

**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

MONDAY, AUGUST 1, 2005

**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: #05-335, #05-320, #05-321, #05-336.

CLOSED SESSION 4:00 P.M. (Continued)

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; Public Employee Appointment: Elementary Principal and Assistant Superintendent Personnel Services.

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.

CONFERENCE WITH LEGAL COUNSEL, EXISTING LITIGATION: Pursuant to Section 54956.9(a): Case number RIC 420432.

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 (Mr. Harris)

1. Recognition

- a. Recognize Riverside County Sheriff's Department – Jurupa Valley Station – Megan's Law Unit (Mr. Duchon)
Megan's Law provides an opportunity for the public to find information regarding the resident address of sex offenders in any given community. Sergeant Bruce Meeks, from the Riverside County Sheriff's Department – Jurupa Valley Station, has agreed to provide a presentation to the Board regarding Megan's Law, the type of information available, and what we as a school district can do with that information to protect the safety of our students. Information only.

2. 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.
- (a) 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.

3. Administrative Reports and Written Communications

(Mr. Duchon)

4. **Board Member Reports and Comments**

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

Committees/Boards

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
Mr. Harris:	→Facility Funding Committee
Mr. Rodriguez:	→Budget Committee
	→Board of Directors, District Charitable Purpose Foundation
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 1-24 as printed.

* 1. Approve Minutes of July 18, 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.

The West Riverside Elementary School PTA wishes to donate \$10,000.00, with the request the funds be used to purchase playground equipment.

Mrs. Cathy Lucero, of Downey, wishes to donate a complete set of encyclopedias, with the request they be used by Mrs. Monica Graves' sixth grade class at Camino Real Elementary School. The approximate value is \$200.00.

The Sunnyslope School Student Council wishes to donate \$307.25, with the request the funds be used to purchase physical education equipment for the school.

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 to Sunnyslope Elementary School. The funds will be used to purchase instructional materials for the school.

Mr. Steven Bier, resident, wishes to donate Olympus and Kiron photograph equipment, with the request they be used by Ms. McKim's Photo 1 class at Rubidoux High School.

Reynolds Consulting Group of Temecula wishes to donate \$320.00 for employee rewards and to pay expenses for staff recognition activities for the Transportation Department. Additionally, the company wishes to donate 100 lunch pails, valued at \$1,374.31, with the request they be given to Transportation staff for employee rewards.

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

- * 4. Approve Non-Routine Student Field Trip Request from Rubidoux High (Dr. Jindra)
Mr. Jay Hammer, teacher at Rubidoux High School, is requesting approval to travel to Big Bear on Monday, August 8 through Thursday, August 11, 2005 with ten (10) students. The purpose of the trip is to provide team building skills and high altitude training for the Rubidoux Girls Cross Country varsity team. Staff members will provide supervision; district vehicles will provide transportation; and lodging will be provided at the Hammer private lodge. **There will be no cost to the team members for this experience.** 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. Jay Hammer to travel to Big Bear August 8-11, 2005 with 10 Rubidoux Girls Cross Country varsity team members.
- * 5. Approve Non-Routine Student Field Trip Request from Rubidoux High (Dr. Jindra)
Mr. Jay Hammer, teacher at Rubidoux High School, is requesting approval to travel to San Diego on Monday, August 29 through Thursday, September 1, 2005 with ten (10) students. The purpose of the trip is to provide intensive training for the Rubidoux High School Girls Cross Country varsity team members. Students will participate in workouts that include long distance running, hill climbing, and nutrition education. Staff members will provide supervision; district vehicles will provide transportation; and lodging will be camping in a tent at Kampland by the Bay. **The only cost for this trip is food and that will be provided 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 to San Diego by Mr. Jay Hammer August 29 through September 1, 2005 with 10 Rubidoux High School Girls Cross Country varsity team members to participate in intensive training workouts.

A. Approve Routine Action Items by Consent (Continued)

- * 6. Approve Out-of-State Travel Request (Dr. Jindra)
Ms. Cynthia Huffman, Language, Speech and Hearing Specialist, is requesting approval to attend a two-day conference on Thursday, October 27 and Friday, October 28, 2005. The conference is sponsored by the Central Institute for the Deaf in St. Louis, Missouri and will provide information on therapeutic interventions for children with cochlear implants. The Central Institute for the Deaf is one of the few training resources available to train staff to work effectively with children who have cochlear implants. This training focuses on rehabilitation techniques using a specialized curriculum. The Riverside County Office of Education has agreed to pay for Ms. Huffman's conference registration; the District anticipates paying approximately \$600 to cover the cost of Ms. Huffman's lodging, transportation and mileage, and meals. **Funding will be provided by using a combination of Categorical and Medi-Cal LEA funds.** Administration recommends the Board approve the Out-of-State Travel Request for Ms. Cynthia Huffman to attend the Central Institute for the Deaf Conference October 27-28, 2005 in St. Louis, Missouri to learn about therapeutic interventions for children with cochlear implants.
- *7. Notice of Completion-Kern Steel – Contract #C-20133, Structural Steel at Patriot High.
*8. Notice of Completion-Valley Crest Landscape – Contract #C-20146, Landscaping at Patriot High.
*9. Notice of Completion-ASR Constructors – Contract #C-20145, Concrete at Patriot High.
*10. Notice of Completion-Western Paving – Contract #C-20170, Paving at Patriot High.
*11. Notice of Completion-RVH Constructors, Inc. (formerly Bert Construction) – Contract #C-20161, Miscellaneous Trades at Patriot High.
*12. Notice of Completion-Action Sheet Metal – Contract #C-20174, Sheet metal and flashings at Patriot High School.
*13. Notice of Completion - Alcal-Contract #C-20162, Roofing & Waterproofing at Patriot High.
*14. Notice of Completion -Lozano Casework-Contract #C-20175, Casework at Patriot High.
*15. Notice of Completion-Architectural Doors, Inc.-Contract #C-20172, Doors & Hardware at Patriot High.
*16. Notice of Completion-Standard Drywall-Contract #C-20165, Drywall & Plaster at Patriot High.
*17. Notice of Completion-Performance Contracting-Contract #C-20186, Acoustical at Patriot High.
*18. Notice of Completion-Angeles Contracting-Contract #C – 20148, Painting at Patriot High.
*19. Notice of Completion-Inland Empire Architectural Specialties-Contract #C-20179, Restroom Accessories at Patriot High.
*20. Notice of Completion-Hufcor-Contract #C-20249, Telescoping Stands at Patriot High.
*21. Notice of Completion-Alpha Mechanical – Contract #C -20150, Plumbing at Patriot High.
*22. Notice of Completion-Air Ex – Contract #C-20158, HVAC at Patriot High.
*23. Notice of Completion-RIS Electrical – Contract #C-20145, Electrical at Patriot High.
*24. Notice of Completion-PSI – Contract #C-20265, Sonitrol Security System at Patriot High.

- * **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 2005/06 Revised Budget** (Mrs. Lauzon)
 Education Code 1622(e)(3) requires that school districts revise their budgets "not later than 45 days after the Governor signed the annual Budget Act." The Budget Act was signed by the Governor on July 11, 2005.

Included in the supporting documents is a summary that shows the Adopted Budget, the Revised Budget (Governor's Budget Act) and the revisions needed. Listed below is a summary of the revisions:

Revenue (+ \$231,481)

Revenue has increased due to slight adjustments in equalization funding (.07 per ADA) and the deficit factor on revenue limit funding changing from .98871 to .99091.

Expenditures (-1,266,627)

Expenditures have decreased because the Governor dropped the STRS shift to school districts from the adopted Budget Act.

Ending Balance/Reserve

The combination of the revisions noted above increases the ending balance by \$1,498,108.

It is important to note that the cost of the recent NEA-J contract ratification and the me-too agreement for CSEA is not included in these budget numbers. In September, administration will be bringing to the Board the Unaudited Actuals for 2004/05 with updated information on the Beginning Balance and expenditures for these contract items.

Administration recommends approval of the 2005/06 Revised Budget.

- * **E. Adopt Resolution #2006/02, Disposal of Obsolete Materials** (Mrs. Lauzon)
 On February 22, 2005, the Board approved the adoption of K-6 science textbooks to replace the K-6 science textbooks currently being used in the classrooms. The current K-6 science textbooks, published in 1994, at each of the 16 elementary schools are now classified as obsolete instructional materials. Based on established procedures stipulated by Board Policy 6204, a resolution must be adopted stating the intent to dispose of obsolete instructional materials. Administration recommends that in order to ensure that obsolete instructional materials are not used for basic instruction, the Board adopt Resolution #2006/02, Disposal of Obsolete Materials.

- * **F. Approve Adult Education Course List for 2005/2006** (Dr. Jindra)
The Adult Education schedule of course offerings for the 2005/2006 school year is presented to the Board for approval. The courses offered include: English as a Second Language; Citizenship; Computers; General Studies; Basic Education for the Mentally Handicapped; Health and Physical Activity for Older Adults; Creative Writing for Older Adults; and Parenting. The supporting documents contain the complete schedule, listing the day(s), time, location, whether or not credit is given, and if a fee is required. Administration recommends that the Board approve the 2005/2006 Adult Education Program course offerings.

- ** **G. Approve 2005-2006 Consolidated Application School Level Plans** (Ms. Moreno)
Schools receiving categorical funds covered by the Consolidated Application are required to consolidate and submit single school plans, known as "Single Plans for Student Achievement." State and federal programs included in these plans are: School Improvement (School Based Coordinated Programs), Title I (Schoolwide and Targeted), Economic Impact Aid (EIA)-Bilingual, Gifted and Talented Education (GATE), Safe and Drug Free Schools and Communities (DFSC), Tobacco Use Prevention Education (TUPE), Program Improvement (PI), Comprehensive School Reform (CSR), and School Assistance Intervention Team (SAIT). School level plans must contain a description of how sites will also serve students who are educationally disadvantaged, English Learners, special education, and gifted and talented students. School level plans have been updated and reflect data regarding student achievement and modifications to strategies based on analysis of this data.

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

Copies of school level plans have been presented to Board members along with the "Analysis of Current Educational Practice and School Goals and Conclusions" for all schools.

Administration recommends that the Board approve the school level plans for the 2005-2006 school year.

H. **Approve Bid #05/18, Falcon Room Kitchen Relocation and Equipment** (Mrs. Lauzon)

At the September 20, 2004 meeting, the Board approved the advertisement and solicitation of bids for the Falcon Room Kitchen Relocation and Equipment. On Friday, July 15, 2005, at 2:00 p.m., the Purchasing Department staff received and opened the following bid:

<u>Contractor</u>	<u>Bid Amount</u>
Inland Building Companies	\$224,700

The bid was advertised twice during a two-week period in *The Press-Enterprise* and the *Riverside County Record* newspapers. The Construction Manager (CM) contacted 22 contractors to solicit bids. A mandatory pre-bid conference was conducted on Friday, July 8, 2005 and three contractors attended the pre-bid conference. On July 14, 2005, the CM again contacted the three contractors that attended the mandatory job walk to encourage them to submit bids. Two of the three contractors stated they would submit bids. The bid amount of \$224,700 is within the bid estimate; therefore, staff does not believe it would benefit the district to re-bid the project. **The Falcon Room Kitchen Relocation and Equipment will be funded from Measure "C" funds and the State School Building Program.** Administration recommends the Board approve Bid #05/18, Falcon Room Kitchen Relocation and Equipment to Inland Building Companies in the amount of \$224,700.00.

I. **Approve Purchase of Student Desks & Chairs for Replacement & Growth** (Mrs. Lauzon)

The District wishes to purchase student desks and chairs to be delivered and installed at various sites. This furniture is needed to replace desks and chairs throughout the district that have been identified as being non-repairable and additional furniture for growth. The student desks and chairs will be purchased from Virco, Inc. using the Glendale Unified School District Piggyback Bid #P15-03104, at a cost of \$48,117.93 (tax included).

<u>Quantity</u>	<u>Description</u>
1,442	Student Chairs
491	Student Desks

Other quotes received were as follows:

Culver-Newlin	\$55,487.61
Hertz	\$55,967.24

The desks and chairs will be purchased from Unanticipated Capital Outlay and Developer Fee 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 student desks and chairs from Virco, Inc. in the amount of \$48,117.93 (tax included) for various sites.

J. Approve Purchase of Computers for Mira Loma and Mission Middle Schools(Mrs. Lauzon)

The Education Technology Department is requesting approval to purchase 3 Dell OptiPlex GX 280 high end computers, 17 Dell OptiPlex GX 280 classroom computers and 1 Inspiron 600 laptop for Mira Loma and Mission Middle Schools. **This equipment will be paid for with Enhancing Education Through Technology (EETT) Competitive grant funds.** The computers are needed for additional language arts classrooms that will be participating in the Enhancing Education Through Technology Competitive Grant program. The grant's focus is to improve the information literacy skills for middle school students at the District's three middle schools. The total cost to purchase the 21 computers is \$26,500.69.

<u>Quantity</u>	<u>Amount</u>	<u>Funds Used</u>
3 Dell OptiPlex GX280 high end	\$ 3,814.50	Title II - EETT Competitive
17 Dell OptiPlex GX280 classroom	\$20,486.19	Title II - EETT Competitive
1 Dell Inspiron Laptop	\$ 2,200.00	Title II - EETT Competitive

Administration recommends that the Board approve the purchase of 20 Dell OptiPlex GX 280 computers and 1 Dell Inspiron laptop for Mira Loma and Mission Middle Schools.

K. Approve Purchase of Projectors & Window Coverings for Patriot High (Mrs. Lauzon)

The District wishes to purchase the following furnishing, furniture and equipment to be delivered and installed at Patriot High School. Quotes were received for the following items:

Projectors – 16*

Troxell - Hitachi projector	\$12,912.76
CDW-G – Mitsubishi projector	\$12,395.56
Epson – Epson projector	\$16,809.00
CCS Presentation – NEC projector	\$16,722.80

**This purchase completes the order for Patriot High and includes two projectors for County Classrooms.*

Window Coverings - Vertical Blinds for Administration Building, Classroom Buildings & Library

Discount Blind Center	\$24,060.46
The Home Depot*	Non-Responsive
Contract Décor Inc.	\$28,823.1

**Please note that Purchasing met with Home Depot at Patriot High and measurements were taken, but no quote was received.*

The projectors and window coverings will be purchased out of Furnishing, Furniture and Equipment funds from Measure C and the State School Building Program for the Patriot High construction project. 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 16 projectors from CDW-G in the amount of \$12,395.56 (tax included) and the window coverings from Discount Blind Center in the amount of \$24,060.46 (tax included) for Patriot High School.

* **L. Award Construction Management Services 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 for construction management services. The Request for Proposal was issued in April 2005 and proposals were received by the Facility Department in May 2005. Interviews were conducted on June 17, 2005 by an interview panel which consisted of Mr. John Chavez, Mr. Elliott Duchon, Mr. Bill Elzig and Mrs. Shelia Carpenter. The panel interviewed the following five companies: Edge Development, Inc., Erickson-Hall Construction Company, Paul Miller Construction, Neff Construction and Tilden-Coil Constructors.

After consideration, the panel decided to award the construction management services to Paul Miller Construction for the construction of Elementary School #17 and to Neff Construction for all other new construction and modernization projects. Except as provided below, all companies indicated their fee would be based upon the State School Building Program sliding fee schedule (provided in supporting documents).

Paul Miller Construction has been the construction manager for the prototype elementary school by Higginson-Cartozian Architect that the Board approved for Elementary #17. They are currently working on their 6th prototype school. As a result of their extensive knowledge of the project, Paul Miller Construction has offered to reduce their fee schedule as provided in the supporting documents, resulting in an estimated savings of approximately \$87,500.00. Paul Miller Construction has been providing construction management for eight years and general contracting for ten years.

Neff Construction is a local company based out of Ontario, California. Neff Construction performs both construction management and general contracting services. The company has been performing construction management services for 12 years and general contracting for approximately twenty-three years. The principals of the firm are Edward Mierau and Keith Neff. Mr. Mierau has an extensive knowledge of the state school building program and has often been asked to assist the Office of Public School Construction (OPSC) and Coalition for Adequate School Housing (CASH) with construction and funding issues. Neff Construction offers not only construction management services, but other services to include State/School Building Program application assistance, preliminary site assessments and guidance with Labor Compliance Program Services.

Administration recommends the Board award construction management services to Paul C. Miller Construction for the construction of Elementary School #17 and to Neff Construction for all other new construction and modernization projects.

- M. Approve Relocation and Installation of Various Buildings within the District** (Mrs. Lauzon)
 In order to accommodate growth and 3rd grade class size reduction, modular buildings will be relocated from Rubidoux High School to various other sites as listed below. Staff will be using the Columbine School District Piggyback Bid #000110, awarded to Scotsman Manufacturing to relocate and install the modular classrooms at the following sites:

<u>School Site</u>	<u>Number of Classroom Buildings</u>
Granite Hill Elementary	1
Rustic Lane Elementary	2
Stone Avenue Elementary	4
Troth Street Elementary	2
Van Buren Elementary	1
Patriot High	8

The total cost to relocate and install the modular classrooms per building will be \$6,871.00, for a total cost of \$123,678.00. **The cost to relocate and install the classrooms will be paid out of Developer Fee funds.** Administration recommends the Board approve the relocation and installation of modular classrooms, utilizing Columbine School District Piggyback Bid #000110, awarded to Scotsman Manufacturing, Inc., in the amount of \$123,678.00.

- ** N. 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 CASES APPROVED

The Administrative Hearing Panel recommends reinstatement of the pupil in Discipline Case **#05-335** to the schools of the Jurupa Unified School District.

APPROVED – REVIEWED EXPULSION/SUSPENDED EXPULSION CASES

The Administrative Hearing Panel reviewed the pupils in Discipline Cases **#05-320, #05-321, and #05-336** and approved the pupils to return to the schools of the Jurupa Unified School District on a Suspended Expulsion Order.

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

- * O. Approve Personnel Report #3** (Mrs. French)

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

ADJOURNMENT

JURUPA UNIFIED SCHOOL DISTRICT
RIVERSIDE, CALIFORNIA
MINUTES OF THE REGULAR MEETING
MONDAY, JULY 18, 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 4:00 p.m. on Monday, July 18, 2005, in the Board Room at the Education Center, 4850 Pedley Road, Riverside, California.
ROLL CALL	<u>Members of the Board present were:</u> John Chavez, President Sam Knight, Clerk Mary Burns, Member Carl Harris, Member Michael Rodriguez, Member
STAFF PRESENT	<u>Staff Advisers present were:</u> Elliott Duchon, Superintendent Ellen French, Interim Assistant Superintendent Personnel Services Susan Jindra, Assistant Superintendent Education Services Pam Lauzon, Business Manager Shelia Carpenter, Director of Centralized Support Services Elizabeth Connors, Director of Fiscal Services Ellen Kinnear, Director of Elementary Education
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. There were no comments from the public.
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 #04-158, #05-323, AND #05-331; 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; PUBLIC EMPLOYEE APPOINTMENT: MIDDLE SCHOOL PRINCIPAL; HIGH SCHOOL ASSISTANT PRINCIPAL (2), AND PRINCIPAL ON SPECIAL ASSIGNMENT/COORDINATOR; CONFERENCE WITH LABOR NEGOTIATOR: 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; CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION: NUMBER OF POTENTIAL CASES: 1. At 4:01 p.m., the Board recessed to Closed Session in the Board Conference Room. At 7:06 p.m., the Board adjourned from Closed Session.
CALL TO ORDER	At 7:21 p.m., President Chavez called the meeting to order in Public Session.
ROLL CALL BOARD	Mr. Chavez, Mr. Knight, Mrs. Burns, Mr. Harris, Mr. Rodriguez
FLAG SALUTE	Ms. Colleen Munds, Assistant to the Superintendent, led the audience in the Pledge of Allegiance.
INSPIRATIONAL COMMENT	Mr. Knight provided an inspirational comment. President Chavez called for a Moment of Silence in memory of Ms. Christine Alexander, Activity Supervisor and Instructional Aide at Mira Loma Middle, who passed away last Wednesday.

COMMUNICATIONS SESSION	
INTRODUCE NEWLY APPOINTED ADMINISTRATORS	Mrs. Ellen French, Interim Assistant Superintendent Personnel Services, announced that at the last Board meeting, Mr. Mac Patel was appointed as the new Network Manager. She introduced three newly appointed administrators from within the District: Ms. Luz Mendez, Principal of Mission Middle School; Ms. Teresa Foltz, Rubidoux High Assistant Principal, and Ms. Ilsa Garza-Gonzalez, Jurupa Valley High Assistant Principal.
RECOGNIZE SALT GRANT AWARD FOR JURUPA VALLEY HIGH	Dr. Susan Jindra, Assistant Superintendent Education Services, said that the District was notified that the California Department of Education has awarded Jurupa Valley High \$430,000 in School Assistance and Intervention Team funding to support the cost of implementation of corrective actions and an additional \$100,000 to support the cost of a School Assistance and Intervention Team. The District agrees to an in-kind match of services to provide support as well.
PUBLIC VERBAL COMMENTS	President Chavez opened the Public Verbal Comments session. There were no comments from the public.
ADMINISTRATIVE REPORT	<p>The Superintendent thanked the Board for participating on interview panels; the District is proud to recommend individuals from our own staff to fill top administrative positions. He said that Mr. Chavez requested him to secure a report from the Sheriff's Department regarding sex offenders that are living in the community to provide for Board members and principals. Sergeant Meeks is working with his staff to provide a presentation at the next Board meeting regarding what the School District can do legally and explain what the District's role is in this matter.</p> <p>President Chavez noted that there are a large number of individuals living in this area classified in the sex offender category; some are not registered and they are living close to or around schools; he would like to know how many are registered and if they are enrolled in counseling; if not, this presents a bigger problem.</p> <p>The Superintendent noted that Fernando Gonzalez, the Rubidoux High graduate that was injured in Iraq, stopped by his office and he is a walking miracle. Fernando told him that if he had anything to say to graduates it would be that individuals have no idea of the difference just one year can make in a person's life.</p>
BOARD MEMBER COMMENTS	<p>Mr. Rodriguez thanked Interim Assistant Superintendent Personnel Services, Ms. Ellen French, and her team for developing a fair interview process that engaged the community, bargaining team members, Board members, and staff.</p> <p>Mr. Rodriguez presented the Superintendent with a disk containing digital pictures of numerous computers, monitors, televisions and television stands, etc. at Mission Middle, Rubidoux High and the Warehouse. Some of the items were bubble wrapped and some of the items were left exposed outside in the elements. The reason for his presentation of this disk to the Superintendent is to request that he look into the process for procurement, logging, and inventorying of computers so that equipment is not salvaged if it is still usable. He noted that a significant amount of money has been spent over the last three months to purchase new computers; if there are computers at Rubidoux High School and in the Warehouse that could still be used instead of purchasing new computers, this would be a cost savings to the District. Mr. Rodriguez said that there is a Purchase Order for a Dell computer for the Education Center on the Agenda; he wondered why the District could not use what is already available instead of purchasing a new one. The Superintendent said that he would look into the information Mr. Rodriguez presented and report back to the Board.</p>

BOARD MEMBER COMMENTS (CONTINUED)	Mr. Knight stated that he has completed the tasks of the Consolidated Application and Library Plan Committees. He is meeting with the Facilities Funding Committee on Friday.
	Mrs. Burns welcomed new Assistant Superintendent Education Services, Dr. Susan Jindra. She gave the Superintendent a copy of Board Policy 9121 and Board Policy 9130 regarding committees subject to Board appointment and noted that one of the policies says that there shall be no standing committees. She would like for a copy of this material to be given to Board members in the Friday Letter.
	Mr. Harris welcomed Dr. Susan Jindra. He stated that the Personnel Department did a great job this week in the interview process; he noted that there were a number of qualified candidates.
	Mr. Chavez reported that the English Language Learner committee would not be meeting again until next year. He reported that the Charitable Foundation Board of Directors has been established; he is serving as the President; Mr. Rodriguez is the Vice-President, Ms. Carrie Varcados is the Treasurer, and Mr. Duchon is the Secretary. Their next meeting is scheduled for July 22, 2005. A golf tournament is being held on August 6 th ; Congressman Duncan Hunter is the Honorary Chair; this event is being held to raise funds for student scholarships. President Chavez said that he served on the interview panels and he was impressed with the candidates. He hoped that the District continued to involve the community and the Board in the interview process.
	ACTION SESSION
APPROVE ROUTINE ACTION ITEMS A 1-13 -MOTION #19	MR. KNIGHT MOVED THE BOARD APPROVE ROUTINE ACTION ITEMS A 1-13 AS PRINTED. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY AS FOLLOWS: (1) APPROVE MINUTES OF JULY 5, 2005 REGULAR MEETING; (2) AGREEMENTS; (3) PAYROLL REPORT; (4) DONATIONS; (5) NOTICE OF COMPLETION FOR ANNING JOHNSON. – CONTRACT #C-20149 FOR METAL DECK AT PATRIOT HIGH SCHOOL. (6) NOTICE OF COMPLETION FOR KRETSCHMAR & SMITH – CONTRACT #20156 FOR MASONRY AT PATRIOT HIGH SCHOOL. (7) NOTICE OF COMPLETION FOR HOOVER FLOORING – CONTRACT #C-20147 FOR FLOORING AT PATRIOT HIGH SCHOOL. (8) NOTICE OF COMPLETION FOR ADVANCED EQUIPMENT – CONTRACT #C-20224 FOR FOLDING PARTITIONS AT PATRIOT HIGH SCHOOL. (9) NOTICE OF COMPLETION FOR YAMADA – CONTRACT #C-20166 FOR LIBRARY EQUIPMENT AT PATRIOT HIGH SCHOOL. (10) NOTICE OF COMPLETION FOR HERK EDWARDS – CONTRACT #C-20168 FOR THEATER SEATING AT PATRIOT HIGH SCHOOL. (11) NOTICE OF COMPLETION FOR DAART ENGINEERING – CONTRACT #C-20169 FOR FIRE SPRINKLERS AT PATRIOT HIGH SCHOOL. (12) NOTICE OF COMPLETION FOR ATLAS TRACK – CONTRACT #C-20428 FOR ATHLETIC SURFACE AT PATRIOT HIGH SCHOOL. (13) NON-ROUTINE STUDENT FIELD TRIP FOR MS. VANESSA DOUTY TO TRAVEL TO STANFORD UNIVERSITY ON SUNDAY, JULY 24 THROUGH WEDNESDAY, JULY 27, 2005 WITH THREE STUDENTS TO PARTICIPATE IN THE ANNUAL CADA LEADERSHIP CAMP.
APPROVE DISBURSEMENT ORDERS -MOTION #20	Mr. Rodriguez asked a question regarding Routine Action Item A-2, Page 3, Fee Schedule, Measure C. Mrs. Shelia Carpenter, Director of Centralized Support Services, said that the fee is based on a sliding fee schedule. The Superintendent noted that a motion and a second are needed on this item. MR. KNIGHT MOVED TO APPROVE DISBURSEMENT ORDERS. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.

<p>APPROVE PURCHASE ORDERS -MOTION #21</p>	<p>MR. KNIGHT MOVED THE BOARD APPROVE PURCHASE ORDERS. MRS. BURNS SECONDED THE MOTION. There was discussion about individual line items. Mr. Rodriguez said that it would be helpful if each item is assigned a line number. Mr. Harris asked if it is possible for Purchase and Disbursement Orders to get to the Board earlier so that the Board has time prior to the meeting to notify staff regarding documentation that they need to have available to answer questions. Mrs. Lauzon said that if Board members do have questions, they are welcome to communicate them by email, by telephone, or before Closed Session so that she can have appropriate documentation available; she would also look into providing a draft copy of reports earlier. Mr. Rodriguez expressed concern regarding the purchase of furniture for the office at Van Buren Elementary School and asked for assurance that the student chairs would be taken care of. Mrs. Lauzon responded that all of the broken student chairs would be replaced. Mr. Knight noted that it would be helpful to have a needs/assessment report on the chairs and desks in the District to ensure the quality and safety of classroom furniture; in addition, a report on procurement/assessment of computers/monitors and whether they are functional. A VOTE WAS TAKEN, WHICH CARRIED UNANIMOUSLY.</p>
<p>ADOPT RESOLUTION #2006/01, ADOPTING LOCAL GUIDELINES FOR IMPLEMENTING CEQA -MOTION #22</p>	<p>MR. KNIGHT MOVED THE BOARD ADOPT RESOLUTION #2006/01, LOCAL GUIDELINES FOR IMPLEMENTING THE CALIFORNIA ENVIRONMENTAL QUALITY ACT (CEQA). MRS. BURNS SECONDED THE MOTION.</p> <p>Mrs. Burns thanked administration for providing a summary of the changes to the California Environmental Quality Act for the Board to review.</p> <p>A VOTE WAS TAKEN, WHICH CARRIED UNANIMOUSLY.</p>
<p>ADOPT URGENCY ORDINANCE NOS. 2006/01, 2006/02, 2006/03 LEVYING SPECIAL TAXES -MOTION #23</p>	<p>Mrs. Pam Lauzon, Business Manager, stated that in order to pay the principal and interest on the outstanding bonds of CFD Nos. 1, 2, and 3, the Board must adopt an ordinance levying the special taxes on the parcels within the CFD boundaries. No special tax will be levied on any parcel within the boundaries of CFD No. 4 for fiscal year 2005/06.</p> <p>MRS. BURNS MOVED THE BOARD ADOPT ORDINANCE NOS. 2006/01, 2006/02 AND 2006/03 LEVYING THE SPECIAL TAXES IN FISCAL YEAR 2005/2006 WITHIN EACH CFD FOR THE PAYMENT OF PRINCIPAL AND INTEREST ON THE OUTSTANDING BONDS AND THE ADMINISTRATIVE EXPENSES OF THE APPLICABLE CFD. MR. KNIGHT SECONDED THE MOTION.</p> <p>Mr. Steve Gald, of David Taussig and Associates, addressed questions from the Board regarding the levying of special taxes for CFD Nos. 1, 2, and 3. Mr. Gald noted for Mrs. Burns that he would check to see if his company could once again provide a list of the home addresses for each parcel within the CFD's.</p> <p>A VOTE WAS TAKEN, WHICH CARRIED UNANIMOUSLY.</p>
<p>AWARD INSPECTOR OF RECORD NEW CONSTRUCTION AND MODERNIZATION PROJECTS -MOTION #24</p>	<p>MR. KNIGHT MOVED THE BOARD AWARD INSPECTOR OF RECORD SERVICES FOR NEW CONSTRUCTION (INCLUDING RELOCATABLE INSTALLATIONS) AND MODERNIZATION PROJECTS TO ARCO INSPECTION, UCM I INC., AND ALL AMERICAN INSPECTIONS. MR. HARRIS SECONDED THE MOTION.</p> <p>Mrs. Shelia Carpenter, Director of Centralized Support Services, noted for Mr. Rodriguez that once UCM I, Inc. establishes a working relationship with the District and performs services in a timely manner, this company could then be used for Class 2 projects.</p> <p>A VOTE WAS TAKEN, WHICH CARRIED 4-1, NAYE, MR. RODRIGUEZ.</p>

<p>REJECT BIDS #05/07, #05/08, #05/12 & #05/13 MODERNIZATION OF MISSION BELL, TROTH STREET, PACIFIC AVENUE, & PEDLEY ELEMENTARY SCHOOLS AND REISSUE INVITATION FOR BIDS -MOTION #25</p>	<p>Mrs. Pam Lauzon, Business Manager, said that the modernization bids exceed the project budgets by more than \$1,000,000 total for the four projects. Staff recommends bids be rejected and re-bid as a single package to encourage more interest and competitive bids from contractors. The Mission Middle School modernization project will be included as part of the bid package. MR. HARRIS MOVED THE BOARD REJECT BID #05/07, MODERNIZATION OF MISSION BELL ELEMENTARY SCHOOL, BID #05/08, MODERNIZATION OF TROTH STREET ELEMENTARY SCHOOL, BID #05/12, MODERNIZATION OF PACIFIC AVENUE ELEMENTARY SCHOOL, BID #05/13, MODERNIZATION OF PEDLEY ELEMENTARY, AND REISSUE THE INVITATION FOR BIDS. MR. RODRIGUEZ SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.</p>
<p>POSTPONE PURCHASE OF PC COMPUTERS FOR MIRA LOMA AND MISSION MIDDLE SCHOOLS</p>	<p>MR. KNIGHT MOVED THE BOARD APPROVE THE PURCHASE OF 20 DELL OPTIPLEX GX 280 COMPUTERS AND 1 DELL INSPIRON LAPTOP FOR THE TWO MIDDLE SCHOOLS. THE MOTION DIED FOR LACK OF A SECOND.</p> <p>Mrs. Pam Lauzon, Business Manager, explained to the Board that the computers would be purchased out of EETT grant funds; the funds are given to the District for this purpose; if the funds are not spent, they go back to the State. The District has already purchased a number of computers for the middle schools as per the requirements of the EETT grant; this purchase is to complete the middle school computer purchase project. Mrs. Burns asked for the deadline for spending the funds. Mrs. Lauzon indicated that the District may have until June 30, 2006. She noted for Mr. Chavez that the computers have not been purchased as of this time.</p> <p>Mrs. Burns said that she is not opposed to purchasing the computers; however, she would rather receive the report from the Superintendent on the status of the computers presented by Mr. Rodriguez before any action is taken. She questioned the wiring of buildings throughout the District when it is likely that soon most computers will have wireless connections. Mrs. Burns asked for the item to be pulled until the Board receives a report from the Superintendent.</p> <p>Mrs. Lauzon stated that she would bring this item back to the next meeting. She explained that computers do receive an inventory number; however, when they are sent to the warehouse, it is not always possible to assess the condition of each computer right away, so they are placed in protective plastic covering to prevent dust infiltration.</p> <p>Mr. Rodriguez said that the items he saw were out in the elements and the heat of the day, which could cause damage. Mrs. Lauzon explained to Mrs. Burns that currently the Technology Department assesses each computer to determine if it is still usable, but this takes time and computers may get backed up in the Warehouse.</p> <p>President Chavez reviewed that the motion regarding the computers for the middle schools died for lack of a second; the Superintendent will provide a report on the following: the number of staff members that handle the installation of computers; the inventory system that is in place to track the location of computers throughout the District; the status of computers/equipment pictured on the disk submitted by Mr. Rodriguez.</p> <p>Mr. Knight commented that it would be important to obtain this information from Mr. Mercurius, Administrator of Education Technology: the staffing patterns as it relates to technology, the timelines for procurement and installation of computers and an assessment of computers in the District.</p>

