRICULTURE RESOURCES. In determining whether impacts to agricultural resources are significant environmental effects, lead agencies may refer to the California Agricultural Land Evaluation and Site Assessment Model (1997) prepared by the California Dept. of Conservation as an optional model to use in assessing impacts on agriculture and farmland. Would the project:

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Convert Prime Farmland, Unique Farmland, or Farmland of Statewide Importance (Farmland), as shown on the maps prepared pursuant to the Farmland Mapping and Monitoring Program of the California Resources Agency, to non-agricultural use? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Conflict with existing zoning for agricultural use, or a Williamson Act contract? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Involve other changes in the existing environment which, due to their location or nature, could result in conversion of Farmland, to non-agricultural use? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

III. AIR QUALITY. Where available, the significance criteria established by the applicable air quality management or air pollution control district may be relied upon to make the following determinations. Would the project:

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) Conflict with or obstruct implementation of the applicable air quality plan? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Violate any air quality standard or contribute substantially to an existing or projected air quality violation? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Result in a cumulatively considerable net increase of any criteria pollutant for which the project region is non-attainment under an applicable federal or state ambient air quality standard (including releasing emissions which exceed quantitative thresholds for ozone precursors)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Expose sensitive receptors to substantial pollutant concentrations? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Create objectionable odors affecting a substantial number of people? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Issues:

Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Signif. Impact	No Impact
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IV. BIOLOGICAL RESOURCES. Would the project:

- | | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) | Have a substantial adverse effect, either directly or through habitat modifications, on any species identified as a candidate, sensitive, or special status species in local or regional plans, policies, or regulations, or by the California Department of Fish and Game or U.S. Fish and Wildlife Service? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) | Have a substantial adverse effect on any riparian habitat or other sensitive natural community identified in local or regional plans, policies, regulations or by the California Department of Fish and Game or U.S. Fish and Wildlife Service? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) | Have a substantial adverse effect on federally protected wetlands as defined by Section 404 of the Clean Water Act (including, but not limited to, marsh, vernal pool, coastal, etc.) through direct removal, filling, hydrological interruption, or other means? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) | Interfere substantially with the movement of any native resident or migratory fish or wildlife species or with established native resident or migratory wildlife corridors, or impede the use of native wildlife nursery sites? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) | Conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) | Conflict with the provisions of an adopted Habitat Conservation Plan, Natural Community Conservation Plan, or other approved local, regional, or state habitat conservation plan? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

V. CULTURAL RESOURCES. Would the project:

- | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a) | Cause a substantial adverse change in the significance of a historical resource as defined in § 15064.5? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Signif. Impact	No Impact
b) Cause a substantial adverse change in the significance of an archaeological resource pursuant to § 15064.5?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Disturb any human remains, including those interred outside of formal cemeteries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VI. GEOLOGY AND SOILS. Would the project:				
a) Expose people or structures to potential substantial adverse effects, including the risk of loss, injury or death involving:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Rupture of a known earthquake fault, as delineated on the most recent Alquist-Priolo Earthquake Fault Zoning Map issued by the State Geologist for the area or based on other substantial evidence of a known fault? Refer to Division of Mines and Geology Special Publication 42.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Strong seismic ground shaking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) Seismic-related ground failure, including liquefaction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) Landslides?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Result in substantial soil erosion or the loss of topsoil?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Be located on a geologic unit or soil that is unstable, or that would become unstable as a result of the project, and potentially result in on- or off-site landslide, lateral spreading, subsidence, liquefaction or collapse?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Be located on expansive soil, as defined in Table 18.1-B of the Uniform Building Code (1994), creating substantial risks to life or property?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Signif. Impact	No Impact
e) Have soils incapable of adequately supporting the use of septic tanks or alternative waste water disposal systems where sewers are not available for the disposal of waste water?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VII. HAZARDS AND HAZARDOUS MATERIALS.
Would the project:

a) Create a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Create a significant hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the release of hazardous materials into the environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Be located on a site which is included on a list of hazardous materials sites compiled pursuant to Government Code section 65962.5 and, as a result, would it create a significant hazard to the public or the environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project result in a safety hazard for people residing or working in the project area?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) For a project within the vicinity of a private airstrip, would the project result in a safety hazard for people residing or working in the project area?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Issues:		Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Signif. Impact	No Impact
h)	Expose people or structures to a significant risk of loss, injury or death involving wildland fires, including where wildlands are adjacent to urbanized areas or where residences are intermixed with wildlands?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VIII. HYDROLOGY AND WATER QUALITY. Would the project:

a)	Violate any water quality standards or waste discharge requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Substantially deplete groundwater supplies or interfere substantially with groundwater recharge such that there would be a net deficit in aquifer volume or a lowering of the local groundwater table level (e.g., the production rate of pre-existing nearby wells would drop to a level which would not support existing land uses or planned uses for which permits have been granted)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, in a manner which would result in substantial erosion or siltation on- or off-site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, or substantially increase the rate or amount of surface runoff in a manner which would result in flooding on- or off-site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	Create or contribute runoff water which would exceed the capacity of existing or planned storm water drainage systems or provide substantial additional sources of polluted runoff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	Otherwise substantially degrade water quality?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Signif. Impact	No Impact
g) Place housing within a 100-year flood hazard area as mapped on a federal Flood Hazard Boundary or Flood Insurance Rate Map or other flood hazard delineation map?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Place within a 100-year flood hazard area structures which would impede or redirect flood flows?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Expose people or structures to a significant risk of loss, injury or death involving flooding, including flooding as a result of the failure of a levee or dam?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Inundation by seiche, tsunami, or mudflow?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IX. LAND USE AND PLANNING. Would the project:				
a) Physically divide an established community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Conflict with any applicable land use plan, policy, or regulation of an agency with jurisdiction over the project (including, but not limited to the general plan, specific plan, local coastal program, or zoning ordinance) adopted for the purpose of avoiding or mitigating an environmental effect?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Conflict with any applicable habitat conservation plan or natural community conservation plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
X. MINERAL RESOURCES. Would the project:				
a) Result in the loss of availability of a known mineral resource that would be of value to the region and the residents of the state?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Result in the loss of availability of a locally-important mineral resource recovery site delineated on a local general plan, specific plan or other land use plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Signif. Impact	No Impact
XI. NOISE. Would the project result in:				
a) Exposure of persons to or generation of noise levels in excess of standards established in the local general plan or noise ordinance, or applicable standards of other agencies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Exposure of persons to or generation of excessive groundborne vibration or groundborne noise levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) A substantial permanent increase in ambient noise levels in the project vicinity above levels existing without the project?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) A substantial temporary or periodic increase in ambient noise levels in the project vicinity above levels existing without the project?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project expose people residing or working in the project area to excessive noise levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) For a project within the vicinity of a private airstrip, would the project expose people residing or working in the project area to excessive noise levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
XII. POPULATION AND HOUSING. Would the project:				
a) Induce substantial population growth in an area, either directly (for example, by proposing new homes and businesses) or indirectly (for example, through extension of road or other infrastructure)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Displace substantial numbers of existing housing, necessitating the construction of replacement housing elsewhere?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Displace substantial numbers of people, necessitating the construction of replacement housing elsewhere?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Signif. Impact	No Impact
XIII. PUBLIC SERVICES. Would the project:				
a) Result in substantial adverse physical impacts associated with the provision of new or physically altered governmental facilities, need for new or physically altered governmental facilities, the construction of which could cause significant environmental impacts, in order to maintain acceptable service ratios, response times or other performance objectives for any of the public services:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fire protection?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police protection?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schools?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other public facilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
XIV. RECREATION. Would the project:				
a) Increase the use of existing neighborhood and regional parks or other recreational facilities such that substantial physical deterioration of the facility would occur or be accelerated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Does the project include recreational facilities or require the construction or expansion of recreational facilities which have an adverse physical effect on the environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
XV. TRANSPORTATION / TRAFFIC. Would the project:				
a) Cause an increase in traffic which is substantial in relation to the existing traffic load and capacity of the street system (i.e., result in a substantial increase in either the number of vehicle trips, the volume to capacity ratio on roads, or congestion at intersections)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Issues:

		Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Signif. Impact	No Impact
b)	Exceed, either individually or cumulatively, a level of service standard established by the county congestion management agency for designated roads or highways?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Result in a change in air traffic patterns, including either an increase in traffic levels or a change in location that results in substantial safety risks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	Substantially increase hazards due to a design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	Result in inadequate emergency access?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	Result in inadequate parking capacity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g)	Conflict with adopted policies, plans, or programs supporting alternative transportation (e.g., bus turnouts, bicycle racks)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

XVI. UTILITIES AND SERVICE SYSTEMS. Would the project:

a)	Exceed wastewater treatment requirements of the applicable Regional Water Quality Control Board?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Require or result in the construction of new water or wastewater treatment facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Require or result in the construction of new storm water drainage facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Signif. Impact	No Impact
d) Have sufficient water supplies available to serve the project from existing entitlements and resources, or are new or expanded entitlements needed? In making this determination, the District shall consider whether the project is subject to the water supply assessment requirements of Water Code Section 10910, et. seq. (SB 610), and the requirements of Government Code Section 664737 (SB 221).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Result in a determination by the wastewater treatment provider which serves or may serve the project that it has adequate capacity to serve the project's projected demand in addition to the provider's existing commitments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Be served by a landfill with sufficient permitted capacity to accommodate the project's solid waste disposal needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Comply with federal, state, and local statutes and regulations related to solid waste?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