APPROVE PURCHASE OF TWO (2) COPIERS FOR PATRIOT HIGH SCHOOL -MOTION #26	MR. KNIGHT MOVED THE BOARD AUTHORIZE THE PURCHASE OF TWO COPIERS FROM KONICA-MINOLTA IN THE AMOUNT OF \$49,317.18 (TAX INCLUDED) FOR PATRIOT HIGH SCHOOL. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
APPROVE PURCHASE OF BLEACHERS FOR PATRIOT HIGH SCHOOL -MOTION #27	MR. KNIGHT MOVED THE BOARD AUTHORIZE THE PURCHASE OF 12 LARGE CAPACITY BLEACHERS WITH GUARDRAILS FROM TOMARK IN THE AMOUNT OF \$61,827.35 (TAX INCLUDED) AND 10 SMALL CAPACITY PORTABLE BLEACHERS WITH NO RAIL FROM KEN'S SPORTING GOODS IN THE AMOUNT OF \$34,426.13 (TAX INCLUDED) FOR PATRIOT HIGH SCHOOL. MR. HARRIS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
APPROVE CHANGE ORDER #7 - CONSTRUCTION OF PATRIOT HIGH SCHOOL - MOTION #28	<p>Mrs. Pam Lauzon, Business Manager, stated that Change Order #7 is for a total amount of \$316,238.44 for the on-site construction project of Patriot High School. She noted that there will be a final Change Order to follow for off-site work completed. Board members received a detailed summary notebook of each category for Change Order #7.</p> <p>MR. KNIGHT MOVED THE BOARD APPROVE CHANGE ORDER #7 FOR THE PATRIOT HIGH SCHOOL CONSTRUCTION PROJECT IN THE AMOUNT OF \$316,238.44, WHICH BRINGS THE TOTAL COST OF THE CONSTRUCTION CONTRACTS TO \$49,682,971.70. MRS. BURNS SECONDED THE MOTION.</p> <p>Mr. Harris questioned the high amounts for Category 2, Structural Steel, Design Conflicts; Category 4, Landscape, and Category 13, architectural revisions. He noted that there are only two cases where Change Order categories involve DSA direction. He also noted Category 29, drinking fountains, and expressed his concern that this item along with the other items should have been anticipated in the original plans for the campus.</p> <p>Mrs. Lauzon explained that it is not uncommon with a project of this size, to encounter Change Order items as a school is being built that are not anticipated in the original drawings. She commented that individual contractors that performed the work to complete the school should be paid; if there are errors and omissions on the part of the architect in the original plans, these items of question can be addressed through legal counsel.</p> <p>The Superintendent reviewed the circumstances surrounding the Change Order amount for landscaping; he recalled the unusually high amount of rain that occurred in the Riverside area during the grading process; this was the major contributing factor to the high cost of the Change Order category for landscaping. He stated that there is no way of anticipating when a natural disaster such as excessive rains is going to occur or anticipate the amount it will cost to rectify the damage. In terms of the drinking fountain category, there was an omission of a drinking fountain near the football field and lines were installed to place a fountain in this area.</p> <p>Mr. Rodriguez agreed with the concerns expressed by Mr. Harris, in particular the steel design and Kern Steel Fabrication, Inc. Mr. Kim Schultz and Mr. Dean Irving, Tilden Coil Constructors, construction management firm for Patriot High School, addressed several questions by Board members. Mr. Irving pointed out that in Riverside during the construction period of Patriot High School rainfall increased by over 200%; this amount of rain and the damage incurred could not have been anticipated in the original planning of the project. In terms of the structural steel design conflicts, it would be appropriate to take this matter up with the architects without penalizing the contractors who completed the work in this Change Order category.</p>

<p>APPROVE CHANGE ORDER #7 - CONSTRUCTION OF PATRIOT HIGH SCHOOL - MOTION #28 (CONTINUED)</p>	<p>Mr. Harris responded that building plans typically include preparation for withstanding an 8.0 earthquake; his point is that if contractors are not held responsible for proper preparation and planning concerning a project and are not required to feel some of the pain the same issue will occur again.</p> <p>Mr. Irving commented that design errors and omissions are not the responsibility of the contractor; it is the responsibility of the Construction Manager to ensure that the District is only charged for what is fair in terms of labor performed by contractors; reimbursement to the District for errors and omissions involves the architect.</p> <p>Mr. Rodriguez pointed out that if the job changes during the project, the District should go back out to bid with the contractors. In the case of the excessive rains, with the price changing in the amount of \$111,000, the project should have been rebid.</p> <p>Mrs. Shelia Carpenter, Director of Centralized Support Services, also pointed out that it is not prudent to stop an entire project to rebid one item; this holds up the timeline for other contractors that have schedules and deadlines to meet and could end up costing the District a lot of money to take time to rebid one item.</p> <p>Mr. Knight called for question. A VOTE WAS TAKEN, WHICH CARRIED 4-1, NAYE, MR. RODRIGUEZ. President Chavez said that he did not get a chance to provide his input; he would appreciate it if the call for question did not occur until after he had an opportunity to do so.</p>
<p>ACT ON 3 DISCIPLINE CASES -MOTION #29</p>	<p>MR. HARRIS MOVED THE BOARD APPROVE THE DISCIPLINE CASES AS PRINTED ON THE AGENDA. MR. RODRIGUEZ SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY AS FOLLOWS: READMIT THE PUPIL IN DISCIPLINE CASE #04-158 TO THE SCHOOLS OF THE JURUPA UNIFIED SCHOOL DISTRICT; EXPEL THE PUPIL IN DISCIPLINE CASE #05-323 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1), (A2), (K) AND 48915 (B1, E1) FOR THE SUMMER SEMESTER 2005 AND FALL SEMESTER 2005. HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS 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; EXPEL THE PUPIL IN DISCIPLINE CASE #05-331 FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (B) AND 48915 (A2), (B2), (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 17, 2006.</p>
<p>APPROVE PERSONNEL REPORT #2 -MOTION #30</p>	<p>Mrs. Ellen French, Interim Assistant Superintendent Personnel Services, recommended approval of Personnel Report #2. MRS. BURNS MOVED THE BOARD APPROVE PERSONNEL REPORT #2. MR. KNIGHT SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.</p>
<p>REVIEW REPORT ON WILLIAMS SETTLEMENT QUARTERLY UNIFORM COMPLAINT REPORT</p>	<p>The Superintendent briefly reviewed the "Williams Settlement Quarterly Uniform Complaint Report." He noted that there was one instructional materials complaint filed and one facilities complaint filed. The facilities complaint involved a potential problem with skunks getting under the portables at Indian Hills Elementary School. This complaint was rectified by patching any holes that would allow animals to get under the portables.</p>

ADJOURNMENT

ADJOURNMENT

There being no further business, President Chavez adjourned the Regular Meeting from Public Session at 9:05 p.m.

MINUTES OF THE REGULAR MEETING OF JULY 18, 2005 ARE APPROVED AS

President

Clerk

Date

JURUPA UNIFIED SCHOOL DISTRICT

2005/2006 AGREEMENTS

Agreement Number	Contractor	Amount	Fund/Program To Be Charged	Purpose
06-1	Consultant or Personal Service Agreements			
06-1-E	Linda Dalton	NTE \$20,000.00	NCLB - Title I Basic Grants Low Income and Neglected	Assist with teaching differentiated and small group instruction based on identified student needs, for Granite Hill Elementary School. 9/1/05 to 6/22/2006.
06-1-F	Faye Edmunds	NTE \$26,551.00	NCLB - Title I Basic Grants Low Income and Neglected (\$25,000); Staff Dev. Buy Out (\$801); Unrestricted Resources (\$750)	Provide services to Pacific Avenue Elementary School and the District staff to coordinate and implement the strategies prescribed in the Schoolwide Action Plan. 8/1/05 to 6/30/2006.
06-1-G	Jonathan McClure	NTE \$20,000.00	NCLB - Title I Basic Grants Low Income and Neglected	Assist with teaching differentiated and small group instruction based on identified student needs, for Granite Hill Elementary School. 9/1/05 to 6/22/2006.
06-1-H	James Moore	NTE \$20,000.00	NCLB - Title I Basic Grants Low Income and Neglected	Assist with teaching differentiated and small group instruction based on identified student needs, for Granite Hill Elementary School. 9/1/05 to 6/22/2006.

PA.1
A-2

06-1

06-1-I

Consultant or Personal Service Agreements (Continued)

Gregg Nelsen

NTE \$3,500.00

NCLB - Title I Basic Grants Low
Income and Neglected

Provide ten days of assist teaching in analyzing student performance on a variety of assessments for Granite Hill Elementary School. 9/1/05 to 6/22/2006.

06-8

Other Agreements

00-8-
DD+M2

Best, Best & Krieger

Per Fee Schedule

Unrestricted Resources;
Construction;
Special Education Insurance;
Capital Facilities

Modification provides legal services and defense representation for Year 2005-2006. 7/1/05 to 6/30/2006.

02-8-III+M1

David Tausig &
Associates

Per Fee Schedule

Community Facilities District
Fees

Modification extends Term one year to provide financial consulting services in administration of CFD Nos. 1, 2 & 3: to determine the special tax rates and collection of special taxes in Fiscal Year 2005-06 by County of Riverside. 6/17/2005 to 6/30/2006.

04-8-
PPP+M4

Dayle McIntosh Center

NTE \$101,030.00

Special Education

Modification adds \$3,430.00 for sign language services, for a total of \$101,300.00. 7/1/04 to 6/30/2005.

06-8-H

Atkinson, Andelson, Loya,
Ruud & Romo law firm

Per Fee Schedule

Unrestricted Resources

Provide legal services and advice on matters relating to employer-employee relations for 2005-2006. 7/1/05 to 6/30/2006.

06-8-I

So Cal RELIEF JPA

\$384,798.00
Year 2005-06 annual
premium

General Fund

Agreement renewal for Year 2005-2006 for JPA property and liability insurance coverage. July 1, 2005 and ongoing.

19-22

06-8

Other Agreements (Continued)

06-8-J

Achieve! Data Solutions,
LLC

\$101,765.80

Title I Prog. Improvement - 50%
Title II Teacher Quality - 50%

Web-based data warehousing and
assessment management system
designed to allow for tracking of student
assessment data. 7/1/05 to 6/30/2006

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

SC/et

8/1/2005

20-A-2
33

Jurupa Unified School District

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

DATE(S): 08-08/11 2005

LOCATION: Big Bear

TYPE OF ACTIVITY: Elite Cross Country Camp

PURPOSE/OBJECTIVE: _____

Team Building, High Altitude Training

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

Jay Hammer Head Coach Shannon Robinson Asst Coach, Chris Hammer par

EXPENSES:	Transportation	\$ _____	Number of Students	<u>10</u>
	Lodging	\$ _____		
	Meals	\$ _____		
	All Other	\$ _____		

TOTAL EXPENSE \$ 0

Cost Per Student 0
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
_____	_____	_____
_____	_____	_____
_____	_____	_____
TOTAL:	\$ <u>0</u>	\$ <u>300</u>

Arrangements for Transportation: District Van

Arrangements for Accommodations and Meals: Private Lodge, team created

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: [Signature] Date: 07/18/05 School: Rubidoux
(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: 7/21
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): 8/29 - 9/1 2005

LOCATION: Kampland, San Diego

TYPE OF ACTIVITY: Elite Cross Country Camp

PURPOSE/OBJECTIVE: _____

Team building; intensive training

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

Jay Hammer Head Coach, Shannon Robinson Asst coach

Kim Graf asst coach

EXPENSES:	Transportation	\$ _____	Number of Students	<u>10</u>
	Lodging	\$ _____		
	Meals	\$ _____		
	All Other	\$ _____		

TOTAL EXPENSE	\$ <u>0</u>	Cost Per Student	<u>0</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>0</u>	<u>\$300</u>
_____	_____	_____
_____	_____	_____
TOTAL:	\$ <u>0</u>	_____

Arrangements for Transportation: District Van

Arrangements for Accommodations and Meals: Camp Space; team created meals

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: [Signature] (Instructor) Date: 7/18/05 School: Rubidoux

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

Approvals: Principal: [Signature] Date: 7/21
 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
TRAVEL REQUEST**

Cy 7/21/05

Fund 06
 School 500
 Resource 4035
 Project Year 0
 Goal 0000
 Function 2100
 Object 5200

Name(s) Cindy Huffman Site _____

Title of Activity Cochlear Implant Workshop & Early Intervention Workshop

Location of Activity St. Louis, MO

Depart: Day Wed. Date 10/26/05 Time _____ am/pm From _____

Return: Day Fri. Date 10/28/05 Time _____ am/pm

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

For Business Office Use Only

	Estimated Cost	Actual Cost	Mode of Payment
Number of days of substitute time required: _____	\$ _____	\$ _____	_____
Registration Fees To Be Paid by RCOE _____	\$ <u>350.00</u>	\$ _____	_____
Dinner Banquet Fees _____	\$ _____	\$ _____	_____
Mode of Travel: <u>Air</u> C. Huffman will _____	\$ <u>219.00</u>	\$ _____	_____
_____ pre-pay-JUSD will _____			
_____ reimburse _____	\$ <u>108.00</u>	\$ _____	_____
_____ Number: <u>9</u> _____			
<u>3</u> B <u>3</u> L <u>3</u> D _____	\$ _____	\$ _____	_____
Accommodation: <u>Radisson Hotel \$101.97 x 2</u>	\$ <u>203.94</u>	\$ _____	_____
(Name of Hotel) _____			
Other: _____	\$ _____	\$ _____	_____
TOTAL COST	\$ <u>530.94</u>	\$ _____	_____

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

Remarks/Rationale (Required for Categorical Projects):

~~This workshop is designed to teach the speech pathologists techniques for capitalizing on the auditory information made available to a child with a cochlear implant. She will be able to share this information with other speech pathologists.~~

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

Cindy Huffman
 Employee's Signature

7/21/05
 Date

[Signature]
 Principal/Supervisor's Signature

7-21-05
 Date

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

A-6

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

When recorded, return to:

Jurupa Unified School District
Centralized Support Services
4850 Pedley Road
Riverside, CA 92509

NOTICE OF COMPLETION

(Civil Code § 3093 - Public Works)

(For Recorder's use)

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

Project title or description of work:	Structural Steel - Patriot High School
Date of completion:	August 2, 2005
Nature of owner:	Public School District
Nature of Interest:	Contractor
Interest or estate of owner:	Jurupa Unified School District
Address of owner:	4850 Pedley Road, Riverside CA., 92509
Name of contractor:	Kern Steel
Street address or legal description of site:	4355 Camino Real, Riverside, CA 92509

Dated: _____ Owner: Jurupa Unified School District
(Name of public entity)
By: _____
Shelia E. Carpenter

Title: Director of Centralized Support Services\

STATE OF CALIFORNIA)
COUNTY OF RIVERSIDE) ss

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

Executed at Riverside, California Date: August 2, 2005

By: _____
Elliott Duchon

Title: Secretary of the Board

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

When recorded, return to:

Jurupa Unified School District
Centralized Support Services
4850 Pedley Road
Riverside, CA 92509

NOTICE OF COMPLETION

(Civil Code § 3093 - Public Works)

(For Recorder's use)

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

Project title or description of work:	Landscaping - Patriot High School
Date of completion:	August 2, 2005
Nature of owner:	Public School District
Nature of Interest:	Contractor
Interest or estate of owner:	Jurupa Unified School District
Address of owner:	4850 Pedley Road, Riverside CA., 92509
Name of contractor:	Valley Crest Landscape
Street address or legal description of site:	4355 Camino Real, Riverside, CA 92509

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

By: _____
Shelia E. Carpenter

Title: Director of Centralized Support Services

COUNTY OF RIVERSIDE) ss

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

Executed at Riverside, California Date: August 2, 2005

By: _____
Elliott Duchon

Title: Secretary of the Board

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

When recorded, return to:

Jurupa Unified School District
Centralized Support Services
4850 Pedley Road
Riverside, CA 92509

NOTICE OF COMPLETION

(Civil Code § 3093 - Public Works)

(For Recorder's use)

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

Project title or description of work:	Concrete - Patriot High School
Date of completion:	August 2, 2005
Nature of owner:	Public School District
Nature of Interest:	Contractor
Interest or estate of owner:	Jurupa Unified School District
Address of owner:	4850 Pedley Road, Riverside CA., 92509
Name of contractor:	ASR Constructors
Street address or legal description of site:	4355 Camino Real, Riverside, CA 92509

Dated: _____ Owner: Jurupa Unified School District
(Name of public entity)
By: _____
Shelia E. Carpenter

Title: Director of Centralized Support Services

STATE OF CALIFORNIA)
COUNTY OF RIVERSIDE) ss

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

Executed at Riverside, California Date: August 2, 2005

By: _____
Elliott Duchon

Title: Secretary of the Board

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

When recorded, return to:

Jurupa Unified School District
Centralized Support Services
4850 Pedley Road
Riverside, CA 92509

NOTICE OF COMPLETION

(Civil Code § 3093 - Public Works)

(For Recorder's use)

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

Project title or description of work:	Paving- Patriot High School
Date of completion:	August 2, 2005
Nature of owner:	Public School District
Nature of Interest:	Contractor
Interest or estate of owner:	Jurupa Unified School District
Address of owner:	4850 Pedley Road, Riverside CA., 92509
Name of contractor:	Western Paving
Street address or legal description of site:	4355 Camino Real, Riverside, CA 92509

Dated: _____ Owner: Jurupa Unified School District
(Name of public entity)
By: _____
Shelia E. Carpenter
Title: Director of Centralized Support Services

STATE OF CALIFORNIA)
COUNTY OF RIVERSIDE) ss

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

Executed at Riverside, California Date: August 2, 2005

By: _____
Elliott Duchon

Title: Secretary of the Board

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

When recorded, return to:

Jurupa Unified School District
Centralized Support Services
4850 Pedley Road
Riverside, CA 92509

NOTICE OF COMPLETION

(Civil Code § 3093 - Public Works)

(For Recorder's use)

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

Project title or description of work:	Miscellaneous Trades- Patriot High School
Date of completion:	August 2, 2005
Nature of owner:	Public School District
Nature of Interest:	Contractor
Interest or estate of owner:	Jurupa Unified School District
Address of owner:	4850 Pedley Road, Riverside CA., 92509
Name of contractor:	RVH Constructors, Inc.
Street address or legal description of site:	4355 Camino Real, Riverside, CA 92509

Dated: _____ Owner: Jurupa Unified School District
(Name of public entity)
By: _____
Shelia E. Carpenter
Title: Director of Centralized Support Services

STATE OF CALIFORNIA)
COUNTY OF RIVERSIDE) ss

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Executed at Riverside, California Date: August 2, 2005

By: _____
Elliott Duchon

Title: Secretary of the Board

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No recording fee.

When recorded, return to:

Jurupa Unified School District
Centralized Support Services
4850 Pedley Road
Riverside, CA 92509

NOTICE OF COMPLETION

(Civil Code § 3093 - Public Works)

(For Recorder's use)

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

Project title or description of work:	Sheet Metal and Flashings- Patriot High School
Date of completion:	August 2, 2005
Nature of owner:	Public School District
Nature of Interest:	Contractor
Interest or estate of owner:	Jurupa Unified School District
Address of owner:	4850 Pedley Road, Riverside CA., 92509
Name of contractor:	Action Sheet Metal
Street address or legal description of site:	4355 Camino Real, Riverside, CA 92509

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

By: _____
Shelia E. Carpenter

Title: Director of Centralized Support Services

STATE OF CALIFORNIA)
COUNTY OF RIVERSIDE) ss

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Executed at Riverside, California Date: August 2, 2005

By: _____
Elliott Duchon

Title: Secretary of the Board

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

When recorded, return to:

Jurupa Unified School District
Centralized Support Services
4850 Pedley Road
Riverside, CA 92509

NOTICE OF COMPLETION

(Civil Code § 3093 - Public Works)

(For Recorder's use)

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

Project title or description of work:	Roofing and Waterproofing- Patriot High School
Date of completion:	August 2, 2005
Nature of owner:	Public School District
Nature of Interest:	Contractor
Interest or estate of owner:	Jurupa Unified School District
Address of owner:	4850 Pedley Road, Riverside CA., 92509
Name of contractor:	Alcal
Street address or legal description of site:	4355 Camino Real, Riverside, CA 92509

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

By: _____
Shelia E. Carpenter

Title: Director of Centralized Support Services

STATE OF CALIFORNIA)
COUNTY OF RIVERSIDE) ss

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

Executed at Riverside, California Date: August 2, 2005

By: _____
Elliott Duchon

Title: Secretary of the Board

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

When recorded, return to:

Jurupa Unified School District
Centralized Support Services
4850 Pedley Road
Riverside, CA 92509

NOTICE OF COMPLETION

(Civil Code § 3093 - Public Works)

(For Recorder's use)

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

Project title or description of work:	Casework- Patriot High School
Date of completion:	August 2, 2005
Nature of owner:	Public School District
Nature of Interest:	Contractor
Interest or estate of owner:	Jurupa Unified School District
Address of owner:	4850 Pedley Road, Riverside CA., 92509
Name of contractor:	Lozano Casework
Street address or legal description of site:	4355 Camino Real, Riverside, CA 92509

Dated:

Owner:

Jurupa Unified School District
(Name of public entity)

By:

Shelia E. Carpenter

Title: Director of Centralized Support Services

STATE OF CALIFORNIA)
COUNTY OF RIVERSIDE) ss

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Executed at Riverside, California

Date: August 2, 2005

By:

Elliott Duchon

Title: Secretary of the Board

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

When recorded, return to:

Jurupa Unified School District
Centralized Support Services
4850 Pedley Road
Riverside, CA 92509

NOTICE OF COMPLETION

(Civil Code § 3093 - Public Works)

(For Recorder's use)

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

Project title or description of work:	Doors and Hardware - Patriot High School
Date of completion:	August 2, 2005
Nature of owner:	Public School District
Nature of Interest:	Contractor
Interest or estate of owner:	Jurupa Unified School District
Address of owner:	4850 Pedley Road, Riverside CA., 92509
Name of contractor:	Architectural Doors
Street address or legal description of site:	4355 Camino Real, Riverside, CA 92509

Dated: _____ Owner: Jurupa Unified School District
(Name of public entity)
By: _____
Shelia E. Carpenter
Title: Director of Centralized Support Services

STATE OF CALIFORNIA)
COUNTY OF RIVERSIDE) ss

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

Executed at Riverside, California Date: August 2, 2005

By: _____
Elliott Duchon

Title: Secretary of the Board

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When recorded, return to:

Jurupa Unified School District
Centralized Support Services
4850 Pedley Road
Riverside, CA 92509

NOTICE OF COMPLETION

(Civil Code § 3093 - Public Works)

(For Recorder's use)

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

Project title or description of work:	Drywall and Plaster - Patriot High School
Date of completion:	August 2, 2005
Nature of owner:	Public School District
Nature of Interest:	Contractor
Interest or estate of owner:	Jurupa Unified School District
Address of owner:	4850 Pedley Road, Riverside CA., 92509
Name of contractor:	Standard Drywall
Street address or legal description of site:	4355 Camino Real, Riverside, CA 92509

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

By: _____
Shelia E. Carpenter

Title: Director of Centralized Support Services

STATE OF CALIFORNIA)
COUNTY OF RIVERSIDE) ss

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Executed at Riverside, California Date: August 2, 2005

By: _____
Elliott Duchon

Title: Secretary of the Board

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

When recorded, return to:

Jurupa Unified School District
Centralized Support Services
4850 Pedley Road
Riverside, CA 92509

NOTICE OF COMPLETION

(Civil Code § 3093 - Public Works)

(For Recorder's use)

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

Project title or description of work:	Acoustical - Patriot High School
Date of completion:	August 2, 2005
Nature of owner:	Public School District
Nature of Interest:	Contractor
Interest or estate of owner:	Jurupa Unified School District
Address of owner:	4850 Pedley Road, Riverside CA., 92509
Name of contractor:	Performance Contracting
Street address or legal description of site:	4355 Camino Real, Riverside, CA 92509

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

By: _____
Shelia E. Carpenter

Title: Director of Centralized Support Services

STATE OF CALIFORNIA)
COUNTY OF RIVERSIDE) ss

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Executed at Riverside, California Date: August 2, 2005

By: _____
Elliott Duchon

Title: Secretary of the Board

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within 10 days after completion.
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When recorded, return to:

Jurupa Unified School District
Centralized Support Services
4850 Pedley Road
Riverside, CA 92509

NOTICE OF COMPLETION

(Civil Code § 3093 - Public Works)

(For Recorder's use)

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

Project title or description of work:	Painting - Patriot High School
Date of completion:	August 2, 2005
Nature of owner:	Public School District
Nature of Interest:	Contractor
Interest or estate of owner:	Jurupa Unified School District
Address of owner:	4850 Pedley Road, Riverside CA., 92509
Name of contractor:	Angeles Contractor
Street address or legal description of site:	4355 Camino Real, Riverside, CA 92509

Dated: _____ Owner: Jurupa Unified School District
(Name of public entity)
By: _____
Shelia E. Carpenter
Title: Director of Centralized Support Services

STATE OF CALIFORNIA)
COUNTY OF RIVERSIDE) ss

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

Executed at Riverside, California Date: August 2, 2005

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Jurupa Unified School District
Centralized Support Services
4850 Pedley Road
Riverside, CA 92509

NOTICE OF COMPLETION

(Civil Code § 3093 - Public Works)

(For Recorder's use)

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

Project title or description of work:	Restroom Accessories - Patriot High School
Date of completion:	August 2, 2005
Nature of owner:	Public School District
Nature of Interest:	Contractor
Interest or estate of owner:	Jurupa Unified School District
Address of owner:	4850 Pedley Road, Riverside CA., 92509
Name of contractor:	Inland Empire Architectural Specialties
Street address or legal description of site:	4355 Camino Real, Riverside, CA 92509

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

By: _____
Shelia E. Carpenter

Title: Director of Centralized Support Services

STATE OF CALIFORNIA)
COUNTY OF RIVERSIDE) ss

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Executed at Riverside, California

Date: August 2, 2005

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Jurupa Unified School District
Centralized Support Services
4850 Pedley Road
Riverside, CA 92509

NOTICE OF COMPLETION

(Civil Code § 3093 - Public Works)

(For Recorder's use)

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

Project title or description of work:	Telescoping Stands - Patriot High School
Date of completion:	August 2, 2005
Nature of owner:	Public School District
Nature of Interest:	Contractor
Interest or estate of owner:	Jurupa Unified School District
Address of owner:	4850 Pedley Road, Riverside CA., 92509
Name of contractor:	Hufcor
Street address or legal description of site:	4355 Camino Real, Riverside, CA 92509

Dated: _____ Owner: Jurupa Unified School District
(Name of public entity)
By: _____
Shelia E. Carpenter
Title: Director of Centralized Support Services

STATE OF CALIFORNIA)
COUNTY OF RIVERSIDE) ss

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Executed at Riverside, California

Date: August 2, 2005

By: _____
Elliott Duchon

Title: Secretary of the Board

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within 10 days after completion.
No recording fee.

When recorded, return to:

Jurupa Unified School District
Centralized Support Services
4850 Pedley Road
Riverside, CA 92509

NOTICE OF COMPLETION

(Civil Code § 3093 - Public Works)

(For Recorder's use)

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

Project title or description of work:	Plumbing- Patriot High School
Date of completion:	August 2, 2005
Nature of owner:	Public School District
Nature of Interest:	Contractor
Interest or estate of owner:	Jurupa Unified School District
Address of owner:	4850 Pedley Road, Riverside CA., 92509
Name of contractor:	Alpha Mechanical
Street address or legal description of site:	4355 Camino Real, Riverside, CA 92509

Dated: _____ Owner: Jurupa Unified School District
(Name of public entity)
By: _____
Shelia E. Carpenter

Title: Director of Centralized Support Services

STATE OF CALIFORNIA)
COUNTY OF RIVERSIDE) ss

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Executed at Riverside, California Date: August 2, 2005

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Title: Secretary of the Board

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When recorded, return to:

Jurupa Unified School District
Centralized Support Services
4850 Pedley Road
Riverside, CA 92509

NOTICE OF COMPLETION

(Civil Code § 3093 - Public Works)

(For Recorder's use)

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

Project title or description of work:	HVAC- Patriot High School
Date of completion:	August 2, 2005
Nature of owner:	Public School District
Nature of Interest:	Contractor
Interest or estate of owner:	Jurupa Unified School District
Address of owner:	4850 Pedley Road, Riverside CA., 92509
Name of contractor:	Air Ex
Street address or legal description of site:	4355 Camino Real, Riverside, CA 92509

Dated: _____ Owner: Jurupa Unified School District
(Name of public entity)
By: _____
Shelia E. Carpenter

Title: Director of Centralized Support Services

STATE OF CALIFORNIA)
COUNTY OF RIVERSIDE) ss

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Executed at Riverside, California Date: August 2, 2005

By: _____
Elliott Duchon

Title: Secretary of the Board

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When recorded, return to:

Jurupa Unified School District
Centralized Support Services
4850 Pedley Road
Riverside, CA 92509

NOTICE OF COMPLETION

(Civil Code § 3093 - Public Works)

(For Recorder's use)

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

Project title or description of work:	Electricall - Patriot High School
Date of completion:	August 2, 2005
Nature of owner:	Public School District
Nature of Interest:	Contractor
Interest or estate of owner:	Jurupa Unified School District
Address of owner:	4850 Pedley Road, Riverside CA., 92509
Name of contractor:	RIS Electrical
Street address or legal description of site:	4355 Camino Real, Riverside, CA 92509

Dated: _____ Owner: Jurupa Unified School District
(Name of public entity)
By: _____
Shelia E. Carpenter
Title: Director of Centralized Support Services

STATE OF CALIFORNIA)
COUNTY OF RIVERSIDE) ss

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By: _____
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Title: Secretary of the Board

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Jurupa Unified School District
Centralized Support Services
4850 Pedley Road
Riverside, CA 92509

NOTICE OF COMPLETION

(Civil Code § 3093 - Public Works)

(For Recorder's use)

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

Project title or description of work:	Security System- Patriot High School
Date of completion:	August 2, 2005
Nature of owner:	Public School District
Nature of Interest:	Contractor
Interest or estate of owner:	Jurupa Unified School District
Address of owner:	4850 Pedley Road, Riverside CA., 92509
Name of contractor:	PSI
Street address or legal description of site:	4355 Camino Real, Riverside, CA 92509

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

By: _____
Shelia E. Carpenter

Title: Director of Centralized Support Services

STATE OF CALIFORNIA)
COUNTY OF RIVERSIDE) ss

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Executed at Riverside, California Date: August 2, 2005

By: _____
Elliott Duchon

Title: Secretary of the Board

JURUPA UNIFIED SCHOOL DISTRICT

Report of Disbursement Order

Purchases Over \$1

07-05-05 thru 07-15-05

Line	Fund	Schll	Resource	Vendor	Description	Amount
1	03	100	DISCRETIONARY	LIZATORE BARNUM	REIMBURSE MILEAGE	16.93
2	03	100	UNRESTRICTED	THE GAS COMPANY	GAS - JUNE	92.61
3	03	105	STATE LOTTERY	THE GAS COMPANY	GAS - JUNE	72.43
4	03	110	UNRESTRICTED	THE GAS COMPANY	GAS - JUNE	99.15
5	03	115	DISCRETIONARY	NEXTEL	PHONE - JUNE 2005	50.11
6	03	115	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER BILL MAY 05- JUNE 05	1,053.45
7	03	115	UNRESTRICTED	THE GAS COMPANY	GAS - JUNE	149.92
8	03	120	DISCRETIONARY	CANON BUSINESS SOLUTIONS	COPY OVERAGES	11.67
9	03	120	DONATIONS	LAIDLAW TRANSIT, INC.	BUS SERVICE	1,200.32
10	03	120	UNRESTRICTED	THE GAS COMPANY	GAS - JUNE	20.15
11	03	125	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER BILL MAY 05- JUNE 05	1,309.48
12	03	130	UNRESTRICTED	THE GAS COMPANY	GAS - JUNE	86.15
13	03	130	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILL 05/05-06/05	2,002.21
14	03	135	UNRESTRICTED	LAIDLAW TRANSIT, INC.	BUS SERVICE	639.16
15	03	135	DONATIONS	SAWLEY, ELIZABETH	REIMBURSE SUPPLIES	17.74
16	03	135	DISCRETIONARY	THE GAS COMPANY	GAS - JUNE	122.35
17	03	140	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER BILL MAY 05- JUNE 05	1,593.88
18	03	140	UNRESTRICTED	THE GAS COMPANY	GAS - JUNE	98.41
19	03	145	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER BILL MAY 05- JUNE 05	1,257.31
20	03	145	UNRESTRICTED	THE GAS COMPANY	GAS - JUNE	114.71
21	03	150	UNRESTRICTED	THE GAS COMPANY	GAS - JUNE	120.52
22	03	155	UNRESTRICTED	THE GAS COMPANY	GAS - JUNE	99.15
23	03	160	UNRESTRICTED	THE GAS COMPANY	GAS - JUNE	116.86
24	03	165	DONATIONS	LAIDLAW TRANSIT, INC.	BUS SERVICE	620.00
25	03	165	DISCRETIONARY	NEXTEL	PHONE - JUNE 2005	15.06
26	03	165	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILL 05/05-06/05	2,374.88
27	03	170	UNRESTRICTED	THE GAS COMPANY	GAS - JUNE	67.08
28	03	170	UNRESTRICTED	PORTER, SONIA	REIMBURSE MILEAGE	214.10
29	03	175	DISCRETIONARY	RUBIDOUX COMMUNITY SERVICES	WATER BILL MAY 05- JUNE 05	1,691.43
30	03	175	UNRESTRICTED	THE GAS COMPANY	GAS - JUNE	131.58
31	03	200	DISCRETIONARY	NEXTEL	CONF FEES	200.00
32	03	200	UNRESTRICTED	PACIFIC TELEPHONE/WORLDCOM	PHONE - JUNE 2005	88.38
33	03	200	DISCRETIONARY	THE GAS COMPANY	PHONE MAR-JUN	294.26
34	03	200	UNRESTRICTED	JURUPA COMMUNITY SERVICES	GAS - JUNE	296.24
35	03	205	UNRESTRICTED		WATER BILL 05/05-06/05	6,148.82

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JURUPA UNIFIED SCHOOL DISTRICT

Report of Disbursement Order

Purchases Over \$1
07-05-05 thru 07-15-05

Line	Fund	Sch	Resource	Vendor	Description	Amount
38	03	205	UNRESTRICTED	NEXTEL	PHONE - JUNE 2005	36.94
39	03	205	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAR-JUN	294.26
40	03	205	UNRESTRICTED	THE GAS COMPANY	GAS - JUNE	127.08
41	03	210	UNRESTRICTED	NEXTEL	PHONE - JUNE 2005	58.13
42	03	210	DISCRETIONARY	PACIFIC TELEPHONE/WORLDCOM	PHONE MAR-JUN	294.26
43	03	210	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER BILL MAY 05- JUNE 05	4,156.71
44	03	210	UNRESTRICTED	THE GAS COMPANY	GAS - JUNE	143.27
45	03	300	DISCRETIONARY	CANON BUSINESS SOLUTIONS	COPY OVERAGES	666.92
46	03	300	UNRESTRICTED	JULIE BOSWELL	REIMBURSE SUPPLIES	38.63
47	03	300	DISCRETIONARY	LAIDLAW TRANSIT, INC.	BUS SERVICE	1,265.50
48	03	300	DISCRETIONARY	NEXTEL	PHONE - JUNE 2005	291.44
49	03	300	UNRESTRICTED	NEXTEL	PHONE - JUNE 2005	36.94
50	03	300	UNRESTRICTED	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEES	20.00
51	03	300	UNRESTRICTED	THE GAS COMPANY	GAS - JUNE	442.52
52	03	300	UNRESTRICTED	TOWN & COUNTRY HOTEL - SAN DIEGO	LODGING - AVID CONF. 1 ATTENDEE	663.00
53	03	305	UNRESTRICTED	CHEVRON, U S A	GASOLINE - JUNE	203.34
54	03	305	UNRESTRICTED	DOUBLETREE HOTEL	LODGING - AVID CONF. 2 ATTENDEES	1,370.20
55	03	305	UNRESTRICTED	HYATT REGENCY SACRAMENTO	LODGING - AVID CONF. 3 ATTENDEES	1,760.64
56	03	305	DISCRETIONARY	LAIDLAW	BUS SERVICES	431.33
57	03	305	DISCRETIONARY	LAIDLAW TRANSIT, INC.	BUS SERVICES	1,080.75
58	03	305	UNRESTRICTED	NEXTEL	PHONE - JUNE 2005	86.48
59	03	305	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER BILL MAY 05- JUNE 05	7,212.49
60	03	305	UNRESTRICTED	SHERATON HOTEL	LODGING - AVID CONF. 7 ATTENDEES	2,171.52
61	03	305	UNRESTRICTED	THE GAS COMPANY	GAS - JUNE	1,184.82
62	03	310	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILL 05/05-06/05	7,505.90
63	03	310	UNRESTRICTED	THE GAS COMPANY	GAS - JUNE	138.67
64	03	405	UNRESTRICTED	NEXTEL	PHONE - JUNE 2005	20.26
65	03	410	UNRESTRICTED	THE GAS COMPANY	GAS - JUNE	81.40
66	03	500	UNRESTRICTED	ACSA	ACSA MEMBERSHIP 05/06 - E. DUCHON	1,777.80
67	03	500	UNRESTRICTED	ACSA	ACSA MEMBERSHIP 05/06 - P. JENSEN	949.45
68	03	500	UNRESTRICTED	ACSA	ACSA MEMBERSHIP 05/06 - P. LAUZON	994.50
69	03	500	UNRESTRICTED	ALISON HERNANDEZ	REIMBURSE MILEAGE	23.92
70	03	500	UNRESTRICTED	ALLEN, IRENE	REIMBURSE MILEAGE	95.98
71	03	500	MANDATED COST REIMBURSEMENTS	BANKCARD SERVICES	SUPPLIES	71.28
72	03	500	UNRESTRICTED	BANKCARD SERVICES	SUPPLIES	22.61
73	03	500	UNRESTRICTED	BROKAR, WILBUR	REIMBURSE SUPPLIES	53.69
74	03	500	UNRESTRICTED	CONDIT, IRWIN	REIMBURSE MILEAGE	52.98

JURUPA UNIFIED SCHOOL DISTRICT Report of Disbursement Order

Purchases Over \$1
07-05-05 thru 07-15-05

Line	Fund	Sch	Resource	Vendor	Description	Amount
75	03	500	UNRESTRICTED	DEBORAH BURDICK	REIMBURSE MILEAGE	61.81
76	03	500	UNRESTRICTED	ESTRADA, MARY	REIMBURSE MILEAGE	16.07
77	03	500	UNRESTRICTED	FORTIN, JEANIE	REIMBURSE MILEAGE	74.52
78	03	500	UNRESTRICTED	FORTIN, JEANIE	REIMBURSE SUPPLIES	6.32
79	03	500	UNRESTRICTED	JESSICA FELD	REIMBURSE MILEAGE	136.72
80	03	500	UNRESTRICTED	JURUPA UNIFIED	POSTAGE	814.00
81	03	500	UNRESTRICTED	LORI KUHN	REIMBURSE MILEAGE	59.40
82	03	500	UNRESTRICTED	LUCINDA RUTTEN	REIMBURSE MILEAGE	59.37
83	03	500	UNRESTRICTED	LYTHGOE, SUSAN	REIMBURSE MILEAGE	23.85
85	03	500	UNRESTRICTED	MORALES, SHIRLEY	REIMBURSE MILEAGE	40.91
86	03	500	UNRESTRICTED	NEXTEL	PHONE - JUNE 2005 -156 PHONES	4,333.94
87	03	500	UNRESTRICTED	PALMER, BRENDA	REIMBURSE MILEAGE	25.11
88	03	500	UNRESTRICTED	PIONEER STATIONERS INC	P55914 SALES TAX	11.04
89	03	500	UNRESTRICTED	RIZZO, CHRISTINE	REIMBURSE MILEAGE	85.66
90	03	500	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER BILL MAY 05- JUNE 05	595.77
91	03	500	UNRESTRICTED	SBC INTERNET SERVICES	DISTRICT-WIDE INTERNET SERVICE	1,704.00
92	03	500	UNRESTRICTED	SCHOOL SERVICES OF CALIFORNIA	CONF FEES	210.00
93	03	500	UNRESTRICTED	SHEILA E. CARPENTER	REIMB MEAL/PARKING	20.53
94	03	500	UNRESTRICTED	SO CALIFORNIA EDISON	ELECT - JUNE	53.82
95	03	500	UNRESTRICTED	THE GAS COMPANY	GAS - JUNE	111.47
96	03	500	UNRESTRICTED	TUNDIDOR, MADELIN	REIMBURSE MILEAGE	178.74
97	03	500	UNRESTRICTED	UNITED OF OMAHA	3 OF 5 SERP PAYMENTS	45,339.00
98	03	500	UNRESTRICTED	VERIZON WIRELESS	PHONE - JUNE	125.20
99	03	500	UNRESTRICTED	ZIEMKE, RICHARD	REIMBURSE SUPPLIES	19.26
100	03	501	STATE LOTTERY	JENNIFER TODD	REIMBURSE SUPPLIES	88.34
101	03	501	UNRESTRICTED	UNITED OF OMAHA	5 OF 5 SERP PAYMENTS	227,041.00
102	03	501	UNRESTRICTED	UNITED OF OMAHA	3 OF 5 SERP PAYMENTS	589,638.00
				TOTAL FUND 03		\$ 929,392.18
103	06	110	SCHOOL IMPROVEMENT PROGRAM (SIP)	RIVERSIDE CO. OFFICE OF EDUCATION	CONF FEES	4,200.00
104	06	120	NCLB: TITLE I, PART A, BASIC GRANTS	CANON BUSINESS SOLUTIONS	COPY OVERAGES	5.84
105	06	120	SCHOOL IMPROVEMENT PROGRAM (SIP)	CANON BUSINESS SOLUTIONS	COPY OVERAGES	5.83
106	06	170	NCLB: TITLE I, PART A, BASIC GRANTS	SANDRA C. RODRIGUEZ	REIMBURSE MILEAGE	21.06
107	06	175	NCLB: TITLE I, PART A, BASIC GRANTS	LAIDLAW TRANSIT, INC.	BUS SERVICE	549.00
108	06	175	NCLB: TITLE I, PART A, BASIC GRANTS	MAUREEN DALIMOT	REIMBURSE SUPPLIES	154.81
109	06	200	NCLB: TITLE I, PART A, BASIC GRANTS	LANCASTER, WALTER	REIMBURSE SUPPLIES	57.89
110	06	200	IMMEDIATE INTERVENTION/UNDERPERFORM	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEES- STEP UP TO WRITING	550.00

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JURUPA UNIFIED SCHOOL DISTRICT Report of Disbursement Order

Purchases Over \$1
07-05-05 thru 07-15-05

Line	Fund	Sch	Resource	Vendor	Description	Amount
111	06	305	VOCATIONAL PROGRAMS: VOC & APPL TEC	CA STATE UNIV. FRESNO	CONF FEES - HOME ECONOMICS CAREERS	255.00
112	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	BALDWIN, DAN	REIMBURSE MILEAGE	379.89
113	06	500	TRANSPORTATION: HOME TO SCHOOL	BANKCARD SERVICES	SUPPLIES	80.10
114	06	500	HEAD START	CEJA, MARIA	CHILD CARE	335.25
115	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	CEJA, MARIA	CHILD CARE	74.50
116	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	CHRIS ECKERT	REIMBURSE SUPPLIES	19.03
117	06	500	SPECIAL EDUCATION	CLAUDER, LANA	REIMBURSE MILEAGE	97.73
118	06	500	HEAD START	ELIZABETH DOMINGUEZ	CHILD CARE	371.25
119	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	ELIZABETH DOMINGUEZ	CHILD CARE	82.50
120	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	ELZIG, BILL	REIMBURSE MILEAGE	503.42
121	06	500	NCLB: TITLE III, LIMITED ENGLISH PR	GARY DIXON	REIMBURSE MILEAGE/MEALS	89.79
122	06	500	NCLB: TITLE II, PART A, TEACHER QUA	HILARY YORK	REIMBURSE SUPPLIES	38.00
123	06	500	HEAD START	JORDAN, JOAN	REIMBURSE MILEAGE	17.01
124	06	500	TRANSPORTATION: HOME TO SCHOOL	LAIDLAW TRANSIT, INC.	BUS SERVICE	1,118.91
125	06	500	HEAD START	MARIA PEREZ	CHILD CARE	146.25
126	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	MARIA PEREZ	CHILD CARE	32.50
127	06	500	CALIFORNIA PEER ASSISTANCE & REVIEW	MARTINEZ, DORA	REIMBURSE MILEAGE	19.04
128	06	500	GIFTED & TALENTED EDUCATION (GATE)	MERVIN TAPSFIELD	REIMB LODGING - RESEARCH NATL ARCHIVES	650.00
129	06	500	COMMUNITY-BASED TUTORING GRANTS	NEXTEL	PHONE - JUNE 2005	37.01
130	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	NEXTEL	PHONE - JUNE 2005	1,190.96
131	06	500	TRANSPORTATION: HOME TO SCHOOL	NEXTEL	PHONE - JUNE 2005	64.03
132	06	500	WORKFORCE INVESTMENT ACT (WIA)	NEXTEL	PHONE - JUNE 2005	228.51
133	06	500	NCLB: TITLE II, PART A, TEACHER QUA	ORWIG, RUSSELL	REIMBURSE MILEAGE	213.76
134	06	500	HEAD START	PENNY M. KOLB	REIMBURSE MILEAGE	14.18
135	06	500	ECONOMIC IMPACT AID: LIMITED ENGLIS	REESE, LYDIA	REIMBURSE MILEAGE	52.34
136	06	500	SPECIAL EDUCATION	RITA FIGUEROA	REIMBURSE MILEAGE	152.18
137	06	500	NCLB: TITLE III, LIMITED ENGLISH PR	RIVERSIDE CO. OFFICE OF EDUCATION	CONF FEES - PROJ. DIRECTIONS & BILINGUAL	175.00
138	06	500	NCLB: TITLE II, PART A, TEACHER QUA	RIVERSIDE CO. OFFICE OF EDUCATION	CONF FEES - PROF. LEARNING COMMUNITIES	8,750.00
139	06	500	NCLB: TITLE II, PART D, ENHANCING E	SHERATON GRAND	LODGING - EETT COMP. GRANT - 2 ATTENDEES	762.69
140	06	500	ECONOMIC IMPACT AID: LIMITED ENGLIS	STATER BROTHERS	P54258-SUPPLIES	274.05
141	06	500	SPECIAL EDUCATION	STEVENS, ARLENE	REIMBURSE MILEAGE	34.31
142	06	500	WORKFORCE INVESTMENT ACT (WIA)	TARGET	REIMBURSE SUPPLIES	58.14
143	06	500	WORKFORCE INVESTMENT ACT (WIA)	TARGET	P53621-SUPPLIES	106.39
144	06	500	WORKFORCE INVESTMENT ACT (WIA)	TOP THIS	T-SHIRTS - YOC	320.56
145	06	500	NCLB: TITLE II, PART A, TEACHER QUA	VIRGINIA HUCKABY	REIMBURSE MILEAGE	180.58
146	06	501	SPECIAL EDUCATION	DEMOR, JOHN	REIMBURSE MILEAGE	181.48
TOTAL FUND 06						\$ 22,650.77



JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order

Purchases Over \$1
07-05-05 thru 07-15-05

Line	Fund	Sch	Resource	Vendor	Description	Amount
147	11	400	ADULT EDUCATION: ADULT BASIC EDUCAT	MICHELLE GARDNER	REIMB MILEAGE/MEALS TOTAL FUND 11	120.88 120.88
148	12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	CEJA, MARIA	CHILD CARE	335.25
149	12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	ELIZABETH DOMINGUEZ	CHILD CARE	371.25
150	12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	ESTRADA BERTHA	CHILD CARE	75.00
151	12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	MARIA PEREZ	CHILD CARE	146.25
152	12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	MYERS MARTHA	REIMBURSE MILEAGE	10.13
153	12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	WIGG, JUDITH	REIMBURSE SUPPLIES TOTAL FUND 12	16.14 954.02
154	13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	DEVEREAUX CHARITA	REIMBURSE MILEAGE	116.74
155	13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	NEXTTEL	PHONE-JUNE 2005	266.90
156	13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	TEXACO	PROPANE	32.92
157	13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	THERESA WALLACE-KING	REIMBURSE MILEAGE TOTAL FUND 13	49.69 466.25
158	21	210	MODERNIZATION PROJECTS	GARCIA, RON	REIMBURSE SUPPLIES	128.78
159	21	210	MODERNIZATION PROJECTS	PALMER, BRENDA	REIMBURSE SUPPLIES TOTAL FUND 21	13.34 142.12
160	25	500	UNRESTRICTED	RIVERSIDE COUNTY CLERK	EXEMPTION FEES TOTAL FUND 25	128.00 128.00
161	67	500	SELF INSURANCE	DALE & ROBIN CHRISTIE	FINAL SETTLEMENT TOTAL FUND 67	10,000.00 10,000.00
94 TOTAL DISBURSEMENT ORDERS FOR A GRAND TOTAL OF						\$ 963,854.22

APPROVAL: *[Signature]*
DIRECTOR OF FISCAL SERVICES

Jurupa Unified School District
Report of Purchases
Purchases Over \$200
7/2/05 thru 7/15/05

Line #	P.O. #	Fund	School	Resource	Vendor	Description	Amount
1	P52935	06	500	TRANSPORTATION: HOME TO SCHOOL	OMAHA AUTO PARTS INC	TRAN-OPEN PO-VEHICLE PARTS	595.82
2	P52939	06	500	TRANSPORTATION: HOME TO SCHOOL	KLURE & HARRIS	TRAN-OPEN PO-VEHICLE PARTS	552.08
3	P53057	06	170	NCLB: TITLE I, PART A, BASIC GRANTS	SMART & FINAL IRIS CO	VB-INCENTIVE SUPPLIES FOR STUDENTS	280.32
4	P53081	06	500	TRANSPORTATION: HOME TO SCHOOL	SAFETY-KLEEN CORPORATION	TRAN-OPEN PURCHASE ORDER	632.05
5	P53156	03	500	UNRESTRICTED	PRESS ENTERPRISE COMPANY	PERSONNEL-OPEN PO-04/05 ADVERTISEMENTS	3,000.00
6	P53157	03	500	UNRESTRICTED	SUN NEWSPAPER, THE	PERSONNEL-ADVERTISING FEES 2004/2005	744.86
7	P53162	06	300	PARTNERSHIP ACADEMIES PROGRAM	GANAHL LUMBER COMPANY	JVH-OPEN PO-INDUSTRIAL ARTS SUPPLIES	707.76
8	P53177	06	500	ONGOING & MAJOR MAINTENANCE ACCT	SPECTRA-TONE PAINT CORPORATION	MAINT-OPEN PO-PAINT SUPPLIES	375.28
9	P53244	03	500	UNRESTRICTED	EWING IRRIGATION PRODUCTS	MOT-GROUNDS-OPEN PURCHASE ORDER	246.50
10	P53395	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	STATER BROTHERS	EC-OPEN PO-REFRESHMENTS FOR MEETINGS	125.00
11	P53395	06	500	SCHOOL IMPROVEMENT PROGRAM (SIP)	STATER BROTHERS	EC-OPEN PO-REFRESHMENTS FOR MEETINGS	125.00
12	P53520	06	500	ONGOING & MAJOR MAINTENANCE ACCT	ALL CITIES STEEL & FABRICATION	MAINT-OPEN PO-METAL AND SUPPLIES	205.31
13	P53617	13	500	CHILD NUTRITION: SCHOOL PROGRAMS	KIDSMART	FOOD SER-OPEN PO-GROCERIES	3,601.60
14	P53634	13	500	CHILD NUTRITION: SCHOOL PROGRAMS	PEPSI-COLA COMPANY	FOODS-OPEN PO-BEVERAGES	642.98
15	P53680	13	500	CHILD NUTRITION: SCHOOL PROGRAMS	INCO 1 DISTRIBUTORS	FOODS-OPEN PO-PAPER SUPPLIES	874.53
16	P54145	06	200	NCLB: TITLE I, PART A, BASIC GRANTS	RELIABLE OFFICE SOLUTIONS	JMS-MAINTENANCE CHARGES/GESTETNER COPIER	2,000.00
17	P54163	03	500	UNRESTRICTED	FULLER ENGINEERING	RH-JVH-POOL-OPEN PO-CHEMICALS	315.55
18	P54305	03	150	DONATIONS	RELIABLE OFFICE SOLUTIONS	SC-M/A FOR GESTETNER COPIER	713.40
19	P54404	03	500	UNRESTRICTED	FLORES INSTRUMENT REPAIR	RHS-OPEN PO-INSTRUMENT REPAIRS	801.44
20	P54588	06	425	SPECIAL EDUCATION	CANON BUSINESS SOLUTIONS	RV-SERVICE CONTRACT FOR CANON COPIER	390.37
21	P54784	06	500	AFTER SCHOOL LEARNING & SAFE NEIGHB	COSTCO	EC-OPEN PO-MATERIALS & SUPPLIES	235.92
22	P54784	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	COSTCO	EC-OPEN PO-MATERIALS & SUPPLIES	157.28
23	P55116	06	145	NCLB: TITLE I, PART A, BASIC GRANTS	GLENCOE - MCGRAW HILL	RL-TEACHER TRAINING KITS & GUIDES	6,393.17
24	P56111	03	500	UNRESTRICTED	C R & R	MOT-OPEN PO-WASTE SERVICE	7,767.50
25	P56135	06	500	TRANSPORTATION: HOME TO SCHOOL	A-Z BUS SALES	TRANS-BUS REPAIRS	1,019.62
26	P56403	06	500	TRANSPORTATION: HOME TO SCHOOL	FRANKLIN TRUCK PARTS	TRANS-OPEN PO-PART FOR DISTRICT VEHICLES	2,451.45
27	P56498	14	500	DEFERRED MAINTENANCE APPORTIONMEN	BRICKLEY CONSTRUCTION	RHS-CLEANS/SANITIZE WATER DAMAGE WALL RM #K-4	1,650.00
28	P56753	03	500	UNRESTRICTED	PRUDENTIAL OVERALL SUPPLY	MOT-OPEN PO-CUSTODIAL SUPPLIES	3,500.00
29	P57120	21	310	UNRESTRICTED	WASTE MANAGEMENT	PHS-CLEAN-UP OF CONCRETE & DEBRIS	1,589.48
30	P57120	35	310	NEW CONSTRUCTION-STATE SCHOOL FAC	WASTE MANAGEMENT	PHS-CLEAN-UP OF CONCRETE & DEBRIS	1,589.46
31	P57125	35	310	NEW CONSTRUCTION-STATE SCHOOL FAC	REBEL RENTS	MAINT-RENTAL OF DIESEL COMPRESSOR	224.28
32	P57698	06	500	NCLB: TITLE III, LIMITED ENGLISH PR	FOLLETT LIBRARY RESOURCES	SA-PICTURE DICTIONARIES	264.35
33	P57842	14	500	DEFERRED MAINTENANCE APPORTIONMEN	SIERRA WHOLESAL HARDWARE	MAINT-DOOR REPLACEMENTS AT NVHS & SA	982.26
34	P58035	06	500	TRANSPORTATION: HOME TO SCHOOL	PETROQUIP, G.W. MAINTENANCE	TRANS-REPAIR RED JACKET SYS AT FUEL PUMP	535.51
35	P58077	06	500	ONGOING & MAJOR MAINTENANCE ACCT	SO. CALIF. TRANE SERVICE	MAINT-SERVICE CALL A/C ED CENTER	876.98
36	P58183	03	500	UNRESTRICTED	PENSKIE TRUCK LEASING	MAINT-TRUCK RENTALS FOR GRADUATIONS	407.02

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Jurupa Unified School District
Report of Purchases
Purchases Over \$200
7/2/05 thru 7/15/05

Line #	P.O. #	Fund	School	Resource	Vendor	Description	Amount
37	P58214	35	310	NEW CONSTRUCTION-STATE SCHOOL FAC	LOWE'S HOME IMPROVEMENT WHSE	PHS-REFRIGERATORS FOR DEPT. OFFICES	1,776.15
38	P58237	03	500	UNRESTRICTED	RIVERSIDE CO. SHERIFFS DEPT.	RHS-DEPUTY SHERIFFS FOR GRADUATION	432.34
39	P58260	03	500	UNRESTRICTED	ALL PRINT	PRINT SHOP-RHS COMMENCEMENT PROGRAM	641.11
40	P58352	06	500	ONGOING & MAJOR MAINTENANCE ACCT	REBEL RENTS	MAINT-EQUIPMENT RENTAL	697.08
41	P58354	03	500	UNRESTRICTED	WAXIE SANITARY SUP. 334773400	CSR-STOCK	25,487.31
42	P58361	06	500	ONGOING & MAJOR MAINTENANCE ACCT	FERGUSON ENTERPRISES	MAINT-REPAIR PARTS FOR DRINKING FOUNTAINS	253.83
43	P58365	06	500	ONGOING & MAJOR MAINTENANCE ACCT	ALL CITIES STEEL & FABRICATION	PHS-FENCING AROUND PUMPHOUSE	5,054.39
44	P58503	03	500	UNRESTRICTED	OCHOA'S BACKFLOW SYSTEMS	PHS-FENCING AROUND PUMPHOUSE	527.01
45	P58597	06	500	ONGOING & MAJOR MAINTENANCE ACCT	HOWARD INDUSTRIES	MAINT-HVAC SUPPLIES	498.17
46	P58598	14	500	DEFERRED MAINTENANCE APORTIONMEN	BEAR FOREST PRODUCTS	MAINT-SIDING FOR DISTRICT WIDE PORTABLES	2,251.18
47	P58600	06	500	ONGOING & MAJOR MAINTENANCE ACCT	HOME DEPOT- MIRA LOMA	MAINT-MATERIALS FOR TRACK AT PHS	1,293.99
48	P58603	21	310	UNRESTRICTED	OM WORKSPACE	PHS-DESKS FOR COUNSELORS OFFICES	5,266.73
49	P58603	35	310	NEW CONSTRUCTION-STATE SCHOOL FAC	OM WORKSPACE	PHS-DESKS FOR COUNSELORS OFFICES	5,266.71
50	P58608	06	500	ONGOING & MAJOR MAINTENANCE ACCT	WHITE CAP INDUSTRIES	MAINT-LADDERS FOR NEW TRUCK	381.89
51	P58609	03	501	UNRESTRICTED	PARTS NOW	EC-PARTS FOR PRINTER REPAIR	273.90
52	P58612	06	500	ONGOING & MAJOR MAINTENANCE ACCT	CONSOLIDATED ELECTRICAL DIST.	MAINT-MISC WIRE & ELECTRIC SUPPLIES	547.21
53	P58617	06	500	ONGOING & MAJOR MAINTENANCE ACCT	ROTO-ROOTER SERVICE/PLUMBING	MAINT-HYDRO-JET MAIN LINES AT RUSTIC LANE	610.00
54	P58623	35	310	NEW CONSTRUCTION-STATE SCHOOL FAC	ELROD FENCING CO.	MAINT-FENCING MATERIALS FOR PHS	3,831.63
55	P58625	21	310	PATRIOT HIGH SCHOOL START UP COST	D & M DRUM COMPANY	PHS-100 STEEL TRASH DRUMS	1,077.50
56	P58671	06	500	SCHOOL SAFETY & VIOLENCE PREVENT	STATER BROTHERS	EC-OPEN PO-COMMUNITY MEETINGS	2,000.00
57	P58700	21	310	UNRESTRICTED	PC & MACECHANGE	PHS-PROJECTION CARTS-DOCUMENT CAMERAS	5,901.25
58	P58700	35	310	NEW CONSTRUCTION-STATE SCHOOL FAC	PC & MACECHANGE	PHS-PROJECTION CARTS-DOCUMENT CAMERAS	5,901.25
59	P58726	06	135	NCLB: TITLE I, PART A, BASIC GRANTS	INTERNATIONAL LASER GROUP	PED-INK CARTRIDGES	530.56
60	P58727	03	300	DISCRETIONARY	INTERNATIONAL LASER GROUP	JVHS-INK CARTRIDGES	543.60
61	P58728	03	500	UNRESTRICTED	INTERNATIONAL LASER GROUP	EC-INK CARTRIDGES	741.32
62	P58730	06	105	NCLB: TITLE I, PART A, BASIC GRANTS	INTERNATIONAL LASER GROUP	GA-INK CARTRIDGES	711.15
63	P58731	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	LAKE SHORE CURRICULUM MATERIAL	EC-SUMMER SCHOOL SUPPLIES FOR HS/PS	568.40
64	P58732	06	500	ONGOING & MAJOR MAINTENANCE ACCT	FRAZEE PAINT & WALLCOVERING	MAINT-OPEN PO-PAINT SUPPLIES	1,000.00
65	P58733	06	500	ONGOING & MAJOR MAINTENANCE ACCT	CLARK SECURITY PRODUCTS	MAINT-OPEN PO-LOCKS & SUPPLIES	1,000.00
66	P58734	06	500	ONGOING & MAJOR MAINTENANCE ACCT	DE ANZA HARDWARE BUILDING SUP.	MAINT-OPEN PO-MAINTENANCE SUPPLIES	2,000.00
67	P58735	06	500	WORKFORCE INVESTMENT ACT (WIA)	K-MART (LIMONITE STORE)	YOC/LC-SUMMER SCHOOL MATERIALS & SUPPLIES	500.00
68	P58736	06	500	WORKFORCE INVESTMENT ACT (WIA)	HOME DEPOT	YOC/LC-SUMMER SCHOOL MATERIALS & SUPPLIES	500.00
69	P58737	06	500	WORKFORCE INVESTMENT ACT (WIA)	SMART & FINAL IRIS CO	YOC/LC-SUMMER SCHOOL MATERIALS & SUPPLIES	500.00
70	P58738	06	500	WORKFORCE INVESTMENT ACT (WIA)	STATER BROTHERS	YOC/LC-SUMMER SCHOOL MATERIALS & SUPPLIES	500.00
71	P58739	06	500	WORKFORCE INVESTMENT ACT (WIA)	TARGET	YOC/LC-SUMMER SCHOOL MATERIALS & SUPPLIES	500.00
72	P58740	06	500	WORKFORCE INVESTMENT ACT (WIA)	ALIN PARTY SUPPLIES CO.	YOC/LC-SUMMER SCHOOL MATERIALS & SUPPLIES	500.00

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Jurupa Unified School District

Report of Purchases

Purchases Over \$200

7/2/05 thru 7/15/05

Line #	P.O. #	Fund	School	Resource	Vendor	Description	Amount
73	P58741	03	500	UNRESTRICTED	STATER BROTHERS	EC-OPEN PO-REFRESHMENTS FOR MEETINGS	1,500.00
74	P58742	03	150	DISCRETIONARY	STATER BROTHERS	SC-OPEN PO-REFRESHMENTS/STAFF MEETINGS	300.00
75	P58743	03	300	DISCRETIONARY	CARD INTEGRATORS	JVHS-PURCHASE ID CARD RIBBON	2,000.00
76	P58744	03	300	DISCRETIONARY	CORPORATE EXPRESS	JVHS-BOOKKEEPING SUPPLIES	300.00
77	P58745	03	500	UNRESTRICTED	SAN MANUEL BOTTLED WATER GROUP	EC-OPEN PO-BOTTLED WATER & SERVICES	500.00
78	P58746	06	500	NCLB: TITLE III, LIMITED ENGLISH PR	LAKESHORE CURRICULUM MATERIAL	EC-TEACHING KITS FOR SUMMER SCHOOL	837.25
79	P58747	06	500	TRANSPORTATION: HOME TO SCHOOL	PARKHOUSE TIRE, INC.	TRANS-PURCHASE REPAIRS FOR DIST VEHICLES	1,500.00
80	P58748	06	155	NCLB: TITLE I, PART A, BASIC GRANTS	PREMIER AGENDAS	SA-STUDENT AGENDAS	740.57
81	P58749	06	500	TRANSPORTATION: HOME TO SCHOOL	PARKHOUSE TIRE, INC.	TRANS-OPEN PO-PARTS FOR DIST VEHICLES	20,000.00
82	P58750	03	500	UNRESTRICTED	PITNEY BOWES	EC-POSTAGE METER RENTAL	1,066.08
83	P58751	06	500	TRANSPORTATION: HOME TO SCHOOL	AUTO GLASS OF AMERICA	TRANS-OPEN PO-REPAIRS FOR DISTRICT VEHICLES	4,000.00
84	P58752	06	500	TRANSPORTATION: HOME TO SCHOOL	A-Z BUS SALES	TRANS-OPEN PO-REPAIRS FOR DISTRICT VEHICLES	10,000.00
85	P58753	06	500	TRANSPORTATION: HOME TO SCHOOL	DOMESTIC LINEN SUPPLY CO	TRANS-OPEN PO-SUPPLIES & SERVICES	4,000.00
86	P58754	06	500	TRANSPORTATION: HOME TO SCHOOL	SAFETY-KLEEN CORPORATION	TRANS-OPEN PO-SUPPLIES & SERVICES	5,500.00
87	P58755	06	500	TRANSPORTATION: HOME TO SCHOOL	POMA DISTRIBUTING CO.	TRANS-LUBRICANTS FOR DIST. VEHICLES	8,000.00
88	P58756	06	500	TRANSPORTATION: HOME TO SCHOOL	OMAHA AUTO PARTS INC	TRANS-OPEN PO-PARTS FOR DIST. VEHICLES	5,000.00
89	P58757	06	500	TRANSPORTATION: HOME TO SCHOOL	CALIFORNIA BUS SALES	TRANS-OPEN PO-PARTS FOR DIST VEHICLES	20,000.00
90	P58758	03	500	FUEL/STORES	POMA DISTRIBUTING CO.	TRANS-PURCHASE FUEL FOR DIST. VEHICLES	50,000.00
91	P58759	06	500	TRANSPORTATION: HOME TO SCHOOL	SOUTHERN CALIFORNIA GAS CO.	TRANS-PURCHASE CNG FUEL FOR DIST.VEHICLE	30,000.00
92	P58760	06	500	TRANSPORTATION: HOME TO SCHOOL	NAPA AUTO PARTS	TRANS-OPEN PO-PARTS FOR DISTRICT VEHICLES	20,000.00
93	P58761	06	500	TRANSPORTATION: HOME TO SCHOOL	AFTERMARKET RADIATOR EXCHANGE	TRANS-OPEN PO-PARTS FOR DISTRICT VEHICLES	1,500.00
94	P58762	06	500	TRANSPORTATION: HOME TO SCHOOL	SUPER CARBURETORS	TRANS-PURCHASE REPAIRS FOR DIST.VEHICLES	5,000.00
95	P58763	06	500	TRANSPORTATION: HOME TO SCHOOL	TEAGARDEN WUFFLER	TRANS-PURCHASE REPAIRS FOR DIST.VEHICLES	3,500.00
96	P58764	03	500	UNRESTRICTED	SHRED-IT	EC-OPEN PO-SHREDDING OF CLASS ONE RECORDS	1,000.00
97	P58765	03	500	UNRESTRICTED	U.S. POSTAL SERVICE	EC-OPEN PO-POSTAGE BY PHONE FOR 05/06	60,000.00
98	P58766	06	500	TRANSPORTATION: HOME TO SCHOOL	POWER PLAN	TRANS-OPEN PO-REPAIRS FOR DIST.VEHICLES	3,000.00
99	P58767	03	500	UNRESTRICTED	MYINFOONLINE.NET	EC-OPEN PO-MICROFILM AND SERVICES	1,000.00
100	P58768	06	500	ONGOING & MAJOR MAINTENANCE ACCT	CORPORATE EXPRESS	MAINT-OPEN PO-OFFICE SUPPLIES	1,000.00
101	P58769	06	500	TRANSPORTATION: HOME TO SCHOOL	POWER PLAN	TRANS-OPEN PO-PARTS FOR DIST. VEHICLES	3,000.00
102	P58770	06	500	ONGOING & MAJOR MAINTENANCE ACCT	VISTA PAINT	MAINT-OPEN PO-PAINT SUPPLIES	1,000.00
103	P58771	06	500	ONGOING & MAJOR MAINTENANCE ACCT	SPECTRA-TONE PAINT CORPORATION	MAINT-OPEN PO-PAINT SUPPLIES	1,500.00
104	P58772	06	500	TRANSPORTATION: HOME TO SCHOOL	RADIO COMMUNICATIONS SERVICE	TRANS-OPEN PO-REPAIRS FOR DIST.VEHICLES	2,000.00
105	P58773	06	500	TRANSPORTATION: HOME TO SCHOOL	RDO EQUIPMENT (POWER PLAN)	TRANS-OPEN PO-REPAIRS FOR DIST.VEHICLES	2,000.00
106	P58774	06	500	TRANSPORTATION: HOME TO SCHOOL	PREMIER AUTO ELECTRIC	TRANS-OPEN PO-REPAIRS FOR DIST.VEHICLES	3,000.00
107	P58775	06	500	TRANSPORTATION: HOME TO SCHOOL	T & S AUTO REPAIR	TRANS-OPEN PO-SMOG CHECKS ON DIST. VEHICLES	1,500.00
108	P58776	06	500	TRANSPORTATION: HOME TO SCHOOL	MARMOLEJO CUSTOM UPHOLSTERY	TRANS-OPEN PO-REPAIRS FOR DIST.VEHICLES	1,000.00