XVII. MANDATORY FINDINGS OF SIGNIFICANCE

a) Does the project have the potential to substantially degrade the quality of the environment, substantially reduce the habitat or a fish or wildlife species; cause a fish or wildlife population to drop below self-sustaining levels; threaten to eliminate a plant or animal community; substantially reduce the number or restrict the range of an endangered, rare or threatened species; or eliminate important examples of the major periods of California history or prehistory?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Does the project have the potential to achieve short-term environmental goals to the disadvantage of long-term environmental goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Signif. Impact	No Impact
c) Does the project have impacts that are individually limited, but cumulatively considerable? ("Cumulatively considerable" means that the incremental effects of a project are considerable when viewed in connection with the effects of past projects, the effects of other current projects, and the effects of probable future projects.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Does the project have environmental effects which will cause substantial adverse effects on human beings, either directly or indirectly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTICE OF COMPLETION OF DRAFT EIR

Project Title:	
Project Location – Specific; Identify street address and cross streets or attach a map showing project site (preferably a USGS 15' or 7 1/2' topographical map identified by quadrangle name):	
Project Location – City:	
Project Location – County:	
Description of Nature, Purpose, and Beneficiaries of Project:	
The Significant Effects on the Environment, if any, Anticipated as a Result of the Project:	
Lead Agency:	
Division	
Date when project noticed to public:	
Address where copy of the EIR is available:	
Review Period:	
Contact Person:	
Contact Person's Telephone (Area Code/Extension):	

CERTIFICATE OF FEE EXEMPTION

De Minimis Impact Finding

Project Title:	
Project Location – Identify street address and cross streets or attach a map showing project site (preferably a USGS 15' or 7 1/2' topographical map identified by quadrangle name):	
Project County:	
Name and Address of Project Applicant:	
Project Description:	

Findings of Exemption:

1. An Initial Study has been prepared by the Lead Agency to evaluate the project's effects on wildlife resources, if any.
 2. The Lead Agency hereby finds that there is no evidence before the Agency that the project will have any potential for adverse effect on the environment.
 - ☐ 3. (a) The project WILL result in changes to the following resources:
 - (A) Riparian land, rivers, streams, watercourses and wetlands;
 - (B) Native and non-native plant life and the soil required to sustain habitat for fish and wildlife;
 - (C) Rare and unique plant life and ecological communities dependant on plant life;
 - (D) Listed threatened and endangered plants and animals and the habitat in which they are believed to reside;
 - (E) All species listed as protected or identified for special management in the Fish and Game Code, the Public Resources Code, the Water Code or regulations adopted thereunder;
 - (F) All marine and terrestrial species subject to the jurisdiction of the Department of Fish and Game and the ecological communities in which they reside; and
 - (G) All air and water resources, the degradation of which will individually or cumulatively result in a loss of biological diversity among the plants and animals residing in that air and water.
 - ☐ 3. (b) The project WILL NOT result in changes to the following resources:
- * If the project will result in changes to any of these resources, the School District has, on the basis of substantial evidence, "rebutted" the presumption of adverse effect to these resources. A statement in support of this rebuttal is attached.

CERTIFICATION:

I hereby certify that the Lead Agency has made the above finding(s) of fact and based upon the Initial Study and the hearing record the project will not individually or cumulatively have an adverse effect on wildlife resources, as defined in Section 711.2 of the Fish and Game Code.

Signature - Lead Agency Representative

Title:

Lead Agency:

Date:

NOTICE OF RECIRCULATION

SCHOOL DISTRICT

To whom it may concern:	
You are receiving this notice because you commented on the Draft EIR for the following Project:	
Project Name:	
Project Description:	
Project Location – Identify street address and cross streets or attach a map showing project site (preferably a USGS 15' or 7 1/2' topographical map identified by quadrangle name):	
The Draft EIR prepared for this project has been revised.	
<input type="checkbox"/> The entire Draft EIR is being recirculated. Your prior comments remain part of the administrative record, but they are no longer applicable to the Draft EIR that is under consideration. The Final EIR will not provide a response to your prior comments. Should you wish to comment on the revised Draft EIR, you will need to submit new comments.	
<input type="checkbox"/> Only the following chapters or portions of the Draft EIR have been revised, and only those parts of the revised Draft EIR are being recirculated:	
<input type="checkbox"/> Your comments should be limited to those parts of the revised Draft EIR that are being recirculated.	
<input type="checkbox"/> Your comments need not be limited to those parts of the revised Draft EIR that are being recirculated.	
Should you have any questions about this notice, please contact:	
Staff:	
Title:	
Telephone Number:	
E-Mail:	

Date Received
for Filing: _____

Staff _____

(Clerk Stamp Here)

Title _____