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Jurupa Unified School District

Report of Purchases

Purchases Over \$200

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Line #	P.O.#	Fund	School	Resource	Vendor	Description	Amount
109	P58777	06	500	TRANSPORTATION: HOME TO SCHOOL	MAACO AUTO PAINTING	TRANS-OPEN PO-REPAIRS FOR DIST. VEHICLES	2,000.00
110	P58778	06	500	TRANSPORTATION: HOME TO SCHOOL	LUKE'S TRANSMISSIONS	TRANS-OPEN PO-REPAIRS FOR DIST. VEHICLES	1,500.00
111	P58779	06	500	TRANSPORTATION: HOME TO SCHOOL	LOUIS BRAKE & ALIGNMENT	TRANS-OPEN PO-REPAIRS FOR DIST. VEHICLES	3,000.00
112	P58780	06	500	TRANSPORTATION: HOME TO SCHOOL	GREEN FIELD	TRANS-OPEN PO-REPAIRS FOR COMPRESSOR	3,000.00
113	P58781	06	500	TRANSPORTATION: HOME TO SCHOOL	FRITTS FORD	TRANS-OPEN PO-REPAIRS TO DISTRICT VEHICLE	1,500.00
114	P58782	06	500	TRANSPORTATION: HOME TO SCHOOL	CASTMAN AUTOMOTIVE, INC.	TRANS-SMOG CHECKS ON DIST. VEHICLES	2,000.00
115	P58783	06	500	TRANSPORTATION: HOME TO SCHOOL	BEST GOLF SERVICE	TRANS-OPEN PO-REPAIRS FOR DIST. VEHICLES	1,500.00
116	P58784	06	500	TRANSPORTATION: HOME TO SCHOOL	ARROW TRUCK BODIES & EQUIPMENT	TRANS-OPEN PO-REPAIRS FOR DIST. VEHICLES	2,500.00
117	P58785	06	500	TRANSPORTATION: HOME TO SCHOOL	MARK CHRISTOPHER, INC.	TRANS-OPEN PO-REPAIRS FOR DIST. VEHICLES	2,000.00
118	P58786	06	500	TRANSPORTATION: HOME TO SCHOOL	PATRIOT TOWING	TRANS-OPEN PO-TOWING FOR DIST. VEHICLES	1,500.00
119	P58787	06	500	TRANSPORTATION: HOME TO SCHOOL	STATEWIDE TOWING	TRANS-OPEN PO-TOWING SVCS FOR DIST. VEH	1,500.00
120	P58788	06	500	TRANSPORTATION: HOME TO SCHOOL	GOLDEN WEST OIL CO.	TRANS-OPEN PO-SUPPLIES FOR TANK MONITOR	3,000.00
121	P58789	06	500	TRANSPORTATION: HOME TO SCHOOL	AIRGAS	TRANS-OPEN PO-SUPPLIES & SERVICES	1,500.00
122	P58790	06	500	TRANSPORTATION: HOME TO SCHOOL	PETROQUIP, G.W. MAINTENANCE	TRANS-OPEN PO-SERVICE TANK AT MOT	4,000.00
123	P58791	03	155	DISCRETIONARY	CORPORATE EXPRESS	SA-OPEN PO-OFFICE SUPPLIES	300.00
124	P58792	03	500	UNRESTRICTED	SUN NEWSPAPER, THE	PERSONNEL-OPEN PO-05/06 ADVERTISING FEES	1,500.00
125	P58793	06	500	TRANSPORTATION: HOME TO SCHOOL	AMERICAN FIRE SAFETY	TRANS-RECHARGE FIRE EXTINGUISH	1,500.00
126	P58794	03	500	UNRESTRICTED	PRESS ENTERPRISE COMPANY	PERSONNEL-OPEN PO-05/06 ADVERTISING FEES	2,500.00
127	P58796	06	500	TRANSPORTATION: HOME TO SCHOOL	RIVERSIDE INDUSTRIAL MEDICAL	TRANS-PURCHASE BUS DRIVERS PHYSICALS	3,000.00
128	P58798	03	140	DISCRETIONARY	CORPORATE EXPRESS	PER-OPEN PO-OFFICE & CLASSROOM SUPPLIES	2,000.00
129	P58799	06	500	TRANSPORTATION: HOME TO SCHOOL	MIRA LOMA TRAILER SUPPLIES	TRANS-OPEN PO-PARTS FOR DIST. VEHICLES	1,200.00
130	P58801	06	500	TRANSPORTATION: HOME TO SCHOOL	MOSS BROTHERS DODGE	TRANS-OPEN PO-PARTS FOR DIST. VEHICLES	1,200.00
131	P58802	06	500	TRANSPORTATION: HOME TO SCHOOL	FRANKLIN TRUCK PARTS	TRANS-OPEN PO-PARTS FOR DIST. VEHICLES	4,000.00
132	P58803	06	500	TRANSPORTATION: HOME TO SCHOOL	ACE HARDWARE RIVERSIDE	TRANS-OPEN PO-PARTS FOR DIST. VEHICLES	1,000.00
133	P58804	06	500	TRANSPORTATION: HOME TO SCHOOL	FRAMCO HOME CENTER	TRANS-OPEN PO-PARTS FOR DIST. VEHICLES	1,000.00
134	P58806	06	500	TRANSPORTATION: HOME TO SCHOOL	ALBERTSON'S	TRANS-OPEN PO-REFRESHMENTS FOR MEETINGS	1,000.00
135	P58807	14	500	DEFERRED MAINTENANCE APPORTIONMEN	L & M FRICTION MATERIALS	FACILITIES-LEGAL ADVERTISING	738.40
136	P58808	06	500	TRANSPORTATION: HOME TO SCHOOL	LOS ANGELES FREIGHTLINER	TRANS-OPEN PO-PARTS FOR DIST. VEHICLES	3,000.00
137	P58809	06	500	TRANSPORTATION: HOME TO SCHOOL	KLURE & HARRIS	TRANS-OPEN PO-PARTS FOR DIST. VEHICLES	1,500.00
138	P58810	06	500	TRANSPORTATION: HOME TO SCHOOL	STATER BROTHERS	TRANS-OPEN PO-REFRESHMENTS FOR MEETINGS	1,000.00
139	P58811	03	500	UNRESTRICTED	MARK CHRISTOPHER, INC.	EC-OPEN PO-REFRESHMENTS FOR MEETINGS	500.00
140	P58812	06	500	TRANSPORTATION: HOME TO SCHOOL	COLTON TRUCK SUPPLY INC	TRANS-OPEN PO-PARTS ON DIST. VEHICLES	3,000.00
141	P58813	06	500	TRANSPORTATION: HOME TO SCHOOL	CULVER-NEWLIN INC	TRANS-OPEN PO-PARTS FOR DIST. VEHICLES	6,000.00
142	P58814	03	500	UNANTICIPATED CAPITAL OUTLAY F & E	DOCCO PRODUCTS	TS-WORKSTATION FOR OPERATIONS MANAGER	818.05
143	P58815	06	500	TRANSPORTATION: HOME TO SCHOOL	CUMMINGS CAL PACIFIC, INC.	TRANS-OPEN PO-PARTS FOR DIST. VEHICLES	1,000.00
144	P58816	06	500	TRANSPORTATION: HOME TO SCHOOL		TRANS-OPEN PO-PARTS FOR DIST. VEHICLES	3,000.00



Jurupa Unified School District
Report of Purchases
Purchases Over \$200
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Line #	P.O. #	Fund	School	Resource	Vendor	Description	Amount
145	P58817	06	500	TRANSPORTATION: HOME TO SCHOOL	DIETERICH INTERNL TRUCK SALES	TRANS-PURCHASE PARTS FOR DIST. VEHICLES	2,000.00
146	P58818	03	140	DONATIONS	JAMES DOHERTY, INC.	PER-ACADEMIC CALENDAR MAGNETS	788.08
147	P58820	06	500	SPECIAL EDUCATION	JANELLE PUBLICATIONS	EC-TESTING MATERIALS	647.11
148	P58821	06	500	TRANSPORTATION: HOME TO SCHOOL	BATTERY SYSTEMS	TRANS-OPEN PO-PARTS FOR DIST. VEHICLES	7,000.00
149	P58822	06	500	TRANSPORTATION: HOME TO SCHOOL	BEST GOLF SERVICE	TRANS-OPEN PO-PARTS FOR DIST. VEHICLES	750.00
150	P58823	06	500	TRANSPORTATION: HOME TO SCHOOL	BERNELL HYDRAULICS, INC.	TRANS-OPEN PO-PARTS FOR DIST. VEHICLES	1,000.00
151	P58824	06	500	TRANSPORTATION: HOME TO SCHOOL	AMERICAN RED CROSS	TRANS-OPEN PO-SUPPLIES/FIRST AID TRAINING	1,000.00
152	P58825	06	500	TRANSPORTATION: HOME TO SCHOOL	A-Z BUS SALES	TRANS-OPEN PO-PARTS FOR DIST. VEHICLES	10,000.00
153	P58826	06	500	TRANSPORTATION: HOME TO SCHOOL	OFFICE DEPOT	TRANS-OPEN PO-OFFICE SUPPLIES	1,000.00
154	P58827	06	500	TRANSPORTATION: HOME TO SCHOOL	CORPORATE EXPRESS	TRANS-OPEN PO-OFFICE SUPPLIES	2,000.00
155	P58828	06	500	TRANSPORTATION: HOME TO SCHOOL	ZEP MANUFACTURING CO.	TRANS-OPEN PO-CLEANING SUPPLIES	2,000.00
156	P58829	06	500	TRANSPORTATION: HOME TO SCHOOL	ZEE MEDICAL SERVICE	TRANS-OPEN PO-SUPPLIES FOR BUSES & SHOP	1,500.00
157	P58830	06	500	TRANSPORTATION: HOME TO SCHOOL	WAXIE SANITARY SUP.	TRANS-OPEN PO-CLEANING SUPPLIES	2,000.00
158	P58831	06	500	TRANSPORTATION: HOME TO SCHOOL	QUALITY POWER, INC.	TRANS-OPEN PO-PARTS FOR DIST. VEHICLES	2,000.00
159	P58832	06	500	ONGOING & MAJOR MAINTENANCE ACCT	CLEAR COMMUNICATIONS	EC-OPEN PO-VOICE & DATA SUPPLIES DISTWIDE	5,000.00
160	P58833	06	500	ONGOING & MAJOR MAINTENANCE ACCT	FRAMCO HOME CENTER	EC-OPEN PO-VOICE & DATA SUPPLIES DISTWIDE	500.00
161	P58834	06	500	ONGOING & MAJOR MAINTENANCE ACCT	GRAYBAR ELECTRIC COMPANY	EC-OPEN PO-VOICE & DATA SUPPLIES DISTWIDE	1,500.00
162	P58835	06	500	ONGOING & MAJOR MAINTENANCE ACCT	CABLE & WIRELESS TECHNOLOGIES	EC-OPEN PO-VOICE & DATA SUPPLIES	2,000.00
163	P58836	06	500	ONGOING & MAJOR MAINTENANCE ACCT	BARCLAY ENTERPRISES, INC.	EC-OPEN PO-TELEPHONE REPAIRS	1,000.00
164	P58837	03	150	DISCRETIONARY	OFFICE DEPOT	SC-OPEN PO-OFFICE SUPPLIES	1,000.00
165	P58838	03	410	DISCRETIONARY	STATER BROTHERS	NV-PURCHASE GROCERIES FOR COOKING LABS	450.00
166	P58839	06	500	ONGOING & MAJOR MAINTENANCE ACCT	ROYAL WHOLESale ELECTRIC	MAINT-OPEN PO-ELECTRICAL SUPPLIES	1,500.00
167	P58840	03	155	DISCRETIONARY	SHAKEYS PIZZA	SA-OPEN PO-ATTENDANCE INCENTIVES	750.00
168	P58841	03	500	UNRESTRICTED	SAN MANUEL BOTTLED WATER GROUP	PERSONNEL-OPEN PO-WATER SERVICE 05/06	600.00
169	P58842	03	500	UNRESTRICTED	CDT, INC.	PERSONNEL-OPEN PO-DRUG TESTING	5,000.00
170	P58844	06	500	ONGOING & MAJOR MAINTENANCE ACCT	SIERRA WHOLESale HARDWARE	MAINT-OPEN PO-DOORS & HARDWARE	1,000.00
171	P58846	06	500	ONGOING & MAJOR MAINTENANCE ACCT	WASTE MANAGEMENT	MAINT-OPEN PO-ROLL-OFF CHARGES	2,500.00
172	P58847	06	500	ONGOING & MAJOR MAINTENANCE ACCT	RADIO SHACK	MAINT-OPEN PO-ELECTRONIC SUPPLIES	250.00
173	P58848	06	500	ONGOING & MAJOR MAINTENANCE ACCT	ELECTRONICS WAREHOUSE	MAINT-OPEN PO-ELECTRONIC SUPPLIES	500.00
174	P58849	06	115	NCLB: TITLE I, PART A, BASIC GRANTS	SMART & FINAL	IA-OPEN PO-SUPPLIES FOR INCENTIVES	1,500.00
175	P58850	06	115	NCLB: TITLE I, PART A, BASIC GRANTS	ALBERTSON'S	IA-OPEN PO-SUPPLIES FOR INCENTIVES	1,000.00
176	P58851	06	130	NCLB: TITLE I, PART A, BASIC GRANTS	ALBERTSON'S	PA-OPEN PO-SUPPLIES FOR VARIOUS MEETINGS	500.00
177	P58852	06	500	ONGOING & MAJOR MAINTENANCE ACCT	MTS HARDWARE & WOODWORKER'S	MAINT-HARDWARE SUPPLIES	500.00
178	P58853	06	500	ONGOING & MAJOR MAINTENANCE ACCT	WHITE CAP INDUSTRIES	MAINT-OPEN PO-SUPPLIES	500.00
179	P58854	06	500	ONGOING & MAJOR MAINTENANCE ACCT	WESTSIDE HARDWARE	MAINT-OPEN PO-MAINTENANCE SUPPLIES	500.00
180	P58856	06	500	TRANSPORTATION: HOME TO SCHOOL	FRITTS FORD	TRANS-OPEN PO-PARTS FOR DISTRICT VEHICLES	1,500.00

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Jurupa Unified School District
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Line #	P.O. #	Fund	School	Resource	Vendor	Description	Amount
181	P58857	03	165	DISCRETIONARY	LAKE SHORE	TS-INSTRUCTIONAL MATERIALS	255.00
182	P58858	06	500	ONGOING & MAJOR MAINTENANCE ACCT	MCADDEN-DALE HARDWARE	MAINT-OPEN PO-MAINTENANCE SUPPLIES	500.00
183	P58859	06	500	ONGOING & MAJOR MAINTENANCE ACCT	KH METALS & SUPPLY	MAINT-OPEN PO-MAINTENANCE SUPPLIES	500.00
184	P58860	06	500	ONGOING & MAJOR MAINTENANCE ACCT	JACK LINGREN BUILDERS HARDWARE	MAINT-OPEN PO-HARDWARE SUPPLIES	500.00
185	P58861	06	500	ONGOING & MAJOR MAINTENANCE ACCT	KENS TOOL & SUPPLY	MAINT-OPEN PO-MAINTENANCE SUPPLIES	750.00
186	P58862	06	500	ONGOING & MAJOR MAINTENANCE ACCT	HOME DEPOT- MIRA LOMA	MAINT-OPEN PO-MAINTENANCE SUPPLIES	3,500.00
187	P58863	06	500	ONGOING & MAJOR MAINTENANCE ACCT	ELROD FENCING CO.	MAINT-OPEN PO-FENCING MATERIALS	3,000.00
188	P58864	06	500	ONGOING & MAJOR MAINTENANCE ACCT	BIG D FLOOR COVERING SUPPLIES	MAINT-OPEN PO-FLOORING SUPPLIES	250.00
189	P58865	06	500	ONGOING & MAJOR MAINTENANCE ACCT	ALL CITIES STEEL & FABRICATION	MAINT-METAL & SUPPLIES	3,500.00
190	P58866	06	500	ONGOING & MAJOR MAINTENANCE ACCT	ACE HARDWARE RIVERSIDE	MAINT-OPEN PO-MAINTENANCE SUPPLIES	5,000.00
191	P58870	06	165	COMMUNITY-BASED TUTORING GRANTS	SCHOLASTIC, INC.	TS-CLASSROOM SUBSCRIPTIONS	1,365.12
192	P58872	06	500	ONGOING & MAJOR MAINTENANCE ACCT	CHATFIELD-CLARKE COMPANY	MAINT-BOARDS AND MAINTENANCE SUPPLIES	750.00
193	P58873	06	500	ONGOING & MAJOR MAINTENANCE ACCT	REBEL RENTS	MAINT-OPEN PO-EQUIPMENT RENTAL	2,500.00
194	P58874	06	500	ONGOING & MAJOR MAINTENANCE ACCT	A.L. ROOFING	MAINT-OPEN PO-ROOFING MATERIALS	500.00
195	P58875	06	500	ONGOING & MAJOR MAINTENANCE ACCT	RIVERSIDE BLUEPRINT	MAINT-OPEN PO-BLUEPRINTS & COPIES	500.00
196	P58876	06	500	ONGOING & MAJOR MAINTENANCE ACCT	ENGELAU CONSTRUCTION SPEC.	MAINT-DUMPING FEES FOR CONCRETE & DIRT	250.00
197	P58877	06	500	ONGOING & MAJOR MAINTENANCE ACCT	WESTERN ENTERPRISES	MAINT-OPEN PO-ELECTRICAL SUPPLIES	500.00
198	P58878	06	500	ONGOING & MAJOR MAINTENANCE ACCT	REXEL, INC./ESD COMPANY	MAINT-OPEN PO-ELECTRICAL SUPPLIES	750.00
199	P58879	06	130	SCHOOL AND LIBRARY IMPROVEMENT	ALBERTSON'S	PA-OPEN PO-SUPPLIES FOR VARIOUS MEETINGS	500.00
200	P58880	06	130	NCLB: TITLE I, PART A, BASIC GRANTS	VON'S MARKET (LIMONITE AVE)	PA-OPEN PO-SUPPLIES FOR VARIOUS MEETINGS	500.00
201	P58881	06	130	SCHOOL AND LIBRARY IMPROVEMENT	VON'S MARKET (LIMONITE AVE)	PA-OPEN PO-SUPPLIES FOR VARIOUS MEETINGS	500.00
202	P58882	06	130	SCHOOL AND LIBRARY IMPROVEMENT	OFFICEMAX	PA-OPEN PO-MATERIALS AND SUPPLIES	900.00
203	P58883	06	135	SCHOOL AND LIBRARY IMPROVEMENT	DEB'S CUSTOM AWARDS	PED-TROPHIES, RIBBONS FOR INCENTIVES	750.00
204	P58884	06	135	SCHOOL AND LIBRARY IMPROVEMENT	STATER BROTHERS	PED-OPEN PO-SUPPLIES/INCENTIVES FOR MTGS	600.00
205	P58885	06	115	NCLB: TITLE I, PART A, BASIC GRANTS	OFFICEMAX	IA-OPEN PO-MATERIALS & SUPPLIES	1,000.00
206	P58886	03	500	UNRESTRICTED	WESTERN TROPHY MFG	PERSONNEL-PLAQUES FOR RETIREES	1,061.88
207	P58887	03	500	UNRESTRICTED	COMMERCIAL AQUATIC SERVICE	JVH-INSTALLATION/SET UP OF NEW POOL FILTER	2,957.11
208	P58888	03	500	UNRESTRICTED	ALLEG SELF STORAGE	EC-ONE YEAR STORAGE SPACE RENTAL	2,035.00
209	P58890	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	OFFICEMAX	EC-OPEN PO-OFFICE SUPPLIES	400.00
210	P58890	06	500	SCHOOL AND LIBRARY IMPROVEMENT	OFFICEMAX	EC-OPEN PO-OFFICE SUPPLIES	400.00
211	P58891	06	500	NCLB: TITLE II, PART A, TEACHER QUA	JEFFCO, INC.	EC-OPEN PO-OFFICE SUPPLIES	960.08
212	P58892	21	310	UNRESTRICTED	OAK TREE PRODUCTS	PHS-WORK TABLES FOR SP ED CLASSROOM	587.50
213	P58892	35	310	NEW CONSTRUCTION-STATE SCHOOL FAC	OAK TREE PRODUCTS	PHS-WORK TABLES FOR SP ED CLASSROOM	587.50
214	P58893	21	310	UNRESTRICTED	CULVER-NEWLIN INC	PHS-COMPUTER TABLES-SP EC CLASSROOM	533.23
215	P58893	35	310	NEW CONSTRUCTION-STATE SCHOOL FAC	CULVER-NEWLIN INC	PHS-COMPUTER TABLES-SP EC CLASSROOM	533.23
216	P58894	21	310	UNRESTRICTED	HERTZ FURNITURE SYSTEMS CORP.	PHS-SKATEBOARD RACKS	341.29

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Jurupa Unified School District
Report of Purchases
Purchases Over \$200
7/2/05 thru 7/15/05

Line #	P.O. #	Fund	School	Resource	Vendor	Description	Amount
217	P56894	35	310	NEW CONSTRUCTION-STATE SCHOOL FAC	HERTZ FURNITURE SYSTEMS CORP.	PHS-SKATEBOARD RACKS	341.29
218	P56895	21	310	UNRESTRICTED	PIONEER CHEMICAL COMPANY	PHS-MATS	3,884.09
219	P56895	35	310	NEW CONSTRUCTION-STATE SCHOOL FAC	PIONEER CHEMICAL COMPANY	PHS-MATS	3,884.04
220	P56896	21	310	UNRESTRICTED	GRAINGER W W INC	PHS-FLAM/HAZ STORAGE CONTAINERS	2,703.82
221	P56896	35	310	NEW CONSTRUCTION-STATE SCHOOL FAC	GRAINGER W W INC	PHS-FLAM/HAZ STORAGE CONTAINERS	2,703.81
222	P56897	06	105	NCLB: TITLE I, PART A, BASIC GRANTS	STAPLES	GA-OPEN PO-SUPPLIES FOR PARENT INCENTIVE	500.00
223	P56898	06	135	SCHOOL AND LIBRARY IMPROVEMENT	CM SCHOOL SUPPLY CO.	PED-OPEN PO-SUPPLIES FOR INCENTIVES	500.00
224	P56899	06	115	NCLB: TITLE I, PART A, BASIC GRANTS	ALIN PARTY SUPPLIES CO.	IA-OPEN PO-INSTRUCTIONAL MATERIALS	300.00
225	P56900	06	115	NCLB: TITLE I, PART A, BASIC GRANTS	STATER BROTHERS	IA-OPEN PO-SUPPLIES FOR INCENTIVES	2,000.00
226	P56901	06	115	NCLB: TITLE I, PART A, BASIC GRANTS	K-MART (LIMONTE STORE)	IA-OPEN PO-INSTRUCTIONAL MATERIALS	1,000.00
227	P56902	06	115	NCLB: TITLE I, PART A, BASIC GRANTS	WESTERN TROPHY MFG	IA-OPEN PO-INCENTIVES & REWARDS	2,000.00
228	P56903	06	115	NCLB: TITLE I, PART A, BASIC GRANTS	CM SCHOOL SUPPLY CO.	IA-OPEN PO-SUPPLIES FOR INCENTIVES	450.00
229	P56904	06	115	NCLB: TITLE I, PART A, BASIC GRANTS	KELLY PAPER COMPANY	IA-OPEN PO-SUPPLIES FOR INCENTIVES	450.00
230	P56905	06	115	NCLB: TITLE I, PART A, BASIC GRANTS	POSITIVE PROMOTIONS	IA-OPEN PO-STUDENT INCENTIVES	1,200.00
231	P56906	06	500	ONGOING & MAJOR MAINTENANCE ACCT	AMERICAN PLUMBING PARTSMASTER	MAINT-OPEN PO-PLUMBING SUPPLIES	2,000.00
232	P56907	06	500	ONGOING & MAJOR MAINTENANCE ACCT	WESTERN WATER WORKS SUPPLY CO.	MAINT-OPEN PO-PLUMBING SUPPLIES	750.00
233	P56908	06	500	ONGOING & MAJOR MAINTENANCE ACCT	ROTO-ROOTER SERVICE/PLUMBING	MAINT-OPEN PO-SERVICES DISTRICTWIDE	3,500.00
234	P56909	06	500	ONGOING & MAJOR MAINTENANCE ACCT	INLAND LIGHTING	MAINT-OPEN PO-ELECTRICAL SUPPLIES	3,000.00
235	P56910	06	500	ONGOING & MAJOR MAINTENANCE ACCT	CONSOLIDATED ELECTRICAL DIST.	MAINT-OPEN PO-ELECTRICAL SUPPLIES	3,500.00
236	P56911	06	500	ONGOING & MAJOR MAINTENANCE ACCT	BRITE SHEET METAL CO.	MAINT-OPEN PO-SHEET METAL SUPPLIES	750.00
237	P56912	06	500	ONGOING & MAJOR MAINTENANCE ACCT	BURKE ENGINEERING CO	MAINT-OPEN PO-ELECTRICAL/HVAC SUPPLIES	500.00
238	P56913	06	500	ONGOING & MAJOR MAINTENANCE ACCT	GRILLO FILTERS SALES	TRANS-OPEN PO-SUPPLIES/HVAC FILTERS	5,000.00
239	P56914	03	300	STATE LOTTERY	BAND SHOPPE	JVH-OPEN PO-BAND/COLOR GUARD UNIFORMS	750.00
240	P56915	03	500	UNRESTRICTED	SAWDAY & HOLMES MUSIC, INC.	JVH-OPEN PO-INSTRUMENT MAINT & REPAIRS	2,500.00
241	P56916	06	500	ONGOING & MAJOR MAINTENANCE ACCT	REFRIGERATION SUPPLIES DIST	MAINT-OPEN PO-HVAC SUPPLIES	3,000.00
242	P56917	06	500	ONGOING & MAJOR MAINTENANCE ACCT	RIVERSIDE ELECTRIC MOTORS	TRANS-OPEN PO-HVAC SUPPLIES & MOTORS	500.00
243	P56918	06	500	ONGOING & MAJOR MAINTENANCE ACCT	LENNOX INDUSTRIES	MAINT-OPEN PO-HVAC SUPPLIES	750.00
244	P56919	06	500	ONGOING & MAJOR MAINTENANCE ACCT	HOWARD INDUSTRIES	MAINT-OPEN PO-HVAC SUPPLIES	3,000.00
245	P56920	06	500	ONGOING & MAJOR MAINTENANCE ACCT	K.D. SALES	MAINT-OPEN PO-PLUMBING SUPPLIES	750.00
246	P56921	06	500	ONGOING & MAJOR MAINTENANCE ACCT	AIR COLD SUPPLY INC	MAINT-OPEN PO-HVAC SUPPLIES	500.00
247	P56922	06	500	ONGOING & MAJOR MAINTENANCE ACCT	RIVERSIDE WINNEISON COMPANY	MAINT-OPEN PO-PLUMBING SUPPLIES	2,500.00
248	P56923	06	500	ONGOING & MAJOR MAINTENANCE ACCT	FERGUSON ENTERPRISES	MAINT-OPEN PO-PLUMBING SUPPLIES	5,000.00
249	P56924	03	160	DONATIONS	TEXTILE ARTS	SS-SUPPLIES & MATERIALS	226.28
250	P56925	03	300	STATE LOTTERY	MARCHING SHOW CONCEPTS	JVH-MUSIC AND BAND SUPPLIES	1,274.95
251	P56926	03	160	DONATIONS	WESTERN TROPHY MFG	SS-OPEN PO-INSTRUCTIONAL SUPPLIES	600.00
252	P56928	03	500	UNRESTRICTED	AA EQUIPMENT	MAINT-OPEN PO-EQUIP. PARTS FOR REPAIRS	2,000.00

7/2/05

Jurupa Unified School District
Report of Purchases
Purchases Over \$200
7/2/05 thru 7/15/05

Line #	P.O. #	Fund	School	Resource	Vendor	Description	Amount
253	P58929	03	500	UNRESTRICTED	EWING IRRIGATION PRODUCTS	GROUPS-IRRIGATION SUPPLIES	3,000.00
254	P58930	03	500	UNRESTRICTED	COOPERATIVE ORGANIZATION FOR THE EMPLOYEE SELECTION PROCESS	PERSONNEL-EMPLOYEE TEST DATA	1,750.00
255	P58931	03	500	UNRESTRICTED	WESTERN EXTERMINATOR COMPANY	GROUPS-PEST CONTROL SERVICE DIST.WIDE	3,500.00
256	P58932	03	500	UNRESTRICTED	PIONEER CHEMICAL COMPANY	MAINT-OPEN PO-SUPPLIES & REPAIRS	4,000.00
257	P58933	03	500	UNRESTRICTED	HOME DEPOT- MIRA LOMA	GROUPS-OPEN PO-SUPPLIES	1,750.00
258	P58934	03	500	UNRESTRICTED	LAWN TECH EQUIPMENT	GROUPS-OPEN PO-REPAIRS & SUPPLIES	2,500.00
259	P58935	03	500	UNRESTRICTED	ACE HARDWARE RIVERSIDE	GROUPS-OPEN PO-SUPPLIES	1,000.00
260	P58936	03	500	UNRESTRICTED	DE ANZA HARDWARE BUILDING SUP.	GROUPS-OPEN PO-SUPPLIES	1,000.00
261	P58938	06	145	NCLB: TITLE I, PART A, BASIC GRANTS	INTERNATIONAL LASER GROUP	RL-INK CARTRIDGES	302.78
262	P58940	03	305	DISCRETIONARY	INTERNATIONAL LASER GROUP	RHS-INK CARTRIDGES	409.45
263	P58981	03	500	UNRESTRICTED	EMPIRE MOWERS	GROUPS-OPEN PO-SUPPLIES & REPAIRS	2,000.00
264	P58982	06	500	ONGOING & MAJOR MAINTENANCE ACCT	AIRGAS	MAINT-SUPPLIES & LEASE EQUIPMENT	1,500.00
265	P58983	06	500	ONGOING & MAJOR MAINTENANCE ACCT	CAMERON WELDING SUPPLY	MAINT-SUPPLIES AND AIR TANK RENTALS	1,500.00
266	P58984	06	500	ONGOING & MAJOR MAINTENANCE ACCT	GRAINGER W W INC	MAINT-OPEN PO- HVAC SUPPLIES	2,000.00
267	P58985	06	500	ONGOING & MAJOR MAINTENANCE ACCT	DANONE WATERS OF NORTH AMERICA	MAINT-BOTTLED WATER & WATER COOLER RENTAL	2,750.00
268	P58986	03	500	UNRESTRICTED	PRUDENTIAL OVERALL SUPPLY	TRANS-OPEN PO-SUPPLY RENTALS	9,000.00
269	P58986	06	500	TRANSPORTATION: HOME TO SCHOOL	PRUDENTIAL OVERALL SUPPLY	TRANS-OPEN PO-SUPPLY RENTALS	2,000.00
270	P58989	03	500	UNRESTRICTED	EMPIRE OFFICE MACHINES	MAINT-OFFICE TYPEWRITER REPAIRS	700.00
271	P58989	03	501	UNRESTRICTED	EMPIRE OFFICE MACHINES	MAINT-OFFICE TYPEWRITER REPAIRS	300.00
272	P58991	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	42ND STREET BAGEL CAFE	EC-SUPPLIES FOR VARIOUS MEETINGS	350.00
273	P58991	06	500	SCHOOL AND LIBRARY IMPROVEMENT	42ND STREET BAGEL CAFE	EC-SUPPLIES FOR VARIOUS MEETINGS	350.00
274	P58992	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	CORPORATE EXPRESS	EC-SUPPLIES FOR CATEGORICAL PROJ.OFFICE	1,250.00
275	P58992	06	500	SCHOOL AND LIBRARY IMPROVEMENT	CORPORATE EXPRESS	EC-SUPPLIES FOR CATEGORICAL PROJ.OFFICE	1,250.00
276	P58993	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	ALIN PARTY SUPPLIES CO.	EC-SUPPLIES FOR VARIOUS MEETINGS	250.00
277	P58993	06	500	SCHOOL AND LIBRARY IMPROVEMENT	ALIN PARTY SUPPLIES CO.	EC-SUPPLIES FOR VARIOUS MEETINGS	250.00
278	P58994	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	STATER BROTHERS	EC-SUPPLIES FOR VARIOUS MEETINGS	600.00
279	P58994	06	500	SCHOOL AND LIBRARY IMPROVEMENT	STATER BROTHERS	EC-SUPPLIES FOR VARIOUS MEETINGS	600.00
280	P58995	03	165	DISCRETIONARY	CM SCHOOL SUPPLY CO.	EC-SUPPLIES FOR VARIOUS MEETINGS	600.00
281	P58995	06	165	NCLB: TITLE I, PART A, BASIC GRANTS	CM SCHOOL SUPPLY CO.	TS-INSTRUCTIONAL MATERIALS	185.00
282	P58997	03	500	UNRESTRICTED	BABCOCK & SONS, INC.	TS-INSTRUCTIONAL MATERIALS	100.00
283	P58998	11	400	ADULT EDUCATION APPORTIONMENT	B & M FOAM AND FABRIC	GA-TEST WATER SAMPLES	3,500.00
284	P58999	03	300	DISCRETIONARY	STATER BROTHERS	LC-SUPPLIES FOR AE UPHOLSTERY CLASS	1,000.00
285	P59000	06	160	NCLB: TITLE I, PART A, BASIC GRANTS	OFFICE DEPOT	JVHS-OPEN PO-SUPPLIES FOR MEETINGS	500.00
286	P59001	06	160	NCLB: TITLE I, PART A, BASIC GRANTS	PIP PRINTING	SS-INSTRUCTIONAL MATERIALS & SUPPLIES	300.00
287	P59003	21	310	UNRESTRICTED	OM WORKSPACE	SS-INSTRUCTIONAL MATERIALS & SUPPLIES	500.00
						PHS-SOFAS FOR STAFF LOUNGE	1,012.62

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Jurupa Unified School District
Report of Purchases
Purchases Over \$200
7/2/05 thru 7/15/05

Line #	P.O. #	Fund	School	Resource	Vendor	Description	Amount
288	P59003	35	310	NEW CONSTRUCTION-STATE SCHOOL FAC	OM WORKSPACE	PHS-SOFAS FOR STAFF LOUNGE	1,012.60
289	P59005	06	500	NCLB: TITLE X MCKINNEY-VENTO HOMELE	OFFICEMAX	ADMIN-OPEN PO FOR SUPPLIES	400.00
290	P59006	06	500	NCLB: TITLE X MCKINNEY-VENTO HOMELE	TARGET GREATLAND	ADMIN-OPEN PO FOR SUPPLIES	400.00
291	P59007	21	310	UNRESTRICTED	CONSOLIDATED FABRICATORS CORP.	PHS-10 4-YARD FRONT LOAD WASTE BINS	5,258.20
292	P59007	35	310	NEW CONSTRUCTION-STATE SCHOOL FAC	CONSOLIDATED FABRICATORS CORP.	PHS-10 4-YARD FRONT LOAD WASTE BINS	5,258.20
293	P59008	21	310	UNRESTRICTED	TROXELL COMMUNICATIONS INC.	PHS-8 TV/VCR CARTS	742.50
294	P59008	35	310	NEW CONSTRUCTION-STATE SCHOOL FAC	TROXELL COMMUNICATIONS INC.	PHS-7 TV/VCR CARTS	742.50
295	P59009	21	310	UNRESTRICTED	OM WORKSPACE	PHS-CONFERENCE TABLE	384.63
296	P59009	35	310	NEW CONSTRUCTION-STATE SCHOOL FAC	OM WORKSPACE	PHS-CONFERENCE TABLE	384.61
297	P59010	21	310	UNRESTRICTED	ARROW RESTAURANT EQUIPMENT	PHS-5 STAINLESS STEEL WORKTABLES	2,101.13
298	P59010	35	310	NEW CONSTRUCTION-STATE SCHOOL FAC	ARROW RESTAURANT EQUIPMENT	PHS-5 STAINLESS STEEL WORKTABLES	2,101.12
299	P59011	21	310	UNRESTRICTED	SAMMONS PRESTON ROYLAN	PHS-EQUIPMENT FOR SPECIAL ED CLASSRMS	3,182.48
300	P59011	35	310	NEW CONSTRUCTION-STATE SCHOOL FAC	SAMMONS PRESTON ROYLAN	PHS-EQUIPMENT FOR SPECIAL ED CLASSRMS	3,182.44
301	P59012	21	310	UNRESTRICTED	COMMUNITY PLACINGS & RIFTON	PHS-EQUIPMENT FOR SPECIAL ED CLASSRMS	2,165.81
302	P59012	35	310	NEW CONSTRUCTION-STATE SCHOOL FAC	COMMUNITY PLACINGS & RIFTON	PHS-EQUIPMENT FOR SPECIAL ED CLASSRMS	2,165.74
303	P59015	35	310	NEW CONSTRUCTION-STATE SCHOOL FAC	RIVERSIDE CO. RECORD	EC-LEGAL AD FALCON RM KITCHEN	234.68
304	P59018	03	500	UNRESTRICTED	SOUTH COAST AIR QUALITY	MOT-ANNUAL EMISSION FEES	432.44
305	P59019	03	115	DISCRETIONARY	AWARDS BY IMAGINE IT	IA-SKILLS DAY RIBBONS	323.25
306	P59021	40	500	UNRESTRICTED	PRESS ENTERPRISE COMPANY	FAC PLAN-LEGAL AD PARKING LOT ADDITIONS	725.40
307	P59022	14	500	DEFERRED MAINTENANCE APPORTIONMEN	FERGUSON ENTERPRISES	MAINT-PLUMBING FIXTURES	687.55
308	P59024	03	200	DISCRETIONARY	RIVERSIDE CO. SHERIFFS DEPT.	JMS-SECURITY FOR 8TH GRADE PROMOTION	207.34

283	P.O.'s over \$200	\$	726,713.02
93	P.O.'s NOT over \$200	\$	6,005.14
376	TOTAL PURCHASE ORDERS	\$	732,718.16

RECOMMEND APPROVAL: Shelia Z. Casper 7/21/05
Director of Centralized Support Services

JURUPA UNIFIED SCHOOL DISTRICT

2005/2006 Revised Budget

(Governor's Adopted Budget)
Combined

Description	Account Codes	2005/06 Projected	2005/06 Revised	Projected Difference
A. REVENUES				
1) Revenue Limit Sources	8010 - 8099	105,373,768	105,605,249	231,481
2) Federal Revenues	8100 - 8299	15,132,844	15,132,844	0
3) Other State Revenues	8300 - 8599	19,244,653	19,244,653	0
4) Other Local Revenues	8600 - 8799	8,072,212	8,072,212	0
5) TOTAL REVENUES		147,823,477	148,054,958	231,481
B. EXPENDITURES				
1) Certificated Salaries	1000 - 1999	76,693,417	76,693,417	0
2) Classified Salaries	2000 - 2999	20,790,800	20,790,800	0
3) Employee Benefits	3000 - 3999	26,384,270	25,117,643	(1,266,627)
4) Books & Supplies	4000 - 4999	11,944,360	11,944,360	0
5) Services, Other Exp.	5000 - 5999	11,014,634	11,014,634	0
6) Capital Outlay	6000 - 6999	280,007	280,007	0
7) Other Outgo	7100 - 7299 7400 - 7499	174,829	174,829	0
8) Dir. Supp./Ind. Costs	7300 - 7399	(290,114)	(290,114)	0
9) TOTAL EXPENDITURES		146,992,203	145,725,576	(1,266,627)
C. EXCESS (DEFIC.) OF REVENUES		831,274	2,329,382	1,498,108
OVER EXPEND.				
D. OTHER FINANCING SOURCES/USES				
1) Interfund Transfers				
a) Transfers In	8910 - 8929	498,000	498,000	0
b) Transfers Out	7610 - 7629	1,872,421	1,872,421	0
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		(1,374,421)	(1,374,421)	0

Description	Account Codes	2005/06 Projected	2005/06 Revised	Projected Difference
E. NET INC. (DEC.) IN		(543,147)	954,961	1,498,108
FUND BALANCE				
F. FUND BALANCE, RESERVES				
1) Beginning Balance				
a) As of July 1 - Unaud.	9791	9,461,518	9,461,518	0
b) Audit Adjust.	9793	0	0	0
c) As of July 1, Aud.				
e) Net Beginning Bal.		9,461,518	9,461,518	0
2) Ending Balance, June 30		8,918,371	10,416,479	1,498,108
Components of Ending Fund Balance				
a) Reserved Amounts				
Revolving Cash	9711	2,500	2,500	0
Stores	9712	277,772	277,772	0
Prepaid Expend.	9713	0	0	0
Other	9719	0	0	0
Gen. Reserve(EC 42124)	9730	0	0	0
Legally Restricted	9740	52,242	52,242	0
b) Designated Amounts				
Desig. for				
Economic Uncertainties	9770	4,465,939	4,427,940	(37,999)
Designated For -				
School Oper. Supply Alloc. C/O	9780	0	0	0
Capital Projects		0	0	0
Restricted Carryover		469,463	469,463	0
		0	0	0
c)Unapprop. Amt.	9790	3,650,455	5,186,562	1,536,107
REQUIRED RESERVE (3 %)		4,465,939	4,427,940	(37,999)
OVER/(SHORT) REQUIRED RESERVE		0	0	(0)

JURUPA UNIFIED SCHOOL DISTRICT

2005/2006 Revised Budget

(Governor's Adopted Budget)
Unrestricted

Description	Account Codes	2005/06 Projected	2005/06 Revised	Projected Difference
A. REVENUES				
1) Revenue Limit Sources	8010 - 8099	101,562,410	101,793,891	231,481
2) Federal Revenues	8100 - 8299	596,273	596,273	0
3) Other State Revenues	8300 - 8599	8,731,324	8,731,324	0
4) Other Local Revenues	8600 - 8799	378,611	378,611	0
5) TOTAL REVENUES		111,268,618	111,500,099	231,481
B. EXPENDITURES				
1) Certificated Salaries	1000 - 1999	62,858,797	62,858,797	0
2) Classified Salaries	2000 - 2999	12,262,573	12,262,573	0
3) Employee Benefits	3000 - 3999	20,183,467	18,916,840	(1,266,627)
4) Books & Supplies	4000 - 4999	1,751,405	1,751,405	0
5) Services, Other Exp.	5000 - 5999	6,118,771	6,118,771	0
6) Capital Outlay	6000 - 6999	0	0	0
7) Other Outgo	7100 - 7299 7400 - 7499	165,856	165,856	0
8) Dir. Supp./Ind. Costs	7300 - 7399	(943,959)	(943,959)	0
9) TOTAL EXPENDITURES		102,396,910	101,130,283	(1,266,627)
C. EXCESS (DEFIC.) OF REVENUES		8,871,708	10,369,816	1,498,108
OVER EXPEND.				
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	0
3) Contrib. to Rest. Pgm.	8980 - 8999	(6,677,925)	(6,677,925)	0
4) TOTAL OTHER FIN. SOURCES/USES		(6,677,925)	(6,677,925)	0

Description	Account Codes	2005/06 Projected	2005/06 Revised	Projected Difference
E. NET INC. (DEC.) IN FUND BALANCE		2,193,783	3,691,891	1,498,108
F. FUND BALANCE, RESERVES				
1) Beginning Balance				
a) As of July 1 - Unaud.	9791	6,672,346	6,672,346	0
b) Audit Adjust.	9793	0	0	0
c) As of July 1, Aud.		6,672,346	6,672,346	0
e) Net Beginning Bal.		6,672,346	6,672,346	0
2) Ending Balance, June 30		8,866,129	10,364,237	1,498,108
Components of Ending Fund Balance				
a) Reserved Amounts				
Revolving Cash	9711	2,500	2,500	0
Stores	9712	277,772	277,772	0
Prepaid Expend.	9713			
Other	9719			
Gen. Reserve(EC 42124)	9730			
Legally Restricted	9740			
b) Designated Amounts				
Desig. for				
Economic Uncertainties	9770	4,465,939	4,427,940	(37,999)
Designated For -				
School Oper. Supply Alloc. C/O	9780	0		
Capital Projects				
Restricted Carryover		469,463	469,463	0
c)Unapprop. Amt.	9790	3,650,455	5,186,562	1,536,107

JURUPA UNIFIED SCHOOL DISTRICT

2005/2006 Revised Budget

(Governor's Adopted Budget)
Restricted

Description	Account Codes	2005/06 Projected	2005/06 Revised	Projected Difference
A. REVENUES				
1) Revenue Limit Sources	8010 - 8099	3,811,358	3,811,358	0
2) Federal Revenues	8100 - 8299	14,536,571	14,536,571	0
3) Other State Revenues	8300 - 8599	10,513,329	10,513,329	0
4) Other Local Revenues	8600 - 8799	7,693,601	7,693,601	0
5) TOTAL REVENUES		36,554,859	36,554,859	0
B. EXPENDITURES				
1) Certificated Salaries	1000 - 1999	13,834,620	13,834,620	0
2) Classified Salaries	2000 - 2999	8,528,227	8,528,227	0
3) Employee Benefits	3000 - 3999	6,200,803	6,200,803	0
4) Books & Supplies	4000 - 4999	10,192,955	10,192,955	0
5) Services, Other Exp.	5000 - 5999	4,895,863	4,895,863	0
6) Capital Outlay	6000 - 6999	280,007	280,007	0
7) Other Outgo	7100 - 7299 7400 - 7499	8,973	8,973	0
8) Dir. Supp./Ind. Costs	7300 - 7399	653,845	653,845	0
9) TOTAL EXPENDITURES		44,595,293	44,595,293	0
C. EXCESS (DEFIC.) OF REVENUES OVER EXPEND.		(8,040,434)	(8,040,434)	0
D. OTHER FINANCING SOURCES/USES				
1) Interfund Transfers				
a) Transfers In	8910 - 8929	498,000	498,000	0
b) Transfers Out	7610 - 7629	1,872,421	1,872,421	0
2) Other Sources/Uses				
a) Sources	8930 - 8979			0
b) Uses	7630 - 7699			0
3) Contrib. to Rest. Pgm.	8980 - 8999	6,677,925	6,677,925	0
4) TOTAL OTHER FIN. SOURCES/USES		5,303,504	5,303,504	0

Description	Account Codes	2005/06 Projected	2005/06 Revised	Projected Difference
E. NET INC. (DEC.) IN		(2,736,930)	(2,736,930)	0
FUND BALANCE				
F. FUND BALANCE, RESERVES				
1) Beginning Balance				
a) As of July 1 - Unaud.	9791	2,789,172	2,789,172	0
b) Audit Adjust.	9793	0	0	0
c) As of July 1, Aud.		2,789,172	2,789,172	0
e) Net Beginning Bal.		2,789,172	2,789,172	0
2) Ending Balance, June 30		52,242	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	52,242	52,242	0
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			

Jurupa Unified School District
4850 Pedley Road
Riverside, CA 92509

Resolution #2006/02

**RESOLUTION OF THE BOARD OF EDUCATION
OF THE JURUPA UNIFIED SCHOOL DISTRICT**

WHEREAS, the Board of Education recognizes the need to maintain up-to-date and suitable materials to support the educational process for students in the district; and

WHEREAS, the Board recognizes its responsibility to ensure that students' instructional needs are met with appropriate materials; and

WHEREAS, quantities of instructional materials currently classified as obsolete are stored in the schools; and

WHEREAS, these materials, K-6 Science textbooks published in 1994, have been designated as obsolete for one of the following reasons: (1) they are not on the state-adopted list and waiver for continued use is not on file, (2) the terminal date of Board approval has expired, (3) the materials are inaccurate, inconsistent, or out-of-date, or (4) the materials are no longer suitable for students use because of deterioration such as missing, torn, or dirty pages;

NOW, THEREFORE, the Board declares its intent to dispose of obsolete instructional materials in the sequence described in its adopted Policy 6204.

Adopted the 1st day of August 2005

John Chavez, President

Sam D. Knight, Clerk

Date of Board Meeting: August 1, 2005

Information: _____

Action: X

Jurupa Adult Education Program 2005-06

The following is the Adult Education Program recommended for the 2005-06 school year. All courses in this program have been previously approved by the Board of Education.

ENGLISH AS A SECOND LANGUAGE

English as a Second Language is designed for the non-English or limited-English Speaking student. Emphasis is placed on speaking and understanding English.

Level	Instructor	Days	Time	Location	Credit/Fee
0	TBA	M-Th	4:00 - 6:00 p.m.	Learning Center	None
0	TBA	M-Th	6:00 - 9:00 p.m.	Learning Center	None
1	TBA	M-Th	6:00 - 9:00 p.m.	Learning Center	None
2	TBA	M-Th	6:00 - 9:00 p.m.	Learning Center	None
3-6	TBA	T-Th	6:00 - 9:00 p.m.	Learning Center	None
0-3	TBA	MW	12:00-2:00 p.m.	Rubidoux Community Resource Center	None
0-3	TBA	TTh	9:00 - 11:00 a.m.	Riverside Community Resource Center	None

(Additional course offerings depending on enrollment will be offered at other sites and locations to support district demand)

CITIZENSHIP

Instructor	Days	Time	Location	Credit/Fee
TBA	MW	6:00 – 9:00 p.m.	Learning Center	None

(Other classes will be offered based on student demand)

COMPUTERS

This course will offer hands-on instruction in basic computer use, data processing, beginning/intermediate word processing, literacy, software applications, and introduction to the Internet. Courses will be offered in 4-6 week modules based on student experience and ability.

Instructor	Days	Time	Location	Credit/Fee
TBA	TBA	TBA	TBA	No/TBA

GENERAL STUDIES

Designed for students who want to work at their own speed. Class format will include discussion and teacher presentations, as well as individual study. Students may choose to enroll in one or more of the subjects listed. This program is recommended for those people wishing to earn a high school diploma or prepare for the GED test. The number of credits issued is dependent on course content.

English Review	Math Review	Art
English 1	General Math, Basic	Photography
English 2	Algebra	Math Electives
English 3	Geometry	English Electives
English 4	Business Math	Social Studies Electives
Life Science	U. S. History	Electives
Physical Science	U. S. Government	
Earth Science	World History	GED Test Preparation
	Economics	Test Preparation

Instructor	Days	Time	Location	Credit/Fee
Radovich, John	TWTh	6:00 - 9:00 p.m.	Learning Center	Yes/None
Thompson, Pat	M	6:30 - 8:30 p.m.	Learning Center	Yes/None
Cushing, Donn	W	6:00 - 9:00 p.m.	Learning Center	Yes/None
Nevarez, Hugo	TTh	6:00 - 9:00 p.m.	Learning Center	Yes/None

ADULTS WITH DISABILITIES

Designed to help students with social adjustment, independent living skill management, self-care, shopping skills, nutrition, reading, mathematics, social studies, physical fitness, and arts and crafts.

Instructor	Days	Time	Location	Credit/Fee
Reinalda, David	M-F	1:00 - 4:00 p.m.	Vista Pacifica	None

OLDER ADULTS - HISTORICAL/CURRENT PERSPECTIVES

This course is designed to increase older adults awareness of changes occurring in the world by stimulating critical thinking and expression of opinions by exploring international, state and local current affairs.

Instructor	Days	Time	Location	Credit/Fee
Bowers, Susan	MF	2:00 - 3:00 p.m.	Encore Senior Living	None
	R	1:00 - 2:00 p.m.	Pleasant Care	None
Brown-Sisler, Vera	T	9:30 - 10:30 a.m.	Mt. Rubidoux	None
Fox, Georgette	M	10:00 - 11:00 a.m.	Mt. Rubidoux	None
	T	10:00 - 11:00 a.m.	Vista Pacifica	None
Montoya, Joyce	WF	9:00 - 10:00 a.m.	Pleasant Care	None
	TR	9:00 - 10:00 a.m.	Encore Senior Living	None

OLDER ADULTS - MUSIC APPRECIATION

This course is designed to increase the ability of older adults to communicate through participation in group activities in music and to provide cultural music enrichment and appreciation of music, literature, and historical aspects of our musical background and heritage as well as those of other countries.

Instructor	Days	Time	Location	Credit/Fee
Fox, Georgette	W	3:00 - 4:00 p.m.	Mt. Rubidoux	None
Montoya, Joyce	WF	2:30 - 3:30 p.m.	Pleasant Care	None
	T	2:30 - 3:30 p.m.	Encore Senior Living	None

OLDER ADULTS - ARTS AND CRAFTS

This course offers older adults opportunities to enhance creative skills by learning to use a variety of materials and techniques to produce self-satisfying and expressive creative projects..

Instructor	Days	Time	Location	Credit/Fee
Bowers, Susan	MF	3:00 - 4:00 p.m.	Encore Senior Living	None
	MF	10:00 - 11:00 a.m.	Encore Senior Living	None
	T	2:00 - 3:00 p.m.	Pleasant Care	None
	TR	1:00 - 2:00 p.m.	Pleasant Care	None
Fox, Georgette	M	11:00 - 12:00 a.m.	Mt. Rubidoux	None
	W	2:00 - 3:00 p.m.	Vista Pacifica	None

OLDER ADULTS - ORAL AND WRITTEN COMMUNICATIONS

This course is designed to encourage and provide older adults to record in writing their life experiences and develop an awareness and appreciation of the different forms of writing, i.e. prose, short stories, articles.

Instructor	Days	Time	Location	Credit/Fee
Bowers, Susan	MF	9:00 - 10:00 a.m.	Encore Senior Living	None
	T	10:00 - 11:00 a.m.	Pleasant Care	None
	TR	9:00 - 10:00 a.m.	Pleasant Care	None
Montoya, Joyce	WF	10:00 - 11:00 a.m.	Pleasant Care	None
	TR	10:00 - 11:00 a.m.	Encore Senior Living	None

OLDER ADULTS - PHYSICAL AND HEALTH ABILITIES

This course is designed to use a variety of skills, both mental and physical, to provide older adult opportunities for social interaction, personal growth and leisure skills.

Instructor	Days	Time	Location	Credit/Fee
Brown-Sisler, Vera	T	10:30 - 11:30 a.m.	Mt. Rubidoux	None

PARENTING

Parent education programs will be provided throughout the district. Exact schedules and staff will be established based on need and location of the program.

FOREIGN LANGUAGE IN THE WORKPLACE (SPANISH)

Designed for those in the business community who want to communicate more effectively with their Spanish-speaking clients. Students will learn basic Spanish vocabulary and language structure used in the context of business transactions and customer service.

Instructor	Days	Time	Location	Credit/Fee
TBA	TBA	TBA	TBA	No/TBA

CONSUMER AWARENESS/HOME ARTS - UPHOLSTERING

Tearing down and rebuilding furniture; selection and safe use of hand tools, material and equipment; includes cutting, sewing refilling, tacking, paneling, restyling, and refinishing. Students use their own furniture as projects. Instruction for beginning, intermediate and advanced students. Projects must be approved by instructor.

Instructor	Days	Time	Location	Credit/Fee
Hansen, Vickie	M	9:00 – 1:00 p.m.	Annex	No/\$80.00
	T	6:00 – 10:00 p.m.	Annex	(Older Adults)

LEASE PURCHASE PROGRAM REGULATIONS

MAXIMUM ALLOWABLE FEES

The school district, as Owner, is expected to negotiate an agreement with the CM firm which is most favorable to the owner with regard to compensation for their professional service, within the maximum fee allowed. The fee must be commensurate with the service provided after execution of the CM contract. Agreement by the district to pay the minimize the cost of the project. The amount of the maximum allowable fees is dependent upon scope, type, and duration of services but cannot exceed the maximum allowable fees without meaningful negotiations is not in keeping with the district's obligation to following schedules:

Maximum Schedule for Construction Management Fees (Combined Pre-Construction and Construction Phases)

1. Eight percent of any portion of the first five hundred thousand dollars of the computed building cost of the project.
2. Seven and one-half percent of any portion of the next five hundred thousand dollars of the computed building cost of the project.
3. Seven percent of any portion of the next one million dollars of the computed building cost of the project.
4. Six percent of any portion of the next four million dollars of the computed building cost of the project.
5. Five percent of any portion of the next four million dollars of the computed building cost of the project.
6. Four percent of any portion of the computed building cost of the project in excess of ten million dollars.

The computed building cost shall be the final building allowance less savings determined at bid approval. No additional fees will be allowed for change orders.

In no event may the calculated fee determined in the schedule above exceed the following:

- 50 percent for pre-construction services that include the bidding phase.
- 37 and 1/2 percent for pre-construction services that do not include the bidding phase.
- 50 percent for the construction phase, that does not include the bidding phase.
- 62 and 1/2 percent for the construction phase that includes the bidding phase.

The calculation of the estimated fee may be made utilizing estimates of the building cost prior to the development of the final allowance by the OLA. The fee is a reduction in the Building Allowance for the project. The final adjustment in the estimated fee will be made at bid time to reflect the actual maximum allowable Building Cost.

Pre-Construction fees will be released at Phase P approval. Construction phase fees will be released at Bid approval.

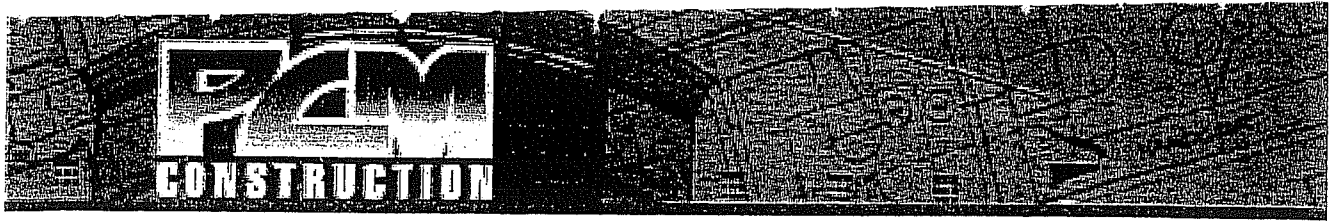
COST ALLOWANCES NEW CONSTRUCTION) AND MODERNIZATION

This Policy shall not cause the cost of a new construction Lease/Purchase project to exceed the cost standards established by the SAB.

The final building cost will include CM fees and costs of general conditions.

To obtain project savings the following will be required:

1. Require all bids in all bid package categories (all trades) to be opened at the same date and time thereby prohibiting the staggering of bids. (Growth only)



Why PCM Construction

Why Paul C. Miller Construction for Jurupa Unified School District

- PCM has extensive knowledge of the Project, currently we are working on our 5th and 6th prototype school with HCA Inc.
- Local presence – Our Corporate Office is located 10 miles away from the Jurupa Unified School Districts office.
- PCM has an established relationship with the Districts Architect, HCA Inc.
- Proven Performance; all of our projects are completed on time and within budget.
- PCM has experienced staff ready to start your project. Our Superintendent has built the proposed project twice and will be available for the project.
- Department of Justice– All PCM employees have been fingerprinted.
- Reduced fee schedule resulting in substantial savings:

	O.P.S.C Sliding Scale	OPSC %	Fee Total	PCM %	PCM Est. Fee	J.U.S.D Est. Savings
The First	\$ 500,000.00	8%	\$ 40,000.00	5%	\$ 25,000.00	\$ 15,000.00
The Next	\$ 500,000.00	7.5%	\$ 37,500.00	5%	\$ 25,000.00	\$ 12,500.00
The Next	\$ 1,000,000.00	7%	\$ 70,000.00	5%	\$ 50,000.00	\$ 20,000.00
The Next	\$ 4,000,000.00	6%	\$ 240,000.00	5%	\$ 200,000.00	\$ 40,000.00
The Next	\$ 4,000,000.00	5%	\$ 200,000.00	5%	\$ 200,000.00	\$ -
The Final	\$ 5,000,000.00	4%	\$ 200,000.00	4%	\$ 200,000.00	\$ -
Total	\$ 15,000,000.00		\$ 787,500.00		\$ 700,000.00	\$ 87,500.00

G.C. 4.5% x 15M = \$675,000

Jurupa Unified School District

Personnel Report #3

August 1, 2005

Regular Assignment

Intern Teacher	Mr. Alfonso Barrientos 1140 N. Towne Ave. Claremont, CA 91711	Eff. September 2, 2005 Intern Single Subject Science w/ SB 2042
Counselor	Ms. Karina Becerra-Murillo 2657 W. Torrey Pine Rd. San Bernardino, CA 92407	Eff. August 29, 2005 Professional Clear PPS School Counseling
Teacher	Ms. Christine Brandt 1601 Barton Rd. #3407 Redlands, CA 92373	Eff. September 2, 2005 Preliminary Multiple • Subject w/ SB 2042
Teacher	Ms. Cara Bullard 16210 Constable Rd. Riverside, CA 92504	Eff. September 2, 2005 Preliminary Multiple Subject w/ SB 2042
Teacher	Ms. Vanessa Douty 17612 Glen Hallow Way Riverside, CA 92504	Eff. September 2, 2005 Professional Clear Single Subject Social Science w/ CLAD
Teacher	Ms. Malyndi Estrada 600 Central Ave. #396 Riverside, CA 92507	Eff. September 2, 2005 Professional Clear Multiple Subject w/ CLAD
Teacher	Ms. Martha Estrella-Gutierrez 7605 Leucite Ave. Rancho Cucamonga, CA 91730	Eff. September 2, 2005 Preliminary Multiple Subject w/CLAD
Intern Moderate/ Severe Teacher	Mr. Stephen Fox 4080 Pedley Rd. #220 Riverside, CA 92509	Eff. September 2, 2005 Intern Moderate/Severe
Teacher	Ms. Linda Frei 9352 Hawthorne Ave. Riverside, CA 92503	Eff. September 2, 2005 Professional Clear Multiple Subject w/ CLAD
Teacher	Ms. Jennifer Haushalter 677 California Dr. Claremont, CA 91711	Eff. September 2, 2005 Professional Clear Multiple Subject

Personnel Report #3

CERTIFICATED PERSONNEL

Regular Assignment

Teacher	Ms. Amber Jimenez 885 St. James Dr. Corona, CA 92882	Eff. September 2, 2005 Preliminary Multiple Subject w/ SB 2042
Teacher	Ms. Kelly Keprios 3804 Ferntower Ave. West Covina, CA 91792	Eff. September 2, 2005 Preliminary Multiple Subject w/ CLAD
Teacher	Mr. Steve Tae Ho Kong 6196 Kirk St. Riverside, CA 92506	Eff. September 2, 2005 Preliminary Multiple Subject w/ SB 2042
Teacher	Ms. Jennifer Lester 12451 Vivienda Ave. Grand Terrace, CA 92313	Eff. September 2, 2005 Preliminary Multiple Subject w/ AB 1059
Teacher	Ms. Kristin Lucas 18400 Cahle Lane Perris, CA 92570	Eff. September 2, 2005 Preliminary Multiple Subject w/ AB 1059
Teacher	Ms. Marcia McVey 3880 Rosewood Pl. Riverside, CA 92506	Eff. September 2, 2005 Professional Clear Multiple Subject w/ AB 1059
Teacher	Ms. Lydia Morimoto-Glass 661 E. Birch St. #C Brea, CA 92821	Eff. September 2, 2005 Professional Clear Multiple Subject w/ CLAD
Teacher	Mr. Rigoberto Olasaba 3700 Quartz Canyon Rd. #100 Riverside, CA 92509	Eff. September 2, 2005 Preliminary Single Subject English w/ AB 1059
Teacher	Mr. William Patterson 6060 Promontory Ln. Riverside, CA 92506	Eff. September 2, 2005 Professional Clear Single Subject Physical Education W/ Supp. General Science
Teacher	Ms. Debbie Ramirez 4748 Brentwood Ave. Riverside, CA 92506	Eff. September 2, 2005 Preliminary Multiple Subject w/ CLAD
Intern Teacher	Ms. Elizabeth Rountree 8030 Martingale Dr. Riverside, CA 92509	Eff. September 2, 2005 Intern Single Subject English

Personnel Report #3

CERTIFICATED PERSONNEL

Regular Assignment

Teacher	Ms. Debra Tucker 7157 Idyllwild Ln. Riverside, CA 92503	Eff. September 2, 2005 Preliminary Multiple Subject w/ AB 1059
50% TSA Coach	Ms. Rose Vilchez 3336 Valencia Hill Dr. Riverside, CA 92507	Eff. September 2, 2005 Professional Clear Multiple Subject w/ CLAD
Teacher	Mr. Thomas Warner 2191 Pacific Ave. Costa Mesa, CA 92627	Eff. September 2, 2005 Professional Clear Multiple Subject w/ AB 1059
Teacher	Ms. Kelly Watt 9264 Meadow Rd. Riverside, CA 92509	Eff. September 2, 2005 Professional Clear Multiple Subject w/ AB 1059
Teacher	Mr. Greer Wayland 1564 Pelham Pl. Riverside, CA 92506	Eff. September 2, 2005 Preliminary Multiple Subject w/ SB 2042

Change of Assignment

Teacher	Ms. Felician Brown 7025 Austin Ct. Riverside, CA 92503	Eff. July 1, 2005 From 100% to 60%
From Teacher To Resource Teacher	Ms. Kristie Burson 1322 College Ave. Redlands, CA 92374	Eff. July 1, 2005
From Intern to Regular Probationary	Ms. Patricia DeSantos 17318 Emerald Lake Ct. Riverside, CA 92503	Eff. July 1, 2005
Teacher	Ms. Michelle Johnson 8431 Roxy Circle Riverside, CA 92508	Eff. July 1, 2005 From 100% to 60%
Teacher	Ms. Debbie Lucio 12746 Colonnade Dr. Rancho Cucamonga, CA 91739	Eff. July 1, 2005 From 100% to 40%
From Resource Specialist to SDC Teacher	Ms. Laurie Ludwig 6762 Burnside Ct. Riverside, CA 92504	Eff. July 1, 2005

Personnel Report #3

CERTIFICATED PERSONNEL

Change of Assignment

Psychologist	Ms. Esther Marquez 3951 Ashwood Circle Corona, CA 92881	Eff. July 1, 2005 From 100% to 50%
Teacher	Ms. Claudia Vasquez 8765 Cartilla Ave. Alta Loma, CA 91701	Eff. July 1, 2005 From 40% to 100%

Extra Compensation Assignment

Administrative Services; provide home hospital instruction; July 2005 through June 2006; not to exceed 5 hours per week each; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; not to exceed \$135,000 total.

Ms. Lana Bannon	Ms. Deobrah Bennett	Mr. Giovanni Bernier
Ms. Helen Blanco	Ms. Cheryl Boyce	Ms. Heather Broda
Ms. Lisa Brown	Mr. Al Butler	Ms. Keri Colgan
Mr. Libbern Cook	Ms. Farrah Crane	Ms. Josephine Curile
Ms. Kara Davis	Ms. Kristin DeFrance	Mr. John Demor
Mr. Maria Escobar	Ms. Connie Finazzo	Mr. Chris Franz
Ms. Ilsa Garza-Gonzalez	Ms. Deborah George	Ms. Michelle Gleason
Mr. Gary Golden	Ms. Maudie Gooden	Ms. Nina Gonzales
Ms. Colleen Griggs	Mr. Rick Grogan	Ms. Irasema Guzman
Ms. Marcy Hale	Mr. Dave Hansen	Ms. Gabrielle Hansley
Ms. Julie Herman	Ms. Dolores Hernandez	Ms. Heather Heun
Ms. Felician Horner	Mr. Jeff Jacobs	Mr. Tim Jones
Mr. Tim Kleveno	Ms. Diana Martinez	Mr. Peter McGowan
Mr. Jason McMains	Ms. Cynthia Miller	Mr. Hugo Nevarez
Mr. Rigoberto Olazaba	Ms. Pasqualita Olguin	Ms. Nanette Prince
Mr. John Radovich	Ms. Dawn Rector	Ms. Danielle Richardson
Ms. Latressa Richmond	Ms. Christy Rizzo	Ms. Jennifer Robson
Ms. Carol Schiefer	Ms. Mary Schissler	Mr. Craig Sevey
Ms. Cindy Shuler	Mr. Larry Sturm	Mr. John Taylor
Ms. Brooke Thompson	Ms. Krista Vasta	Ms. Sarah Vigrass
Ms. Kelly Weakly		

Administrative Services; provide home hospital instruction; July 2005 through June 2006; not to exceed 11 hours per week; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$19,085 total.

Ms. Lana Bannon

Personnel Report #3

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Administrative Services; provide Saturday school instruction; July 2005 through June 2006; not to exceed 4 hours per week each; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$41,400 total.

Mr. Bobbie Arterberry	Mr. Joe Beloni	Mr. Giovanni Bernier
Ms. Barbara Boatwright	Mr. Andrew Carey	Ms. Josefina Castro
Ms. Kathy Clark	Ms. Traci Coffelt	Mr. Danny Cornejo
Ms. Kara Davis	Ms. Kristin DeFrance	Ms. Kelly Dodd
Mr. Earl Edwards	Mr. Sean Edwards	Ms. Shelley Edwards
Ms. Lynda Finch	Mr. Chris Franz	Ms. Paula Goldberg
Ms. Mindy Gould	Mr. Rick Grogan	Mr. Dave Hansen
Ms. Beverly Hedin	Ms. Gabrielle Hensley	Mr. Art Huerta
Mr. Jeff Huerta	Mr. Jeff Jacobs	Ms. Nancy Jenkins
Mr. Tim Jones	Mr. Paul Kumamoto	Ms. Judy Lynch
Ms. Diana Martinez	Ms. Janet McClellan	Mr. Peter McGowan
Ms. Tammy Patterson	Ms. Sherine Patton	Mr. Victor Patton
Ms. Traci Payo	Ms. Julie Paul	Ms. Dawn Rector
Ms. Cindy Shuler	Ms. Judy Smith	Mr. Jim Smyth
Mr. Doug Stevens	Mr. John Taylor	Ms. Brooke Thompson
Mr. Pat Thompson		

Categorical Services; attend summer ELO staff development day; June 23, 2005; not to exceed 7 hours each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$46,944 total.

Ms. Sandi Amatriain	Ms. Cheryl Boyce	Ms. Josefina Castro
Ms. Linda Goedhart	Ms. Dolores Hernandez	Ms. Nancy Jenkins
Ms. Shawnette Bukarau	Ms. RaeAnn Magnon	Mr. Doug Stevens
Ms. Terri Stevens	Ms. Roxanne Winemiller	Ms. Suzanne Wong
Mr. Russ Orwig	Mr. John Allen	Ms. Dani Anderson
Ms. Janet Garcia-Hudson	Ms. Theresa Hoag-Allen	Ms. Alice Cornejo
Ms. Amy Foody	Ms. Irasema Guzman	Ms. Elva Silva
Mr. Greg Alexander III	Ms. Suzanne Ali	Ms. Amber Alkire
Ms. Sandra Allen	Ms. Britta Anderson	Ms. Jacquelyn Andrews
Ms. Mabel Armenta	Ms. Patricia Balteria	Ms. Lana Bannon
Ms. Irma Beach	Mr. Jim Beckley	Ms. Deb Bennett
Ms. Laura Berkeley	Mr. Giovanni Bernier	Ms. Jamey Bettencourt
Mr. Barry Brandon	Ms. Gloria Bravo-Carmona	Ms. Heather Broda
Ms. Lori Brown	Mr. Tom Buchanan	Ms. Gloria Cabrera
Ms. Carol Camacho	Ms. Veronica Capata	Ms. Michelle Castaneda
Ms. Shauna Cauchon	Ms. Lori Clays	Ms. Michelle Clines
Mr. Mike Cloke	Ms. Traci Coffelt	Mr. Harrison Cole
Ms. Lisa Cook	Ms. Lorayne Corcoran	Mr. Daniel Cornejo
Ms. Farrah Crane	Ms. Shawna Crawford	Mr. Ron Crawford
Mr. Tim Crider	Ms. Nancy Croxton	Ms. Connie Dam
Ms. Linda Daniels	Ms. Kara Davis	Mr. Paul Defoe
Ms. Kristen DeFrance	Ms. Kristy Doty	Ms. Nicole Douty
Ms. Lisa Dutra	Ms. Katherine Edmond	Mr. Andrew Elliott
Ms. Debbie England	Ms. Evelyn English	Ms. Elena Escobar
Ms. Lynda Finch	Ms. Toni Fletcher	Ms. Lupe Flint
Mr. Billy Gong	Ms. Lorena Fong	Ms. Tanya Fontes
Mr. Wayne Fowler	Mr. Jon Franz	Ms. Josefina Gamez
Mr. Alex Garcia	Mr. Ralph Garcia	Ms. Maria Garcia

Personnel Report #3

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Categorical Services; attend summer ELO staff development day; June 23, 2005; not to exceed 7 hours each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$46,944 total. (CONTINUED)

Ms. Kathlyn Garcia	Ms. Michelle Gardner	Ms. Lisa Gladchuk
Ms. Paula Goldberg	Mr. John Gonzalez	Ms. Karen Gotschall
Ms. JoAnn Greeley	Ms. Pamela Grethen	Ms. Tracy Grogan
Ms. Terry Hainsworth	Mr. Gordon Hannon	Mr. Dave Hansen
Ms. Irma Hartsock	Ms. Vicki Hawkins	Ms. Julie Herman
Mr. Andrew Hernandez	Mr. Jarrod Hesler	Ms. Nichole Howard
Mr. Art Huerta	Ms. Cynthia Johnson	Ms. Ginger Jones
Ms. Penelope Joven	Ms. Cynthia Karner	Ms. Florestine Kent
Ms. Janice Kidd	Ms. Dana Kruckenberg	Mr. Charles Lantz
Ms. Marci Lee	Ms. Shelley Levers	Ms. Nancy Liverman
Mr. Charles Loving	Ms. Michelle Maisel	Ms. Elisa Martin
Ms. Anita Martinez	Ms. Deborah Maynor-Cedarhol	Ms. Sabrina McCaskill
Ms. Barbara McNutt	Ms. Antonia Mercado	Mr. Bob Mercer
Ms. Shelli Miller	Mr. Rudy Monge	Ms. Melissa Montoya
Ms. Amber Mooney	Ms. Rebecca Muehlig	Mr. Eric Myers
Mr. Jeffrey Norman	Mr. Rigoberto Olasaba	Mr. Alejandro Ortiz
Ms. Valerie Othon	Ms. Dinah Palagi	Ms. Kim Parker
Ms. LaJuana Pate	Ms. Tammy Patterson	Ms. Sherine Patton
Mr. Victor Patton	Mr. David Payne	Ms. Michelle Pearse
Ms. Jackie Pederson	Ms. Kathleen Perez	Ms. Terese Pisarik
Mr. Dan Poelstra	Mr. Daniel Porcu	Ms. Jennifer Porter
Ms. Donna Prince	Ms. Nanette Prince-Egetter	Ms. Nadia Qaqish
Mr. Jose Ramirez	Ms. Kristin Regua	Ms. Suzanne Rentfro
Ms. Sara Reynolds	Ms. Francine Rice-Laabs	Ms. Danielle Richardson
Ms. Susan Ridder	Ms. Laurie Riemer	Ms. Sandra Roberson
Ms. Marilyn Robinson	Ms. Maria Rodriguez-Nunez	Ms. Esther Ruvalcaba
Ms. Mayra Sanchez	Mr. Hector Sanchez	Ms. Maria Saucedo
Ms. Mary Schissler	Mr. Brian Shaffer	Ms. Jene Shuler
Ms. Cindy Shuler	Ms. Amelia Shuler	Mr. Basil Slaymaker
Ms. Duryea Smith-Carney	Mr. James Smyth	Ms. Carolyn Snow
Ms. DeAnna Soccio	Mr. David Solorio	Ms. Janine Stewart
Mr. John Taylor	Mr. Brooke Thompson	Ms. Nenoise Trotter
Mr. Dennis Turner	Ms. Sally Valente	Ms. Patricia Valle-Sanchez
Ms. Elizabeth VandenRaadt	Ms. June VanGenuchten	Ms. Norma Velasquez
Ms. Nancy Velasquez	Ms. Sarah Vigrass	Mr. John Vigrass
Ms. Zoe Washburn	Ms. Rachel Weeks	Ms. Sandra West
Ms. Annika White	Ms. Cindy White	Mr. Christopher Woodside
Ms. Jacqueline Zamora	Mr. Carl Zitek	Ms. Carole Zuloaga

Categorical Services; principals and assistant principals for summer ELO; July 1, 2005 through August 12, 2005; not to exceed 4.6 hours per day; appropriate daily rate of pay; Funding Source: FELO/SELO program; \$60,404 total.

Mr. Gary Dixon	Ms. Cindy Freeman	Ms. Victoria Jobe
Ms. Michelle Johnson	Mr. Walt Lancaster	Ms. Laura May
Mr. Stanley Rowland		

Personnel Report #3

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Categorical Services; kindergarten and first grade summer ELO staff; July 8, 2005 through August 11, 2005; not to exceed 4.6 hours per day each; appropriate hourly rate of pay; Funding Source: Pupil Retention Block Grant; \$147,648 total.

Ms. Britta Anderson	Ms. Lana Bannon	Ms. Irma Beach
Ms. Michelle Clines	Ms. Lorayne Corcoran	Ms. Shawna Crawford
Ms. Paula Goldberg	Ms. Karen Gotschall	Ms. Tracy Grogan
Ms. Penelope Joven	Ms. Janice Kidd	Ms. Deborah Maynor-Cedarhol
Ms. Melissa Montoya	Mr. Daniel Porcu	Ms. Jennifer Porter
Ms. Laurie Riemer	Ms. Elizabeth VandenRaadt	Ms. Norma Velasquez
Ms. Sandra West	Ms. Suzanne Ali	Ms. Sandra Allen
Mr. Jim Beckley	Ms. Connie Dam	Ms. Lupe Flint
Ms. Lorena Fong	Ms. Tanya Fontes	Ms. Irma Hartsock
Ms. Cynthia Johnson	Ms. Shelley Levers	Ms. Elisa Martin
Ms. Tammy Patterson	Ms. Kathleen Perez	Ms. Esther Ruvalcaba
Ms. Maria Saucedo	Ms. Amelia Shuler	Ms. Janine Stewart
Ms. Patricia Valle-Sanchez		

Categorical Services; 2nd through 5th grade summer ELO staff; July 8, 2005 through August 11, 2005; not to exceed 4.6 hours per day each; appropriate hourly rate of pay; Funding Source: FELO/SELO program; \$291,307 total.

Ms. Jacquelyn Andrews	Ms. Mabel Armenta	Ms. Patricia Balteria
Ms. Laura Berkeley	Mr. Giovanni Bernier	Ms. Jamey Bettencourt
Mr. Barry Brandon	Ms. Gloria Bravo-Carmona	Ms. Heather Broda
Ms. Lori Brown	Mr. Tom Buchanan	Ms. Carol Camacho
Ms. Michelle Castaneda	Ms. Shauna Cauchon	Ms. Lisa Cook
Mr. Daniel Cornejo	Ms. Farrah Crane	Mr. Tim Crider
Ms. Kara Davis	Mr. Paul Defoe	Ms. Kristen DeFrance
Ms. Kristy Doty	Ms. Nicole Douty	Mr. Andrew Elliott
Ms. Debbie England	Ms. Elena Escobar	Ms. Maria Garcia
Ms. Terry Hainsworth	Ms. Vicki Hawkins	Ms. Julie Herman
Ms. Nichole Howard	Ms. Ginger Jones	Ms. Florestine Kent
Mr. Charles Lantz	Ms. Nancy Liverman	Ms. Charles Loving
Ms. Michelle Maisel	Ms. Sabrina McCaskill	Ms. Barbara McNutt
Mr. Bob Mercer	Ms. Shelli Miller	Mr. Alejandro Ortiz
Ms. Dinah Palagi	Ms. Kim Parker	Ms. Sherine Patton
Ms. Michelle Pearse	Ms. Donna Prince	Ms. Kristin Regua
Ms. Suzanne Rentfro	Ms. Francine Rice-Laabs	Ms. Sandra Roberson
Ms. Mayra Sanchez	Mr. Hector Sanchez	Ms. Jene Shuler
Ms. Cindy Shuler	Mr. Basil Slaymaker	Ms. James Smyth
Ms. Carolyn Snow	Ms. DeAnna Soccio	Mr. John Taylor
Ms. Brooke Thompson	Ms. Nenoise Trotter	Ms. Sally Valente
Ms. June VanGenuchten	Ms. Nancy Velasquez	Ms. Sarah Vigrass
Mr. John Vigrass	Ms. Zoe Washburn	Ms. Annika White
Ms. Cindy White	Ms. Jacqueline Zamora	Mr. Carl Zitek
Ms. Carole Zuloaga		

Personnel Report #3

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Categorical Services; 6th through 8th grade summer ELO staff; July 8, 2005 through August 11, 2005; not to exceed 4.6 hours per day each; appropriate hourly rate of pay; Funding Source: FELO/SELO program; \$267,363 total.

Mr. Greg Alexander	Ms. Amber Alkire	Ms. Valerie Baule
Ms. Deb Bennett	Ms. Gloria Cabrera	Ms. Veronica Capata
Ms. Lori Clays	Mr. Mike Cloke	Ms. Traci Coffelt
Mr. Harrison Cole	Ms. Lindsey Cortes	Mr. Ron Crawford
Ms. Nancy Croxton	Ms. Lisa Dutra	Ms. Katherine Edmond
Ms. Evelyn English	Ms. Lynda Finch	Ms. Toni Fletcher
Mr. Billy Fong	Mr. Wayne Fowler	Mr. Jon Franz
Ms. Josefina Gamez	Mr. Alex Garcia	Mr. Ralph Garcia
Ms. Kathlyn Garcia	Ms. Michelle Gardner	Ms. Lisa Gladchuk
Mr. John Gonzalez	Ms. JoAnn Greeley	Ms. Pamela Grethen
Mr. Gordon Hannon	Mr. Dave Hansen	Mr. Andrew Hernandez
Mr. Jarrod Hesler	Ms. Heather Heun	Mr. Art Huerta
Ms. Cynthia Karner	Ms. Dana Kruckenberg	Ms. Marci Lee
Ms. Antonia Mercado	Mr. Rudy Monge	Ms. Amber Mooney
Ms. Rebecca Muehlig	Mr. Eric Myers	Mr. Jeffrey Norman
Mr. Rigoberto Olazaba	Ms. Valerie Othon	Ms. LaJuana Pate
Mr. Victor Patton	Mr. David Payne	Ms. Jackie Pederson
Ms. Terese Pisarik	Mr. Dan Poelstra	Ms. Nanette Prince-Egetter
Ms. Nadia Qaqish	Mr. Jose Ramirez	Ms. Sara Reynolds
Ms. Danielle Richardson	Ms. Susan Ridder	Ms. Maria Rodriguez-Nunez
Ms. Mary Jonal Schissler	Mr. Brian Shaffer	Ms. Duryea Smith-Carney
Mr. David Solorio	Mr. Dennis Turner	Ms. Rachel Weeks
Mr. Christopher Woodside		

Categorical Services; teachers on special assignment for summer ELO; July 1, 2005 through August 12, 2005; not to exceed 4.6 hours per day; appropriate hourly rate of pay; Funding Source: FELO/SELO program; \$64,327 total.

Ms. Sandi Amatriain	Ms. Cheryl Boyce	Ms. Josefina Castro
Ms. Linda Goedhart	Ms. Irasema Guzman	Ms. Dolores Hernandez
Ms. Nancy Jenkins	Ms. Shawnette Bukarau	Ms. RaeAnn Magnon
Mr. Doug Stevens	Ms. Terri Stevens	Ms. Roxanne Winemiller
Ms. Suzanne Wong		

Education Services; development of grade level Focus Wall materials to support implementation of Houghton Mifflin reading program; June 2005; not to exceed 46.5 hours total; appropriate hourly rate of pay; Funding Source: Title II- Teacher Quality; \$1,567 total.

Ms. Sandra Amatriain

Education Services; development of grade level Focus Wall materials; June 2005; not to exceed 46.5 hours total; appropriate hourly rate of pay; Funding Source: Title II- Teacher Quality; \$1,567 total.

Ms. Diana Ochoa

Personnel Report #3

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Education Services; development of aligned assessment for instructional program; July 10, 2005 through September 5, 2005; not to exceed 155 hours total; appropriate hourly rate of pay; Funding Source: Title II - Teacher Quality; \$5,223 total.

Ms. Virginia Huckaby

Education Services; provide supervision of summer school; July 1, 2005 through August 9, 2005; not to exceed 10 days; appropriate daily rate of pay; Funding Source: Unrestricted Resources; \$4,541 total.

Mr. Mike Chalmers

Education Technology; staff development for EETT competitive Grant participation; 2005-2006 school year; not to exceed 20 hours per month; appropriate hourly rate of pay; Funding Source: Enhancing Education through Technology; \$6,940 total.

Ms. Martha Estella Gutierrez

Language Services; assist with development of DELAC binders; July 18-29, 2005; not to exceed 70 hours total; appropriate hourly rate of pay; Funding Source: Title III-LEP; \$2,429 total.

Ms. Jessie Alaniz

Language Services; provide support with summer school, report cards, CELD accountability; June 23-30, 2005, July 5-7, 2005, August 12, 2005 through September 7, 2005; not to exceed 8 hours each day; appropriate hourly rate of pay; Funding Source: Title III-LEP; \$7,725 total.

Ms. Irasema Guzman

Language Services; attend summer school training on Shining Star instructional materials; June 27, 2005; not to exceed 2 hours each; appropriate hourly rate of pay; Funding Source: Title II-LEP; \$416 total.

Ms. Nanette Prince-Egetter	Ms. Nancy Croxton	Ms. Toni Fletcher
Mr. Victor Patton	Ms. Lisa Levine-Perkins	Mr. Jose Guillen

Language Services; attend Language Services meeting; June 21, 2005; not to exceed 1 hour each; appropriate hourly rate of pay; Funding Source: Title III-LEP; \$312 total.

Ms. Christine Jacobson	Ms. Arlene Stevens	Ms. Debbi England
Ms. Ann Marie Hershey	Ms. Michelle Gardner	Ms. Blanca Preciado-Diaz
Ms. Martha Rodriguez	Ms. Maria McCollum	Ms. Dana Kruckenberg

Personnel Report #3

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Language Services; summer school preparation and PLC training; June 2005 through September 2005; not to exceed 15 days; appropriate hourly rate of pay; Funding Source: Title III-LEP; \$4,164 total.

Ms. Alice Cornejo

Glen Avon Elementary; allow teachers opportunities for grade-level planning and training; 2005-2006 school year; not to exceed 429 hours; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$14,886 total.

Ms. Alanna Mitchell	Ms. Jonal Schissler	Ms. Pennie Wyrick
Ms. Denise Sanchez	Ms. Maralene Taylor	Mr. Daniel Porcu
Ms. Joyce Davis	Ms. Pam Kelley	Ms. Diane Ravelli
Ms. Ji Hong	Ms. Norma Coss-Gamboa	Ms. Julie Herman
Ms. Tammy Jardine	Ms. Kathy Schmalz	Mr. Basil Slaymaker
Ms. Cherie Gustafson	Ms. Sherry Mata	Mr. Bob Mercer
Ms. Corrine Ortiz	Mr. Brian Delameter	Ms. Anne Waldeck
Ms. Gabrielle Hensley	Ms. Sabrina McCaskill	Ms. Linita Simmons
Ms. Leslee Brandom	Ms. Heather Broda	Mr. John Taylor
Ms. Emily Terry	Ms. Lindsay Cortes	Ms. Farrah Crane
Ms. Michelle Gleason	Ms. Nina Gonzales	Mr. Jonathan Brubaker

Glen Avon Elementary; teachers to provide parent workshops; 2005-2006 school year; not to exceed 40 hours total; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$1,388 total.

Ms. Alanna Mitchell	Ms. Jonal Schissler	Ms. Pennie Wyrick
Ms. Denise Sanchez	Ms. Maralene Taylor	Mr. Daniel Porcu
Ms. Joyce Davis	Ms. Pam Kelley	Ms. Diane Ravelli
Ms. Ji Hong	Ms. Norma Coss-Gamboa	Ms. Julie Herman
Ms. Tammy Jardine	Ms. Kathy Schmalz	Mr. Basil Slaymaker
Ms. Cherie Gustafson	Ms. Sherry Mata	Mr. Bob Mercer
Ms. Corrine Ortiz	Mr. Brian Delameter	Ms. Anne Waldeck
Ms. Gabrielle Hensley	Ms. Sabrina McCaskill	Ms. Linita Simmons
Ms. Leslee Brandom	Ms. Heather Broda	Mr. John Taylor
Ms. Emily Terry	Ms. Lindsay Cortes	Ms. Farrah Crane
Ms. Michelle Gleason	Ms. Nina Gonzales	Mr. Jonathan Brubaker

Glen Avon Elementary; provide after school ELO instruction; 2005-2006 school year; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$20,000 total.

Ms. Alanna Mitchell	Ms. Jonal Schissler	Ms. Pennie Wyrick
Ms. Denise Sanchez	Ms. Maralene Taylor	Mr. Daniel Porcu
Ms. Joyce Davis	Ms. Pam Kelley	Ms. Diane Ravelli
Ms. Ji Hong	Ms. Norma Coss-Gamboa	Ms. Julie Herman
Ms. Tammy Jardine	Ms. Kathy Schmalz	Mr. Basil Slaymaker
Ms. Cherie Gustafson	Ms. Sherry Mata	Mr. Bob Mercer
Ms. Corrine Ortiz	Mr. Brian Delameter	Ms. Anne Waldeck
Ms. Gabrielle Hensley	Ms. Sabrina McCaskill	Ms. Linita Simmons
Ms. Leslee Brandom	Ms. Heather Broda	Mr. John Taylor
Ms. Emily Terry	Ms. Lindsay Cortes	Ms. Farrah Crane
Ms. Michelle Gleason	Ms. Nina Gonzales	Mr. Jonathan Brubaker

Personnel Report #3

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Granite Hill Elementary; provide pre-assessment testing for incoming kindergarten students; August 30 & 31, 2005; not to exceed 6 hours each; appropriate hourly rate of pay; Funding Source: title I Basic Grants Low Income; \$1,249 total.

Ms. Felician Brown-Horner
Ms. Laurie Riemer

Ms. Lorena Fong
Ms. Caren Wittkop

Ms. April Hodgkins-Jacobson

Granite Hill Elementary; provide preparation time for program evaluations and reviews; August 11 & 12, 2005; not to exceed 8 hours total; appropriate hourly rate of pay; Funding Source: School & Library Improvement Block Grant; \$278 total.

Ms. Steve Santiago

Granite Hill Elementary; plan and implement professional development for staff; August 15-19, 2005; not to exceed 40 hours per week each; appropriate hourly rate of pay; Funding Source: School & Library Improvement Block Grant; \$2,776 total.

Ms. April Hodgkins-Jacobson

Ms. Debbie Ramirez

Ina Arbuckle Elementary; provide extra time for IEP meetings that extend past the regular workday; 2005-2006 school year; appropriate hourly rate of pay; Funding Source: Special Education; \$694 total.

Ms. Britta Anderson
Ms. Jacque Smith

Ms. Nancy Cadiente

Mr. Larry Sturm

Ina Arbuckle Elementary; provide extra time for IEP meetings that extend past the regular workday; 2005-2006 school year; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$5,379 total.

Ms. Norma Velasquez
Ms. Martha Molina
Ms. Adriana Flores
Ms. Sofia McCarthy
Ms. Bertha Fletes
Ms. June VanGenuchten
Mr. Jason Atkinson
Ms. Nancy Summers
Mr. Timothy Crider
Ms. Jodie Nichols
Ms. Debbie Toten

Ms. Gisele Helfand
Ms. Gloria Morales
Ms. Connie Dam
Ms. Beth VandenRaadt
Ms. Karen Garinger
Ms. Jackie Andrews
Ms. Wendy Thornton
Ms. Gloria Cabrera
Ms. Raeona Dies
Ms. Sally Quintana

Ms. Carmen Mendez
Ms. Tracy Bratton-Kloss
Ms. Silvana Diaz
Ms. Mabel Armenta
Ms. Nancy Velasquez
Ms. Josefina Gamez
Ms. Kate Jardine
Ms. Leona Williams
Ms. Cathe Giles
Ms. Nanette Prince

Pacific Avenue Elementary; provide kindergarten orientation; August 30, 2005; not to exceed 2 hours each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$278 total.

Ms. Janice Kidd
Ms. Shirley Minnick

Ms. Judee Pronovost

Ms. Tanya Fontes

Personnel Report #3

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Pacific Avenue Elementary; provide professional development inservices and meetings; September 2005 through June 2006; not to exceed 300 hours total; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$10,410 total.

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

Pacific Avenue Elementary; prepare Houghton Mifflin instructional materials for the 2005-2006 school year; July & August 2005; not to exceed 40 hours; appropriate hourly rate of pay; Funding Source: Title I - SAIT; \$1,388 total.

Ms. AnnMarie Hershey

Pacific Avenue Elementary; conduct conferences with parents of at-risk students; January-March, 2006; not to exceed 143 hours total; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$4,962 total.

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

Pacific Avenue Elementary; provide kindergarten testing; August 31, 2005 & September 1, 2005; not to exceed 6 hours each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$833 total.

Ms. Janice Kidd	Ms. Judee Pronovost	Ms. Tanya Fontes
Ms. Shirley Minnick		

Personnel Report #3

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Peralta Elementary; attend training for full implementation of adopted programs; August 15-19, 2005; not to exceed 40 hours each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$38,864 total.

Ms. Robyn Anderson	Ms. Geri Beld	Ms. Caroline Carson
Ms. Lori Clays	Ms. Andrea Cole	Ms. Tiffany Coleman
Ms. Danah Collier	Ms. Lisa Cook	Ms. Julia Delameter
Ms. Barbara Flores	Ms. Carisa Hernandez	Ms. Carolyn Hoggard
Ms. Rosemary Hunt	Ms. Jacki Johnson	Ms. Michelle Johnson
Ms. Torrie King	Ms. Debbie Lucio	Ms. Kathy Mason
Ms. Lindsey Mason	Ms. Melody Mills	Ms. Becky Muehlig
Mr. Mike Nelson	Ms. Rebecca Ramos	Ms. Alexandra Rangel
Ms. Angela Vanderhorst	Mr. Greer Wayland	Ms. Linda Webb

Rustic Lane Elementary; extra duty compensation for the 2005-2006 school year; appropriate annual rate of pay; Funding Source: Unrestricted Resources; \$405 total.

Ms. Gloria Arredondo

Rustic Lane Elementary; attend AB 466 training; August 15-19, 2005; not to exceed 5 days each; appropriate hourly rate of pay; Funding Source: No Child Left Behind; \$867 total.

Ms. Erin Adams-Juennen	Ms. Elisa Martin	Ms. Angela Reid
Ms. Michelle Hesse	Ms. Julia Hong	

Rustic Lane Elementary; provide inservices and resources for teachers to assist in student learning; September 1, 2005 through June 30, 2006; not to exceed 20 hours each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$24,984 total.

Ms. Erin Adams-Kuennen	Ms. Annika Anderson-White	Ms. Gloria Arredondo
Ms. Kim Bargas	Ms. Kathie Blakley	Ms. Gloria Bravo-Carmona
Ms. Donia Briones	Mr. Danile Brooks	Ms. Tanya Coats
Ms. Sharidy Cunningham	Mr. John Dawson	Ms. Patricia Dawson
Ms. Evelyn English	Ms. Maylinda Estrada	Ms. Kathlyn Garcia
Ms. Julia Hong	Mr. Brian Henry	Mr. Luis Hernandez
Ms. Mary Kahlefent	Ms. Tasha Landrus	Ms. Judy Lynch
Ms. Elisa Martin	Ms. Lydia Morimoto	Ms. Tammy Patterson
Ms. Leticia Rangel	Ms. Angela Reid	Ms. Latressa Richmond
Ms. Jennifer Robson	Ms. Alicia Romero	Ms. Debra Sanchez
Ms. Duryea Smith-Carney	Ms. Julie Sontag	Ms. Tiffany Taylor
Ms. Debra Tucker	Mr. John Vigrass	Mr. Thomas Warner
Ms. Carole Zuloaga		

Rustic Lane Elementary; participate in professional development activities; August 22, 2005 through June 30, 2006; not to exceed 50 hours total; appropriate hourly rate of pay; Funding Source: School & Library Improvement Block Grant; \$1,735 total.

Mr. John Allen

Personnel Report #3

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Rustic Lane Elementary; staff to participate in professional development and training; August 24-26, 2005; not to exceed 6 hours per day each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$8,744 total.

Mr. Daniel Brooks	Ms. Tanya Coats	Ms. Sharidy Cunningham
Ms. Tasha Landrus	Ms. Lydia Morimoto	Ms. Diana Ochoa
Ms. Leticia Rangel	Ms. Alicia Romero	Ms. Julie Sontag
Ms. Tiffany Taylor	Ms. Debra Tucker	Ms. Rose Vilchez
Mr. Thomas Warner		

Stone Avenue Elementary; facilitate after school GATE program; September 2005 through October 2005; not to exceed 8 hours; appropriate hourly rate of pay; Funding Source: Gifted and Talented Education; \$318 total.

Mr. Daniel Olguin

Mira Loma Middle School; attend AB 466 training; August 15-19, 2005; not to exceed 40 hours; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$1,388 total.

Ms. Martha Estrella

Jurupa Valley High School; attend summer school informational meeting; June 20, 2005; not to exceed 1 hour each; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$1,685 total.

Mr. Chuck Armenta	Mr. Joe Beloni	Ms. Jennele Benson
Mr. Andrew Carey	Mr. Ray Casteneda	Ms. Jennifer Chamberlin
Mr. Eric Chavez	Mr. Landon Dean	Ms. Joan Dorn
Ms. Kelly Dodd	Mr. Mark Gard	Mr. Gary Golden
Mr. Dan Goldsmith	Ms. Dawn Goldsmith	Mr. Robert Green
Mr. Charles Guzman	Mr. Jay Hakomaki	Mr. Trent Hansen
Mr. Nate Hass	Ms. Ann Hwang	Ms. Krista Jones
Mr. Michael Jordon	Ms. Victoria Kelly	Mr. Chris Kimball
Mr. Brady Kocher	Ms. Kelly Krockner	Mr. Joshua Lewis
Mr. Ed Luna	Ms. Kelly McArdle	Mr. Pete McGowan
Ms. Brenda Nowak	Ms. Manuela Ortiz	Mr. Stephen Pennington
Ms. Lisa Perkins	Mr. George Ramos	Mr. Gareth Richards
Mr. Chuck Riggs	Ms. Andrea Ruiz	Mr. Mark Saugstad
Mr. Ric Slagle	Mr. Vince Tieri	Mr. Charles Townsend
Mr. Allen Umbarger	Mr. Rick Vasquez	Mr. Paul Wakefield
Mr. Dan Weatherford	Mr. William Pine	Mr. Mack White
Ms. Jeni Williams	Mr. Jimmy Zhen	

Jurupa Valley High School; enroll student in summer school and ensure proper placement; June 27, 2005 & July 18, 2005; not to exceed 2 days each; appropriate daily rate of pay; Funding Source: Unrestricted Resources; \$1,924 total.

Ms. Onie Castillo

Mr. Ernie Garcia

Ms. Lisa Obershaw-Durham

Personnel Report #3

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Jurupa Valley High School; design and build class schedules for the 2005-2006 school year; July 18-29, 2005; not to exceed 3 days each; appropriate daily rate of pay; Funding Source: Unrestricted Resources; \$3,455 total.

Ms. Onie Castillo

Mr. Ernie Garcia

Mr. Kevin Harrison

Jurupa Valley High School; provide support for SAIT review; July 1, 2005 through September 7, 2005; not to exceed 30 days each; appropriate hourly rate of pay; Funding Source: School Assistance & Intervention Team; \$12,492 total.

Ms. Dawn Goldsmith

Ms. Terry Foltz

Jurupa Valley High School; set up new boards for master schedule; June 6 & 7, 2005; not to exceed 4 hours total; appropriate hourly rate of pay; Funding Source: Discretionary- Allocations; \$139 total.

Mr. Gareth Richards

Rubidoux High School; assist students in summer school registration; June 22-28, 2005; not to exceed 10 hours; appropriate daily rate of pay; Funding Source: FELO/SELO program; \$347 total.

Mr. Bobbie Arterberry

Learning Center; attend CBET teacher meeting; June 10, 2005; not to exceed 1.5 hours each; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; \$468 total.

Ms. Jodi Archibald

Ms. Kristy Bonsangue

Ms. Melissa Bope

Ms. Lucia Chavez

Ms. Josefina Gamez

Ms. Cassandra Lemus

Ms. Michelle Maisel

Ms. Andrea Roe

Ms. Luz Salazar

Learning Center; work with and supervise expelled students; June 27, 2005 through August 5, 2005; not to exceed 8 hours per week; appropriate hourly rate of pay; Funding Source: Community Day School; \$1,666 total.

Mr. Hugo Nevarez

Learning Center; provide summer session Adult Education instruction; June 27, 2005 through August 4, 2005; not to exceed 26 hours total; appropriate hourly rate of pay; Funding Source: Adult Education Apportionment; \$876 total.

Mr. John Zorn

Personnel Report #3

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Learning Center; assist with STEPS program; June 27, 2005 through August 5, 2005; not to exceed 5 hours per week; appropriate hourly rate of pay; Funding Source: Community Day School; \$1,041 total.

Ms. Lenore Boykin

Learning Center; develop Language Arts curriculum for Independent Study program; June 27, 2005 through August 5, 2005; not to exceed 40 hours total; appropriate hourly rate of pay; Funding Source: Title II- Teacher Quality; \$1,388 total.

Ms. Kathryn McSkimming

Nueva Vista High School; attend summer school preparation meeting; June 10, 2005; not to exceed 1 hour; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$34 total.

Ms. Mariann Vetrhus

Leave of Absence

Teacher 50%	Ms. Wendy Holder 37757 Alder Ct. Murrieta, CA 92562	Maternity Leave June 2, 2005 through June 22, 2005 with use of sick leave.
Teacher 60%	Ms. Candy Stamps 6045 Del Ray Ct. Riverside, CA 92506	Unpaid Special Leave July 1, 2005 through June 30, 2006 without compensation, health and welfare benefits or increment advancement.

Resignation

Resource Specialist	Mr. Mike Cloke 8031 Ralston Pl. Riverside, CA 92508	Eff. July 11, 2005
Teacher	Ms. Briana Delva 4 Martino Ladera Ranch, CA 92694	Eff. August 4, 2005
Teacher	Ms. Janice DeSpain 28275 Rawlings Rd. Hemet, CA 92544	Eff. July 2, 2005

Personnel Report #3

CERTIFICATED PERSONNEL

Resignation

Teacher	Ms. Pamela Holden 425 Walnut Ave. Redlands, CA 92373	Eff. July 18, 2005
Teacher	Mr. Garth Jensen 11216 Jurupa Rd. Mira Loma, CA 91752	Eff. July 15, 2005
SDC Teacher	Mr. Randon Jesser 5280 Appleton St. Riverside, CA 92504	Eff. June 6, 2005
Teacher	Ms. Sharon Thompson 30333 Mira Loma Dr. Temecula, CA 92509	Eff. July 20, 2005

Return From Leave Of Absence

Behavior Specialist 50%	Ms. Michelle Murray 1604 Longhorn Way Norco, CA 92860	Eff. July 1, 2005
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Substitute Assignment

Teacher	Ms. Malyndi Estrada 600 Central Avenue #396 Riverside, CA 92507	As needed Multiple Subject
Teacher	Mr. Michael Stewart 8027 Whitney Dr. Riverside, CA 92509	As needed Emergency 30-Day Permit

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Categorical Services; summer ELO staff; July 1, 2005 through August 12, 2005; not to exceed 5 hours per day each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$3,000 total.

Campus Supervisor	Mr. Damon Drake
Campus Supervisor	Mr. Geoffrey Gorham
Campus Supervisor	Mr. Juan Hernandez
Campus Supervisor	Ms. Vicki Umscheid

Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Categorical Services; attend summer ELO staff development day; June 23, 2005; not to exceed 7 hours each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$1,508 total.

Translator Clerk Typist	Ms. Anna Arias
Secretary	Ms. Audrey Catt
Secretary	Ms. Laurie Cobb
Secretary	Ms. Kathy Grogan
Translator Clerk Typist	Ms. Maria Morfin
Translator Clerk Typist	Ms. Kathleen Reynoso
Secretary	Ms. Michelle Rivera
Translator Clerk Typist	Ms. Sandi Rodriguez
Translator Clerk Typist	Ms. Rita Sanchez
Secretary	Ms. Alice Scott
Secretary	Ms. Sandy Shammass
Translator Clerk Typist	Ms. Cecilia Silvas
Secretary	Ms. Angle Wollam

Categorical Services; summer ELO staff; July 11, 2005 through August 10, 2005; not to exceed 23 days each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$8,446 total.

Health Care Aide	Ms. Stella Hurtado
Health Care Aide	Ms. Karen Kendrick
Health Care Aide	Ms. Lana Maley
Health Care Aide	Ms. Nicole McDowell
Health Care Aide	Ms. Sherrie Stoddard
Health Care Aide	Ms. Megan Striepeke

Categorical Services; summer ELO staff; July 1, 2005 through August 12, 2005; not to exceed 30 days each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$51,710 total.

Translator Clerk Typist	Ms. Anna Arias
Secretary	Ms. Audrey Catt
Secretary	Ms. Laurie Cobb
Secretary	Ms. Kathy Grogan
Translator Clerk Typist	Ms. Maria Morfin
Translator Clerk Typist	Ms. Kathleen Reynoso
Secretary	Ms. Michelle Rivera
Translator Clerk Typist	Ms. Sandi Rodriguez
Translator Clerk Typist	Ms. Rita Sanchez
Secretary	Ms. Alice Scott
Secretary	Ms. Sandy Shammass
Translator Clerk Typist	Ms. Cecilia Silvas
Secretary	Ms. Angle Wollam

Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Categorical Services; summer ELO staff; August 1-4, 2005; not to exceed 4 days each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$3,120 total.

Bilingual Language Tutor	Ms. Jossie Dowling
Bilingual Language Tutor	Ms. Maria Franco
Bilingual Language Tutor	Ms. Maria Garcia
Bilingual Language Tutor	Ms. Revecca Gomez
Bilingual Language Tutor	Ms. Gloria Gonzalez
Bilingual Language Tutor	Ms. Lilia Guillen
Bilingual Language Tutor	Ms. Olga Halvorsen
Bilingual Language Tutor	Ms. Pam Juarez
Bilingual Language Tutor	Ms. Maria Martin
Bilingual Language Tutor	Ms. Anna Mota
Bilingual Language Tutor	Ms. Amelia Raya
Bilingual Language Tutor	Ms. Elsa Ruiz
Bilingual Language Tutor	Ms. Irma Sanchez
Bilingual Language Tutor	Ms. Kenya Zundel

Categorical Services; provide supervision for summer ALIAS program; June 27, 2005 through July 1, 2005; not to exceed 14 hours total; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$687 total.

Activity Supervisor	Ms. Barbara Dean
Activity Supervisor	Ms. Melinda Herrera
Activity Supervisor	Ms. Gail Isleib
Activity Supervisor	Ms. Emigdia Ojeda
Activity Supervisor	Ms. Rosa Pantoja
Activity Supervisor	Ms. Tammy Potts

Central Stores & Receiving; assist with summer deliveries; July 1, 2005 through September 7, 2005; not to exceed 8 hours per day; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$5,200 total.

Activity Supervisor	Mr. Mike Ursua
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Categorical Services; summer ELO staff; July 1, 2005 through August 12, 2005; not to exceed 30 days each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$3,120 total.

Activity Supervisor	Ms. Gloria Acosta
Activity Supervisor	Ms. Mary Almaguer
Activity Supervisor	Ms. Robin Anderko
Activity Supervisor	Ms. Lori Anderson
Activity Supervisor	Ms. Marie Arce
Activity Supervisor	Ms. Pam Bier
Activity Supervisor	Ms. Kara Caceres
Activity Supervisor	Ms. Beatrice Castillo
Activity Supervisor	Ms. Gail Chism
Activity Supervisor	Ms. Stephanie Christian
Activity Supervisor	Ms. Maria Cordero

Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Categorical Services; summer ELO staff; July 1, 2005 through August 12, 2005; not to exceed 30 days each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$3,120 total. (CONTINUED)

Activity Supervisor	Ms. Donna Cortez
Activity Supervisor	Ms. Linda Dalton
Activity Supervisor	Ms. Barbara Dean
Activity Supervisor	Ms. Ruthann DeRonda
Activity Supervisor	Ms. Margaret Dooley
Activity Supervisor	Ms. Rita Flores
Activity Supervisor	Ms. Susan Gonzales
Activity Supervisor	Ms. Kim Graf
Activity Supervisor	Ms. Melinda Herrera
Activity Supervisor	Ms. Nancy Iverson
Activity Supervisor	Ms. Soledad Lopez
Activity Supervisor	Ms. Candida Padilla
Activity Supervisor	Ms. Susie Perla
Activity Supervisor	Ms. Vicki Randle
Activity Supervisor	Ms. Irma Rangel
Activity Supervisor	Ms. Mary Jane Razook
Activity Supervisor	Ms. Carolyn Reyes
Activity Supervisor	Ms. Barbara Reyna
Activity Supervisor	Ms. Cynthia Rineer
Activity Supervisor	Ms. Bertice Roper
Activity Supervisor	Ms. Kristie Schwartz
Activity Supervisor	Ms. Christine Silva
Activity Supervisor	Ms. Marilyn Swearingen

Education Technology; assist with mailing of STAR test results; August 1, 2005 through August 30, 2005; not to exceed 40 hours each; appropriate hourly rate of pay; Funding Source: STAR Testing; \$1,024 total.

Instructional Aide	Ms. Tara Hardy
Health Care Aide	Ms. Brandi Stone

Education Technology; assist with set up of new library at Patriot High School; June 27, 2005 through July 20, 2005; not to exceed 16 hours total; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$244 total.

Clerk Typist	Ms. Sherri Stewart
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Education Technology; assist with summer work and required evaluation report; July 1, 2005 through August 25, 2005; not to exceed 2 hours per day; appropriate hourly rate of pay; Funding Source: Enhancing Education through Technology; \$1,226 total.

Library Technician	Ms. Gayla Gresham
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Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Head Start/Preschool Program; attend staff meetings, trainings, conferences; July 1, 2005 through June 30, 2006; not to exceed 120 hours each; appropriate hourly rate of pay; Funding Sources: Head Start & Child Development: State Preschool; \$22,259 total.

Preschool Teacher	Ms. Joan Jordon
Preschool Teacher	Ms. Sue Wooten
Preschool Teacher	Ms. Penny Kolb
Preschool Teacher w/ BA	Ms. Zenaida Amaro
Preschool Teacher w/ BA	Ms. Martha Myers
Preschool Teacher w/ BA	Ms. Iris McClatchy
Preschool Teacher w/ BA	Ms. Cindy Rodriguez
Preschool Teacher w/ BA	Ms. Deby Wasbotten
Preschool Teacher	Ms. Andrea Flores
Preschool Teacher	Ms. Tamara Collins
Preschool Teacher	Ms. Debi Provenzano
Preschool Teacher	Ms. Rikki Lightfoot
Preschool Teacher	Ms. Genia McKinney
Preschool Teacher	Ms. Helen Lejak
Preschool Teacher w/ BA	Ms. Narda Carter
Preschool Teacher w/ BA	Ms. Leslie Hettinger
Preschool Teacher	Ms. Debi Young
Preschool Teacher w/ BA	Ms. Patty Harrison
Preschool Teacher	Ms. Dee Bride

Head Start/Preschool Program; provide childcare and preparation work for School Readiness classes/workshops; September 2005 through June 2006; not to exceed 468 hours total; appropriate hourly rate of pay; Funding Source: School Readiness Program; \$10,000 total.

Instructional Aide	Ms. Sherry Ball
Activity Supervisor	Ms. Lorena Becerra
Activity Supervisor	Ms. Kara Caceres
Instructional Aide	Ms. Doreen Chavez
Instructional Aide	Ms. Patricia Contreras
Café Asst. II	Ms. Jerri Fogg
Instructional Aide	Mr. Donald Gentry
Activity Supervisor	Ms. Alice Gonzalez
Instructional Aide	Ms. Amanda Gutierrez
Activity Supervisor	Ms. Kathryn Kiggans
Activity Supervisor	Ms. Amalia Lujan
Activity Supervisor	Ms. Patricia Ortega
Instructional Aide HS/PS	Ms. Susan Randleman
Activity Supervisor	Ms. Mariann Rhoads
Activity Supervisor	Ms. Christine Silva
Health Care Aide	Ms. Megan Striepeke

Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Head Start/Preschool Program; provide additional support and preparation for Head Start/Preschool trainings, orientations and staff development; July 5-15, 2005; not to exceed 72 hours; appropriate hourly rate of pay; Funding Sources: Head Start & Child Development: State Preschool; \$1,249 total.

Secretary/Acct. Clerk Ms. Dora Martinez

Head Start/Preschool Program; provide School Readiness trainings/workshops; September 1, 2005 through June 30, 2006; not to exceed 1000 hours total; appropriate hourly rate of pay; Funding Source: School Readiness Program; \$26,372 total.

Preschool Teacher	Ms. Joan Jordon
Preschool Teacher	Ms. Sue Wooten
Preschool Teacher	Ms. Penny Kolb
Preschool Teacher w/ BA	Ms. Zenaida Amaro
Preschool Teacher w/ BA	Ms. Martha Myers
Preschool Teacher w/ BA	Ms. Iris McClatchy
Preschool Teacher w/ BA	Ms. Cindy Rodriguez
Preschool Teacher w/ BA	Ms. Deby Wasbotten
Preschool Teacher	Ms. Andrea Flores
Preschool Teacher	Ms. Tamara Collins
Preschool Teacher	Ms. Debi Provenzano
Preschool Teacher	Ms. Rikki Lightfoot
Preschool Teacher	Ms. Genia McKinney
Preschool Teacher	Ms. Helen Lejak
Preschool Teacher w/ BA	Ms. Narda Carter
Preschool Teacher w/ BA	Ms. Leslie Hettinger
Preschool Teacher	Ms. Debi Young
Preschool Teacher w/ BA	Ms. Patty Harrison
Preschool Teacher	Ms. Dee Bride

Head Start/Preschool Program; attend staff meetings, trainings, conferences; July 1, 2005 through June 30, 2006; not to exceed 120 hours each; appropriate hourly rate of pay; Funding Sources: Head Start & Child Development: State Preschool; \$23,129 total.

Instructional Aide HS/PS	Ms. Toni Gomez
Instructional Aide HS/PS	Ms. Victoria Samano
Instructional Aide HS/PS	Ms. Kristina Tolmack
Instructional Aide HS/PS	Ms. Teresa Contreras
Instructional Aide HS/PS	Ms. Alicia Morin
Instructional Aide HS/PS	Ms. Deana Alves
Instructional Aide HS/PS	Cassandra Jones
Instructional Aide HS/PS	Ms. Gail Chism
Instructional Aide HS/PS	Ms. Valerie DeLeon-Constantino
Instructional Aide HS/PS	Ms. Camille Becerra
Instructional Aide HS/PS	Ms. Ana Covarrubias
Instructional Aide HS/PS	Ms. Susan Randleman
Instructional Aide HS/PS	Ms. Pat Flores

Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Language Services; prepare for CELDT testing and input of data; July 2005; not to exceed 20 days each; appropriate hourly rate of pay; Funding Source: Economic Impact Aid - LEP; \$4,194 total.

Language Proficiency Evaluator	Ms. Myrna Alba
Language Proficiency Evaluator	Ms. Delma Kason
Language Proficiency Evaluator	Ms. Lydia Reese

Maintenance/Operations; assist with moves at various site throughout district; July 6, 2005 through September 2, 2005; not to exceed 8 hours per day; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$4,245 total.

Instructional Aide	Mr. Ryan Bailey
Campus Supervisor	Ms. Patti Hopson

Maintenance/Operations; assist with detailed summer cleaning; July 11, 2005 through August 19, 2005; not to exceed 8 hours per day each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$35,539 total.

Café Asst. II	Ms. Grisel Avila
Activity Supervisor	Ms. Sherrie Stoddard
Instructional Aide	Ms. Andrea McCarty
Bus Driver Special Students	Ms. April Corrales
Bus Driver	Ms. Leticia Alcantar
Café Asst. II	Ms. Rosa DelReal
Activity Supervisor	Ms. Cathy Mickey
Bus Driver	Ms. Elisa Alfaro
Bus Driver	Ms. Lucy Apaez
Activity Supervisor	Ms. Lorena Becerra
Activity Supervisor	Ms. Rita Prado
On Campus Detention Supervisor	Ms. Pat Abbott
Activity Supervisor	Ms. Rosanna Ursua
Café Asst. II	Ms. Rosalie Guerrero
Café Asst. II	Ms. Mercedes Aguirre
Activity Supervisor	Ms. Elvira Escamilla

Maintenance/Operations; stipend for hazardous materials responsibilities for the 2004-2005 school year; appropriate annual rate of pay; Funding Source: Routine Repair and Maintenance; \$500 total.

Painter	Mr. Ronald Ferrell
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Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Maintenance/Operations; assist with summer cleaning of roofs, concrete, portables; July 18, 2005 through August 31, 2005; not to exceed 8 hours per day each; appropriate hourly rate of pay; Funding Source: Routine Repair and Maintenance; \$12,838 total.

Custodian	Mr. Earl Armbruster
Custodian	Mr. Jonathan Ranabauer

Personnel Services; participate in negotiations taking place beyond work year; June 30, 2005; not to exceed 3.5 hours; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$48 total.

Bus Driver	Ms. Nicole Diaz
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Transportation; assist with entry of Trans Trek data; May 23, 2005 through September 8, 2005; not to exceed 8 hours per day each; appropriate hourly rate of pay; Funding Source: Transportation; \$20,706 total.

Activity Supervisor	Ms. Melinda Aguirre
Food Service Clerk	Ms. Socorro Martinez

Transportation; provide transportation for DSDR Summer school route; July 5-8, 2005; not to exceed 4 hours per day; appropriate hourly rate of pay; Funding Source: Transportation; \$364 total.

Bus Driver	Ms. Gloria James
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Glen Avon Elementary; assist with registration, parent workshops and special events; 2005-2006 school year; not to exceed 200 hours total; appropriate hourly rate of pay; Funding Sources: Title I Basic Grants Low Income & School & Library Improvement Block Grant; \$2,720 total.

Bilingual Language Tutor	Ms. Susan Carrera
Bilingual Language Tutor	Ms. Anna Mota
Bilingual Language Tutor	Ms. Elsa Ruiz
Instructional Aide	Ms. Linda Galvin
Instructional Aide	Ms. Anna Mota
Instructional Aide	Ms. Yvonne Barron
Instructional Aide	Ms. Andrea McCarty
Instructional Aide	Ms. Amanda Gutierrez
Instructional Aide/A.S.	Ms. Irma Rangle
Activity Supervisor	Ms. Melinda Aguirre
Activity Supervisor	Ms. Donna Cortez
Activity Supervisor	Ms. Tonya McLain
Activity Supervisor	Ms. Sherrie Stoddard

Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Glen Avon Elementary; assist with registration, parent workshops and special events; 2005-2006 school year; not to exceed 200 hours total; appropriate hourly rate of pay; Funding Sources: Title I Basic Grants Low Income & School & Library Improvement Block Grant; \$2,720 total.

Principal Secretary-Elementary	Ms. Sandy Shammass
Clerk Typist	Ms. Dona Hensley
Translator Clerk Typist	Ms. Linda Aguiar
Clerk Typist	Ms. Andrea McCarty
Health Care Aide	Ms. Sherrie Stoddard
Elementary Media Clerk	Ms. Rita Lang

Granite Hill Elementary; provide assistance with registration, school plan, student testing; August 22, 2005 through September 2, 2005; not to exceed 176 hours total; appropriate hourly rate of pay; Funding Sources: Title I Basic Grants Low Income & School & Library Improvement Block Grant; \$2,576 total.

Elementary Media Clerk	Ms. Shirley Gerwe
Translator Clerk Typist	Ms. Maria Cecilia Silvas
Clerk Typist	Ms. Jennifer Teagarden

Ina Arbuckle Elementary; provide after school extended learning opportunities to students at-risk; August 15, 2005 through June 23, 2006; not to exceed 1600 hours total; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$28,000 total.

Activity Supervisor	Ms. Marie Arce
Health Care Aide	Ms. Josefina Barron
Cafeteria Manager	Ms. Arminda Carrillo
Cafeteria Assistant	Ms. Darlene DeMello
Secty. Elem. & NVHS Princ.	Ms. Linda Chard
Instructional Aide	Ms. Marie Clemente
Translator Clerk Typist	Ms. Guadalupe Cuevas
Café Asst. III	Ms. Misty DeVore
Bilingual Language Tutor	Ms. Lourdes Espinosa
Instructional Aide	Ms. Lourdes Espinosa
Custodian	Ms. Vicky Freitag
Elementary Media Clerk	Ms. Sally Garibay
Custodian	Mr. William Gehrke
Activity Supervisor	Ms. Susan Gonzalez
Activity Supervisor	Ms. Kimberley Graf
Campus Supervisor	Mr. Juan Hernandez
Instructional Aide	Ms. Linda Hogarth
Activity Supervisor	Ms. Leticia Lopez
Bilingual Language Tutor	Ms. Leticia Lopez
Café Asst. II	Ms. Belinda McIntosh
Activity Supervisor	Ms. Melinda Herrera
Clerk Typist	Ms. Yolanda Ortega
Activity Supervisor	Ms. Annie Patino
Activity Supervisor	Ms. Maria Perez
Clerk Typist	Ms. Rosemary Perks
Head Custodian	Mr. Ron Pierce
Bilingual Language Tutor	Ms. Jessica Raya

Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Ina Arbuckle Elementary; provide after school extended learning opportunities to students at-risk; August 15, 2005 through June 23, 2006; not to exceed 1600 hours total; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$28,000 total. (CONTINUED)

Bilingual Language Tutor	Ms. Angelita Saldana
Bilingual Language Tutor	Ms. Victoria Samana
Instructional Aide HS/PS	Ms. Victoria Samana
Instructional Aide HS/PS	Ms. Kristina Tolmack
Computer Support Technician	Ms. Cody Woods
Instructional Aide	Ms. Debbie Vanderhagen

Ina Arbuckle Elementary; provide opportunities to participate in staff development to enhance job skills; August 15, 2005 through June 23, 2006; not to exceed 100 hours total; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$1,500 total.

Activity Supervisor	Ms. Marie Arce
Health Care Aide	Ms. Josefina Barron
Cafeteria Manager	Ms. Arminda Carrillo
Cafeteria Assistant	Ms. Darlene DeMello
Secty. Elem. & NVHS Princ.	Ms. Linda Chard
Instructional Aide	Ms. Marie Clemente
Translator Clerk Typist	Ms. Guadalupe Cuevas
Café Asst. III	Ms. Misty DeVore
Bilingual Language Tutor	Ms. Lourdes Espinosa
Instructional Aide	Ms. Lourdes Espinosa
Custodian	Ms. Vicky Freitag
Elementary Media Clerk	Ms. Sally Garibay
Custodian	Mr. William Gehrke
Activity Supervisor	Ms. Susan Gonzalez
Activity Supervisor	Ms. Kimberley Graf
Campus Supervisor	Mr. Juan Hernandez
Instructional Aide	Ms. Linda Hogarth
Activity Supervisor	Ms. Leticia Lopez
Bilingual Language Tutor	Ms. Leticia Lopez
Café Asst. II	Ms. Belinda McIntosh
Activity Supervisor	Ms. Melinda Herrera
Clerk Typist	Ms. Yolanda Ortega
Activity Supervisor	Ms. Annie Patino
Activity Supervisor	Ms. Maria Perez
Clerk Typist	Ms. Rosemary Perks
Head Custodian	Mr. Ron Pierce
Bilingual Language Tutor	Ms. Jessica Raya
Bilingual Language Tutor	Ms. Angelita Saldana
Bilingual Language Tutor	Ms. Victoria Samana
Instructional Aide HS/PS	Ms. Victoria Samana
Instructional Aide HS/PS	Ms. Kristina Tolmack
Computer Support Technician	Ms. Cody Woods
Instructional Aide	Ms. Debbie Vanderhagen

Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Ina Arbuckle Elementary; provide assistance as needed to support core curriculum to enhance student achievement; August 15, 2005 through June 23, 2006; not to exceed 200 hours total; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$3,000 total.

Activity Supervisor	Ms. Marie Arce
Health Care Aide	Ms. Josefina Barron
Cafeteria Manager	Ms. Arminda Carrillo
Cafeteria Assistant	Ms. Darlene DeMello
Secty. Elem. & NVHS Princ.	Ms. Linda Chard
Instructional Aide	Ms. Marie Clemente
Translator Clerk Typist	Ms. Guadalupe Cuevas
Café Asst. III	Ms. Misty DeVore
Bilingual Language Tutor	Ms. Lourdes Espinosa
Instructional Aide	Ms. Lourdes Espinosa
Custodian	Ms. Vicky Freitag
Elementary Media Clerk	Ms. Sally Garibay
Custodian	Mr. William Gehrke
Activity Supervisor	Ms. Susan Gonzalez
Activity Supervisor	Ms. Kimberley Graf
Campus Supervisor	Mr. Juan Hernandez
Instructional Aide	Ms. Linda Hogarth
Activity Supervisor	Ms. Leticia Lopez
Bilingual Language Tutor	Ms. Leticia Lopez
Café Asst. II	Ms. Belinda McIntosh
Activity Supervisor	Ms. Melinda Herrera
Clerk Typist	Ms. Yolanda Ortega
Activity Supervisor	Ms. Annie Patino
Activity Supervisor	Ms. Maria Perez
Clerk Typist	Ms. Rosemary Perks
Head Custodian	Mr. Ron Pierce
Bilingual Language Tutor	Ms. Jessica Raya
Bilingual Language Tutor	Ms. Angelita Saldana
Bilingual Language Tutor	Ms. Victoria Samana
Instructional Aide HS/PS	Ms. Victoria Samana
Instructional Aide HS/PS	Ms. Kristina Tolmack
Computer Support Technician	Ms. Cody Woods
Instructional Aide	Ms. Debbie Vanderhagen

Ina Arbuckle Elementary; preparation for school site programs and meetings; August 15, 2005 through June 30, 2006; not to exceed 450 hours total; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$6,743 total.

Clerk Typist	Ms. Rosemary Perks
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CLASSIFIED PERSONNEL

Activity Supervisor Ms. Emigdia Ojeda

Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Rustic Lane Elementary; provide information, resources and auxiliary services for students and parents; August 15-31, 2005 & September 2005 through June 2006; not to exceed 400 hours total; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$5,003 total.

Instructional Aide	Ms. Socorro Avila
Clerk Typist	Ms. Linda Byers
Bilingual Language Tutor	Ms. Ermelinda Cruz
Instructional Aide	Ms. Diana Martinez
Translator Clerk Typist	Ms. Ana Rodriguez

Sky Country Elementary; assist with school registration; August 22, 2005 through September 7, 2005; not to exceed 30 hours; appropriate hourly rate of pay; Funding Source: Discretionary - Allocations; \$300 total.

Instructional Aide	Ms. Shannon Cleland
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Sunnyslope Elementary; provide assistance to support supplemental programs and inventory materials; August 2005 through June 2006; not to exceed 1070 hours total; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$14,715 total.

Activity Supervisor	Ms. Lizetora Barnum
Elementary Media Clerk	Ms. Elizabeth Franks

West Riverside Elementary; provide assistance with registration; August 22-31, 2005; not to exceed 80 hours; appropriate hourly rate of pay; Funding Sources: Unrestricted Resources & Title I Basic Grants Low Income; \$979 total.

Translator Clerk Typist	Ms. Rita Sanchez
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Jurupa Middle School; complete discipline files for year end; June 27, 2005; not to exceed 4 hours total; appropriate hourly rate of pay; Funding Source: Discretionary - Allocations; \$100 total.

Secretary	Ms. Janet Dewhirst
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Mission Middle School; provide assistance during student and parent orientations; June 27- August 19, 2005; not to exceed 224 hours; appropriate hourly rate of pay; Funding Sources: Unrestricted Resources, Title I Basic Grants Low Income, School & Library Improvement Block Grant; \$3,762 total.

Secretary	Ms. Pamela Whitman
Clerk Typist	Ms. Michelle Sanchez
Campus Supervisor	Ms. Christa Huerta
Campus Supervisor	Ms. Patti Hopson

Personnel Report #3

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Jurupa Valley High School; provide assistance for registration of new and returning students; August 1, 2005 through September 7, 2005; not to exceed 396 hours total; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$5,696 total.

Clerk Typist	Ms. Rebecca Aguilar-Belty
Instructional Aide	Ms. Priscilla Carlos
Instructional Aide	Ms. Eileen DeMartino
Instructional Aide	Ms. Vicki Johannesson
Library Technician	Ms. Georgia Lindsay
Instructional Aide	Ms. Cheryl Palermo
Instructional Aide	Ms. Vicki Postil
Translator Clerk Typist	Ms. Maria Yates

Rubidoux High School; assist with moving, packing of equipment and student files; June 27, 2005 through August 31, 2005; not to exceed 75 hours total; appropriate hourly rate of pay; Funding Sources: Unrestricted Resources & FELO/SELO Programs; \$1,129 total.

Campus Supervisor	Ms. Judy James
Campus Supervisor	Mr. Johnny Mosher
Clerk Typist	Ms. Cheryl Schneider

Promotion

From Café Asst. III To Café Asst. Mgr.-Secondary	Ms. Donna Albers 3382 Granview Ave. Riverside, CA 92509	Eff. September 6, 2005 Work Year E1
From Secretary To ASB Bookeeper/Secty.	Ms. Diane Carlson 8662 Hunt Canyon Rd. Corona, CA 92883	Eff. July 20, 2005 Work Year A
From Café Asst. III To Café Mgr.-Middle School	Ms. Toni Estrada 8429 Bellmore Riverside, CA 92509	Eff. September 6, 2005 Work Year E1

Regular Assignment

Heating & Air Conditioning Mechanic	Mr. James Boyd 581 Pueblo Rd. Corona, CA 92882	Eff. August 3, 2005 Work Year A
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Personnel Report #3

CLASSIFIED PERSONNEL

Remove From 39-Month Reemployment List

Custodian	Ms. Elizabeth Morgan 7149 Jurupa Rd. Riverside, CA 92509	Eff. July 13, 2005
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Resignation

Elementary Media Clerk	Ms. Autumn Crawford 24 Via De La Valle Lake Elsinore, CA 92532	Eff. July 26, 2005
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Substitute Assignment

Custodian	Mr. Jake McMains 5753 El Palomino DR. Riverside, CA 92509	As needed
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MANAGEMENT PERSONNEL

Resignation

Elementary Principal	Ms. Elizabeth Sawley 5643 Royal Hill Dr. Riverside, CA 92506	Eff. August 3, 2005
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OTHER PERSONNEL

Short-Term/Extra Work

Administrative Services; provide assistance with setting up new computer system at new high school; July 18, 2005 through August 16, 2005; not to exceed 8 hours daily; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$3,620 total.

Short-Term Computer Support Technician	Ms. Sandra Perry
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Education Services; provide support to Business Services department; July 7, 2005 through July 21, 2005; not to exceed 2 hours per day; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$919 total.

Short-Term Secretary/Account Clerk	Ms. Jessica Aquino
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Personnel Report #3

OTHER PERSONNEL

Short-Term/Extra Work

Categorical Services; provide assistance to Categorical Department with summer ELO program; July 11-15, 2005; not to exceed 8 hours per day; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$484 total.

Short-Term Translator Clerk Typist

Ms. Carmen Estevez

Education Services; assist in completion of office projects & reports and assist in training of new Assistant Superintendent's Secretary; June 1, 2005 through November 30, 2005; not to exceed 200 hours total; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$4,856 total.

Short-Term Asst. Superintendent's Secretary

Ms. Bertha Wallace

Education Support Services; provide behavioral consultation, planning and intervention for students; July 13-August 10, 2005 & September 8, 2005 through June 22, 2006; not to exceed 9 hours per week; appropriate hourly rate of pay; Funding Source: Special Education; \$6,102 total.

Short-Term Behavior Specialist

Ms. Danielle Edelston

Education Technology; assist in data entry and correction of CSIS project; July 25, 2005 through November 10, 2005; not to exceed 6 hours daily; appropriate hourly rate of pay; Funding Source: CSIS Data Collection Project; \$5,705 total.

Short-Term Clerk Typist

Ms. Faith Flores

Head Start/Preschool Program; provide childcare for School Readiness Program when regular employees unavailable; September 1, 2005 through June 30, 2006; not to exceed 8 hours per day; appropriate hourly rate of pay; Funding Source: School Readiness Program; \$1,000 total.

Babysitter
Babysitter

Ms. Veronica Castillo
Ms. June Venegas

Maintenance & Operations; assist with packing and moving for Mission Middle school; June 17, 23-30, 2005; not to exceed 8 hours per day; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$793 total.

Short-Term Custodian

Ms. Larry Wilson

Personnel Report #3

OTHER PERSONNEL

Short-Term/Extra Work

Maintenance/Operations; provide grounds and weed control and new high school; July 1-31, 2005; not to exceed 40 hours weekly; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; \$1,921 total.

Short-Term Grounds Worker

Mr. Darren Ocegüera

Maintenance/Operations; provide detailed summer cleaning at sites throughout district; July 11, 2005 through August 19, 2005; not to exceed 8 hours per day each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; \$7,404 total.

Short-Term Custodian

Ms. Gloria Rodriguez

Short-Term Custodian

Mr. Christopher Gonzales

Short-Term Custodian

Mr. Alfonso Perez

Short-Term Custodian

Mr. Angel Aragon

Jurupa Valley High School; provide lifeguard services for summer school; June 27, 2005 through August 4, 2005; not to exceed 4 days per week; appropriate hourly rate of pay; Funding Source: FELO/SELO Programs; \$960 total.

Lifeguard

Ms. Rachel Tapia

Rubidoux High School; stipend for coaching summer sports; July & August 2005; appropriate rate of pay; Funding Source: Unrestricted Resources; \$24,656 total.

Head Football Coach

Mr. Kevin Corridan

Asst. Football Coach

Mr. Chad Reed

Asst. Football Coach

Mr. Chris Fowler

Asst. Football Coach

Mr. Johnny Mosher

Asst. Football Coach

Mr. Steve Sanderson

Asst. Football Coach

Mr. David Brown

Asst. Football Coach

Ms. Shannon Smith

Asst. Football Coach

Mr. Eric Hammond

Asst. Football Coach

Mr. Geoff Holt

Asst. Football Coach

Mr. Ryan Becker

Head Cross Country Coach

Mr. Sam Gee

Head Cross Country Coach

Mr. Jay Hammer

Head Softball Coach

Ms. Irene Garcia

Head Baseball Coach

Mr. Tim Kleveno

Head Basketball Coach

Mr. Joe Galvin

Head Basketball Coach

Mr. Dale Johnson

Personnel Report #3

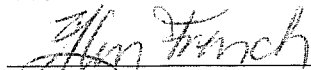
OTHER PERSONNEL

Short-Term/Extra Work

Youth Opportunity Center; students enrolled in the Youth Opportunity Center in accordance with the requirement under the WIA program guidelines; July 1, 2005 through June 30, 2006; not to exceed 120 hours each; appropriate hourly rate of pay; Funding Source: Workforce Investment Opportunity; \$2,430 total.

Student Worker	Mr. Reynoldo Lopez
Student Worker	Mr. Darshaun Palmer
Student Worker	Mr. Henry Ramirez

The above actions are recommended for approval:



Ellen French, Interim Assistant Superintendent-Personnel Services

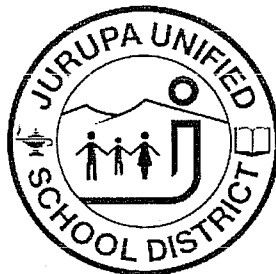
JURUPA UNIFIED SCHOOL DISTRICT
Education Services

Our Children, Our Schools, Our Future!

DISTRICT CONSOLIDATED APPLICATION

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE AND SCHOOL GOALS AND CONCLUSIONS

2005-2006



JURUPA UNIFIED SCHOOL DISTRICT
Education Services

Our Children, Our Schools, Our Future!

Camino Real

Elementary School

**ANALYSIS OF CURRENT
EDUCATIONAL PRACTICE
AND
SCHOOL GOALS AND
CONCLUSIONS**

2005-2006

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

CAMINO REAL ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2005-2006

The following statements characterize educational practice at Camino Real School:

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

Introduction

Camino Real School, as other Jurupa Unified Schools, use California State Standards to inform instruction. Teachers instruct students in the state standards and move student achievement toward mastery of the standards at each grade level. The district provides core adopted materials in Language Arts, Mathematics, and Social Studies for all students. A newly adopted Science core program will be available for use by all students for fall 2005.

Program for English Language Learners

Camino Real currently serves 64 EL students. Spanish is the dominant language spoken by English Learners at Camino Real. These students are placed with authorized teachers. At this time - of Camino Real's teachers are either authorized or are participating in training to become authorized. One part-time bilingual tutor assists teachers by providing primary language support for students. The district has adopted the *Hampton Brown* series for instruction of EL students in English Language Development (ELD). ELD students also receive universal access to the Houghton-Mifflin Language Arts program.

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

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

Special Education Program

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

Gifted and Talented Program

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

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

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

Alignment with Standards

During the past school year (2004-2005) teachers and staff at Camino Real Elementary School participated in staff development in the areas of language arts and mathematics. Teachers worked in grade level groups to align core and supplemental math materials and programs to state standards in order to increase the effectiveness of instruction. Our Principal attended AB75 Principal's Training in Houghton-Mifflin Language Arts and completed the required forty-hour practicum. Camino teachers attended an optional staff development day in February to address the full implementation of the newly adopted Houghton-Mifflin Language Arts program.

Assessed Student Performance

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

Professional Needs

New teachers, of which we have none, participate in the Beginning Teacher Support and Assessment (BTSA) program and in the California Formative Assessment and Support System for Teachers (CFASST). This is a full year program that places mentor teachers and beginning teachers together to insure a smooth start in the teaching profession. Our teachers each attended regular staff development activities offered on site, as well as activities offered by the district. Fifteen teachers participated in SB-395 training this year.

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

Teachers at Camino Real Elementary School use multiple learning techniques such as cooperative learning, whole language strategies, cross-age tutors, peer tutors, sustained silent reading, English-assisted instruction, bilingual tutor and parent volunteers to assist under-

performing students. Children have access to computers, calculators, and other technology to assist them in learning. Our library offers a rich selection of books that are labeled according to reading level. This assists low-achieving students in selecting books to read that are at an appropriate level within their zones of proximal development (ZPD).

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

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

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

Extended Learning Opportunity (ELO)

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

Drug, Alcohol, Tobacco Education TUPE/SDFSC

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

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

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

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

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

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

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

Parent and Community Resources and Involvement

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

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

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

- a. Interruptions/Disruptions negatively impact classroom instruction and academic learning time.
- b. There is not enough time for grade level planning.
- c. Curriculum adoptions do not address state standards thoroughly.
- d. Students need immediate access to materials for reading programs to be effective.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

Camino Real Elementary School
SCHOOL GOALS AND CONCLUSIONS
2005-2006

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

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

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

Our Children, Our Schools, Our Future!

Glen Avon

Elementary School

**ANALYSIS OF CURRENT
EDUCATIONAL PRACTICE
AND
SCHOOL GOALS AND
CONCLUSIONS**

2005-2006

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

GLEN AVON ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2005-2006

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

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

Glen Avon Elementary is working towards the alignment of its curriculum, instruction and materials designed to meet the California State Standards. Progress in this area is reflected in a strong focus on standards and assessment used to drive decision making for curriculum, instruction, and materials. Glen Avon staff development will continue to focus on the new district language arts adoption. In addition, Glen Avon staff will continue to receive training in the areas of Professional Learning Communities, the needs of EL learners, Step Up to Writing, Data Analysis and flexible grouping (differentiated instruction). These strategies when fully implemented will enhance the effectiveness of classroom instruction and improve the quality of curriculum delivery to better meet the needs of all students. To achieve this goal, training will continue to be provided to teachers during staff development days and grade level release time with the assistance of District and County personnel as needed.

Core and supplemental materials used at Glen Avon further the process of alignment to meet the California State Standards. Glen Avon and Jurupa Unified School District's core curriculum includes Houghton Mifflin Reading/Language Arts and Houghton Mifflin Mathematics programs. To supplement Glen Avon's core program, supplemental materials were selected by teachers that align with the content and performance standards. These materials are being used to enhance instruction and improve student achievement. In language arts, teachers are utilizing SRA (Science Research Associates) Reading Comprehension Kits, and Accelerated Reader to meet the needs of each individual student by improving reading comprehension skills, and Step up to Writing to supplement the writing component of the Houghton Mifflin Language Arts program. Houghton Mifflin English Program, used in grades 2-6, provides students with specific instruction in standards-based grammar and writing skill development.

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

Needs assessment data from our 2004 – 2005 comprehensive needs assessment showed that Glen Avon Elementary School students demonstrated low language and moderate mathematics achievement, especially with English learners and lower socio-economic students, that there was a need to fully implement standards-based instructional materials, communicate higher expectations, learn about research on effective schools and classrooms, and improve parent communications and parental involvement. To address these and other identified areas of school and classroom improvement, Glen Avon has committed to a "laser like" focus on a complete and thorough implementation of both the HM Language Arts and Math programs.

A few programs are used at Glen Avon to supplement the reading comprehension component of the core curriculum. SRA Reading Comprehension Kits are available at each grade level. SRA meets the needs of each individual student by providing leveled reading with comprehension questions that follow each lesson. Accelerated Reader is utilized at grade levels 4-6 and

provides books at each student's reading level. This program also incorporates reading quizzes that allow students to progress at their own pace. In addition to these two programs, Glen Avon Elementary has purchased Houghton Mifflin's Leveled Reader Program. This program allows for individualized reading instruction within the classroom as a way to improve fluency, as well as reading comprehension. In mathematics we will continue to use our State-adopted textbooks as the materials base to support our focus on California State Standards Teachers will continue to use SDAIE and CLAD strategies in conjunction with our District adopted ELD materials. We have recently purchased Step Up to Writing. This will enable students to learn specific strategies and styles of writing.

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

As a result of a survey a comprehensive needs analysis of Glen Avon's school wide program, the teachers identified three objectives to help improve the current staff development program and ultimately student achievement. The first objective was to provide for group/grade level planning time. By working together teachers would be better able to organize standards in order to meet the needs of students. Secondly, all teachers will receive staff development training and release time in order to fully implement our core curriculum. Large groups, as opposed to small ability groupings, were no longer effective in helping students achieve grade level standards. To best achieve these objectives our staff recognizes the need to increase the level of implementation. To support the teachers in this endeavor we look forward to having all teachers trained in Houghton-Mifflin AB 466 staff development. Teachers will continue to be provided with the time and training to analyze students' testing data as a way to improve student achievement. Our last objective is to improve the performance of our EL learners and white, non-Hispanic students on state assessments. To achieve this goal we will work to improve parent participation in the educational process, fully implement the core curriculum, and provide staff development and time for collaboration so that teachers can identify the best practices for meeting the needs of these two sub-groups.

Professional Development Plan Implementation for the 2005-2006 School Year

In an effort to meet the needs of teachers as identified in the recent teacher survey administered in April 2005, several professional development initiatives will be considered. During the course of the year teachers will have multiple opportunities to meet in grade level groups. As a grade level, teachers will 1) create strategies for grouping readers based on diagnostic assessment data, 2) using literature to develop rich and varied learning tasks in the classroom, flexible grouping of students, and grade level lesson plans utilizing core materials as well as supplemental materials. Teachers will be involved in specific training in order to do CRT analysis, Step Up to Writing, Self-selected Reading (Accelerated Reader), and differentiated instruction for EL, GATE, and at-risk students. Ongoing monitoring of student progress will help teachers know which strategies are effective as they continuously revise the selected tasks.

In order to fully implement the HM Language Arts series, teachers will attend AB 466 training during the 2005-2006 school year. Along with this, the district will be providing training on how to create a teacher made seven-day pacing guide for the HM reading series and how to create "focus walls". During the summer of 2005 and as available during the year, teachers will be sent to training on Professional Learning Communities to equip them with a model of staff collaboration to drive school reform.

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

Glen Avon teachers indicated that on-site literacy training and grade level planning were highly effective. The results from this survey indicate that the planned staff development activities were effective at meeting the professional needs of the teachers. There is a commitment on our part to continue having collaborative teacher planning-time.

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

See Base Program description.

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

The Title I program is designed to provide remedial instruction for identified students in the areas of language arts and math. In the upcoming school year, the teachers will continue with these programs and incorporate Houghton Mifflin's Leveled Reader Program. This year the Step Up to Writing program will continue to be fully implemented as a supplement to the Houghton Mifflin writing component. Our primary goal for students is to assure that every child meets the ELD standards and are able to move up at least one proficiency level a year.

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

The before and after school ELO program offers supplementary direct instruction by credentialed teachers offered to students in Kindergarten through sixth grades. Teachers work in conjunction with both core and supplemental materials to provide standards-based instruction. This program typically lasts for 15-20 weeks and provides one hour of before or after school instruction. A new component of our ELO program targeting EL learners will be added during the 2005-2006 school year. This component will focus on giving this group access to the core curriculum.

We have utilized various alternative assessments to determine students' eligibility in the At-Risk/Underperforming Students. Teacher recommendation for student participation in ELO is based on student's daily classroom performance and his/her scores on the reading components of District CRT Tests. Student scores are compiled and candidates are identified. At each of the grade levels (first and second), students who are at the bottom third of the ranking list are given priority.

Extended Learning Opportunity (ELO) programs provide before and after school remediation for at risk of Retention (ARR) and low performing students.

Program Future

Our Leadership Team Committee met together in spring 2005 to evaluate the achievement of our past goals and review needs and ideas for the future. Staff Development will continue to provide training in effective teaching strategies, as well as further training in the alignment of curriculum, materials and instruction with the State Standards. To better meet the needs of our at-risk students our school is considering hiring literacy coach(es) to work with students during the regular school day. Glen Avon is looking into technology based interventions that

would meet the needs of our EL learners and other at-risk students. To help facilitate this process Glen Avon is increasing our school wide technological capabilities through the purchase of additional computers, printers, and other items as needed. Pending District and State funding, our after-school ELO program will also continue during the 2005-2006 school year.

Staff Professional Development:

Professional Development Plan for the 2005-2006 School Year

The Glen Avon staff will continue to 1) group readers based on diagnostic assessment data using flexible grouping strategies through our Title I grade level planning time throughout the school year, 2) We will continue to align the California State Standards with the Jurupa Unified School District's standards through a process of curriculum mapping using the new Houghton Mifflin language arts adoption. Further, the staff will continue to utilize Accelerated Reader and Step Up to Writing programs to supplement the Houghton-Mifflin core program.

Student Identification for Underperforming/At-Risk Students

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

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

Programs for Underperforming/At-Risk Students

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

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

Parent Participation - Links with the Community

Each year, the parents are provided a copy of the "Title I Parent Involvement Policy." This document outlines information about Title I meetings, parent involvement opportunities (e.g., DAC, DELAC, SSC, ELAC, and PTA), availability of translators for meetings and workshops, assessment information, parent training to assist in their child's education, community involvement in the school, and opportunities for parents to evaluate and assess the school's program. Parents are invited to a Principals Open House two times a year to discuss the academic programs offered at our site.

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

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

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

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

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

Our School Accountability Committee has compiled additional data to create a profile of our school. This profile supplements the *Year-by-Year Demographic, Student Achievement, and Other Dependent Variable Data Report* developed by staff from JUSD's Research and Categorical Projects Office. To focus on how the program is influencing Glen Avon students, staff, and community, Glen Avon Elementary School uses multiple measures to chart growth in Language Arts, Mathematics, and ELD achievement. Growth on all tests is charted for each of our four subgroups: White, Hispanic, Low SES (Title I), and EL. We use quarterly and annual JUSD CRT benchmarks in mathematics and language arts and the JUSD grades 2-6 writing assessment as a local measure. Benchmark growth targets on the CRT follow JUSD goals of 40% in the first quarter, 55% in the second quarter, 70% in the third quarter, and 85%-100% in the fourth quarter. The California State Academic Performance Index (API), a measure of Glen Avon's overall performance CAT-6 and CST, provide a measure of end-of-the-year growth.

STAR also provides an annual measure of fourth grade writing proficiency. Growth in the JUSD English Language Development (ELD) Standards is measured by classroom teachers twice a year, and annually on the California English Language Development Test (CELDT). Other indicators of school performance come from attendance rates, retention rates, performance of at-risk students in the after-school Extended Learning Opportunities (ELO) on the JUSD ELO minimum standards test, classroom report cards, PTA enrollment rates, monthly volunteer rates, and GATE students' performance. Data has been collected from which Glen Avon's current leadership team has set a 5% growth target for all areas and subgroups.

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

School and District Resources

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

Glen Avon Elementary School is looking into creating school wide planning time to adequately implement school reform and will continue this practice in the school year 2005-2006. Monitored and facilitated by the instructional resource teacher, and the principal, each grade level will meet four to six times during the school year. Teachers will use this time for training, planning and collaborating. This release time is possible through the use of Title I funds to pay for substitute teachers.

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

Staffing

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

Parent/Community support

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

Programs:

Title I Informational and Open House Meetings

Held at least two times a year, these Title I meetings provide parents with an understanding of Glen Avon's Title I program, its components, and affect on the students. The first meeting, to be held in the fall, will provide an overview and introduction of what is meant by "Title I" and what services the children receive under the Title I guidelines. The second meeting, held in the winter, will be designated as a Title I Open House, where the parents are invited to a formal meeting to discuss current Title I issues and have the opportunity to hear about programs taking place at our school and actually see some in action or demonstrations.

Back-to-School Night

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

Parent-Teacher Conferences

Parent-Teacher conferences are held in November of each school year and provide an opportunity for teachers and parents to communicate about the student's performance and to collaboratively develop a plan of action for success and or strategies to help the child. CRT scores are shared with parents at this time. Teachers pass out grade level California State Standards in both English and Spanish, promote quarterly workshops, have sign up sheets for parent participation in the classroom, have parents and students sign Glen Avon's Parent/Student/School Compact, and promote quarterly attendance awards. This compact gives parents and their student(s) a better understanding of the importance of education and their responsibilities at Glen Avon Elementary. Staff will look at the possibility of adding an additional Parent Teacher Conference in the spring.

Parent Quarterly Workshops

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

Parent/Teacher Association (PTA)

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

School Site Council (SSC)

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

English Language Advisory Committee (ELAC)

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

CBET Classes

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

Student Attendance Incentives

Student attendance will be rewarded quarterly. Special incentives will benefit those students with perfect attendance. Students with perfect attendance for the entire year will receive a certificate at the end of the year.

Awards Assemblies

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

School Pride Activities

During award assemblies there will be a 10-20 minute presentation with classes or grade levels promoting school pride. The assembly presentations will be California State standards based. For example, Glen Avon will use patriotic songs, reciting poems, and acting out stories. School pride will be promoted on a quarterly basis. Students will also be encouraged to wear their school shirt or school colors on Friday. Classes will be rewarded for the highest participation. Each grade level will demonstrate school pride by keeping a section of the campus clean.

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

As a result of a survey a comprehensive needs analysis of Glen Avon's school wide program, the teachers identified three objectives to help improve the current staff development program and ultimately student achievement. The first objective was to provide for group/grade level planning time. By working together teachers would be better able to organize standards in order to meet the needs of students. Secondly, teachers were looking for more effective and efficient ways to reach low performing students. Large groups, as opposed to small ability

groupings, were no longer effective in helping students achieve grade level standards. To best achieve these objectives our staff recognizes the need to increase the level of implementation. To support the teachers in this endeavor we look forward to having all teachers trained in Houghton -Mifflin AB 466 staff development. Continue to provide teachers with the time and training to analyze students' testing data as a way to improve student achievement. Glen Avon staff will focus on the following areas: The Houghton Mifflin language arts series, reading comprehension, English Learners, Step Up to Writing, data analysis, and flexible groupings (differentiated instruction).

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

Teachers will continue to receive updated staff development training during the 2005-2006 school year. The staff development will consist of further training in: Implementation of the new Houghton Mifflin language arts adoption, Step Up to Writing, and improving quarterly Parent Workshops. Teachers will also have an opportunity to meet with the GATE coordinator, English learner facilitator, and the coordinator of the Extra Learning Opportunity program. Meetings scheduled with the various coordinators will allow teachers to work on meeting the needs of the various subgroups.

In 2004 the district purchased two new language arts programs, Houghton Mifflin and Step up to Writing. Teachers will receive additional training for the new language arts adoption. This new adoption offers components to meet the needs of all students. It offers a phonemic awareness component, it contains leveled readers, materials to differentiate lessons, and it is closely aligned with the California State Standards. The Houghton Mifflin Language Arts Program addresses the needs of EL students, GATE students, and at-risk students. Step Up to Writing is a K-6 writing program that offers a structured writing format. The program introduces K-6 students to an organized way of developing an outline format prior to writing. This program provides a very systematic way for students to begin writing and it is easy to implement across grade levels. The various styles of writing are developed over time and across grade levels. Step up to Writing provides students with the fundamental steps of writing at their own ability level and helps students to develop into better writers.

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

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

Coordination with Other Plans and Services

Glen Avon staff, administration, and community, with JUSD's School Board and District office support, are committed to student mastery of California standards. Glen Avon's reform efforts

will include the School-based Coordinated/School wide Title I (SBCP/SWB) plan, and the State's Coordinated Compliance Review findings. These plans have the goal of improving student achievement through focused instruction and effective school wide practices. The underlying goals, data, and objectives presented in these plans will continue to be incorporated into Glen Avon's 2004-2005 school plan.

The following resources will be used to sustain our proposed educational program: Title I, School Improvement program, and other adjusted distributions of U.S. Department of Education funds. JUSD's School Board endorses site-based management of allocated funds. Funds from the various sources listed above will be integrated into the existing school budget. As other funding sources become available, the School Site Council and the Student Leadership Team will review allocations on a case-by-case basis to determine their best use. To continue our support of these programs our bilingual clerk position will remain at eight hours and our resource teacher will remain a full-time position. Glen Avon staff will look into the prospect of hiring "literacy coaches". These positions are planned for and funded by leveraged funds. Teacher planning will take place on a release basis by grade levels where substitute teachers are provided and or during a proposed minimum day. This will allow teachers from each grade level to receive staff development training in literacy methods, and other effective teaching methods, as well as ways to meet the needs of our sub-groups.

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

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

GLEN AVON ELEMENTARY SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2005-2006

Conclusions from Parent, Teacher, and Student Input

In summary, parents, teachers, and students felt that there was a need at Glen Avon Elementary School to promote attendance, provide parent workshops, improve home school communication, increase parent involvement, provide teacher training on universal access and differentiation of instruction for English language learners and at-risk students, provide training and resources to improve student behavior, update our school discipline plan and improve our intra-school communication to improve student achievement at Glen Avon. Perfect attendance awards and recognition events / assemblies will be scheduled.

School Goals for Improving Student Achievement

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

- Goal #1: Grade level planning time. Provide opportunities for teachers to plan collaboratively for increased student achievement.
- Goal #2: Increase staff development training and release time for the improvement of instruction and increasing expectations in the complete implementation of our Houghton Mifflin Language Arts and Math, Step Up to Writing, our new science adoption and Mountain Math.
- Goal #3: Increase the performance of our EL learners and white, non-Hispanic students on state assessments through increased parent involvement, staff development, and teacher collaboration.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

Our Children, Our Schools, Our Future!

Granite Hill

Elementary School

**ANALYSIS OF CURRENT
EDUCATIONAL PRACTICE
AND
SCHOOL GOALS AND
CONCLUSIONS**

2005-2006

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

GRANITE HILL ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2005-2006

The following statements characterize educational practice at this school:

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

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

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

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

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

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

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

English Learners

About 45% of Granite Hill's pupils are English learners (ELs). Spanish is spoken by 99% of our ELs. These students are placed with authorized (SB 395, CLAD, BCLAD, LDS or BCC) teachers. All of Granite Hill's teachers are either authorized or participating in training to become authorized. Four part-time bilingual tutors assist students with primary language support. The district has adopted the Hampton Brown Into English series for daily English Language Development.

Each English learner receives a program of instruction in English language development designed to increase proficiency in English as rapidly and as effectively as possible. English learners are grouped in classrooms based on their fluency level to maximize their access to the core curriculum. Daily ELD lessons are designed to promote the acquisition of listening,

speaking, reading and writing in English. During content instruction, teachers provide differentiated instruction using strategies appropriate to each language proficiency level represented in the class. Students with little proficiency receive instruction in Structured English Immersion classes, and teachers use SDAIE techniques.

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

Special Education

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

Gifted and Talented Education

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

Title I

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

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

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

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

students and staff sign a compact, identifying each person's responsibilities in helping the child be successful. To ensure that students continue to be successful, Title I funds are used to provide a second day of parent conferences for select students at the end of the first semester.

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

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

- September 1, 2004: Review of student achievement during 2003-2004 and development of strategic plan for program improvement in 2004-2005. Our goal is to determine the effectiveness of strategies used during the past year to improve instruction, and to determine "next steps" for the 2004-2005 school year. Calendaring of standards and determination of what constitutes "mastery of standards" on a standard-by-standard basis. In addition, we will continue to develop pre- and post-assessments to assist in determining mastery of standards.
- September 2, 2004: Use of technology in classroom instruction. We will significantly upgrade the technology available to every classroom in 2003-2004. We will focus on the use of technology in classroom instruction, in order to ensure that all staff members are able to effectively use tools such as Accelerated Reader, Accelerated Math, LCD projectors, DVD players, laser disk players, etc.
- September 7, 2004: Overview of the new Houghton-Mifflin language arts series. (mandatory district staff development)
- Grade level meetings with the Principal: Review student progress, conduct additional staff development (effective methodologies for teaching English learners, sexual harassment, child abuse, writing across the curriculum, restructuring the after-school program to provide a more specific focus on specific reading, writing, and mathematics standards, etc.), and plan for instruction
- Weekly focused teacher-planning meetings: Grade levels review student progress, plan for instruction, calendar standards, develop interim assessments, analyze assessment data to guide instruction, and share best approaches to teaching the standards.
- New teachers participated in the Beginning Teacher Support and Assessment (BTSA) program and in the California Formative Assessment and Support System for Teachers (CFASST). This is a full year program that places mentor teachers with beginning teachers to ensure a smooth start in the teaching profession.
- Teachers in grades K-3, who had not previously been trained, participated in workshops designed to maximize the effectiveness of class size reduction.

For the 2005-2006 school year, Granite Hill proposes the following staff development days:

- September 1, 2005: Review of student achievement during 2004-2005 and development of strategic plan for program improvement in 2005-2006. We will calendaring standards and determine which assessments will be used to ensure "mastery of standards" on a standard-by-standard basis.
- September 6, 2005: Use of a data protocol to inform instruction / introduction to professional learning communities / overview of the new science textbook series.
- Grade level meetings with the Principal: Review student progress, conduct additional staff development (effective methodologies for teaching English learners, sexual harassment, child abuse, writing across the curriculum, restructuring the after-school program to provide a more specific focus on specific reading, writing, and mathematics standards, etc.), and plan for instruction

- Weekly focused teacher-planning meetings: Grade levels review student progress, plan for instruction, calendar standards, develop interim assessments, analyze assessment data to guide instruction, and share best approaches to teaching the standards.
- Support and guidance similar to that of previous years will continue to be provided to new teachers.

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

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

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

Preschool Transition Plan

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

Regular Education Students Requiring Program Modifications

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

Technology Plan

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

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

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

Parent involvement is a continuing concern at Granite Hill. Our School Site Council (SSC), reflecting appropriate parity, has the opportunity to provide input on all aspects of the school

program. Members of the PTA and the English Learners Advisory Committee (ELAC) are also afforded opportunities to become involved, provide input and voice concerns about programs.

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

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

Teachers use a variety of assessments to modify instruction and improve students' achievement, including the results of the norm-referenced Comprehensive Achievement Test - 6 (CAT-6) (It replaces the formerly used Stanford Achievement Test - 9.); the criterion-referenced California Standards Test (CST); and the district's Criterion Referenced Test (CRT). Teachers use the services of the Pulliam Group's IDMS program to analyze individual and group results to modify instruction to meet individual needs and to ensure that every grade level standard has been taught and learned. In addition, embedded classroom formative and summative assessment results are evaluated to inform instruction. Teachers meet by grade level once per week to look at student work, examine student progress, and to plan for instruction. Beginning in the 2005-2006 school year, teachers will use a data protocol to evaluate language arts and mathematics assessments.

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

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

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

Granite Hill School provides a safe, orderly environment for learning. There has been one expulsion during the past three years, and fewer suspensions than average for elementary schools in the district.

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

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

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

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

reading comprehension and functional reading. In language arts, students experience difficulty in mechanics, writing skills, study skills and understanding.

- Slightly less than 2/3 of the students at Granite Hill are scoring below the Proficient and Advanced levels on the California Standards Test in mathematics. Slightly less than 1/2 of the students are scoring about the 50%ile on the CAT-6 test in mathematics. Through data analysis, teachers identified that students experienced the most difficulty with computation, number sense, and problem solving.
- Teachers continue to need structured planning time to discuss the standards, review assessment data to guide instruction, and align standards-based instructional practices, materials and programs.
- Many parents do not speak English (or are limited English speaking), making it difficult to communicate with the school and to help their child(ren) with homework.
- Forty-five percent of the students are English learners and have difficulty with grade level material.
- There is a continuing need for professional development focuses on teaching strategies and approaches that foster academic achievement among English learners and socioeconomically disadvantaged students.
- There is limited parental involvement in the academic program. Many parents attend school programs, but few parents are partners in their child's education. There is a consistent group of parents that work closely with the school, but many parents are not involved with the academic program.
- Additional interventions are needed to address specific skill needs for at-risk students. Intervention programs need to be more explicitly targeted.

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

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

- Achievement is based on age rather than skill level. A child may be ahead or behind the norm, but for students to properly master all of the standards, they must master each sequential standard before moving to the next.
- California's economic problems have limited program implementation, as funding for various programs is uncertain.
- While restructuring the program to allow for weekly teacher-planning time has helped, additional time is needed for teachers to thoroughly plan for instruction and assessment to enable all students to meet standards.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

GRANITE HILL ELEMENTARY SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2005-2008

Conclusions from Student Performance Data

All Students

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

California has set the standard for all schools as minimum of 24.4% of each subgroup scoring at the Proficient or Advanced level in language arts and 26.5% in mathematics to meet Adequate Yearly Progress (AYP) standards in 2005-2006. Granite Hill currently meets AYP standards in and mathematics, but English Learners did not meet the standard in language arts. Students continue to score below the district average on measures of achievement such as the CAT-6 and District Criterion Referenced Tests (CRTs).

English Learners

CAT-6 scores show that English learners continue to lag behind in the area of reading, demonstrating uneven progress from year-to-year. Though progress in both language arts and mathematics has generally increased, English learners continue to lag behind other students with regard to the number of students scoring at or above the 50th percentile.

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

Economically Disadvantaged Students

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

GATE Students

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

General Conclusions

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

Reading/language arts is a much more difficult area for students to obtain competence. They need to make significant gain in reading comprehension and functional reading. In the area of language arts, students are experiencing difficulty in mechanics, writing skills, study skills and basic understanding.

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

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

Conclusions from Community Input

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

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

Goals and Planned Improvements in Student Performance

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

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

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

GOAL #1: For Improving Student Achievement:

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

GOAL #2: For Improving Student Achievement

Improve student achievement in mathematics.

GOAL #3: For Improving Student Achievement:

Increase opportunities for parent involvement in the educational process.

GOAL #4: For Improving the Learning Environment:

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

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

Our Children, Our Schools, Our Future!

Ina Arbuckle

Elementary School

**ANALYSIS OF CURRENT
EDUCATIONAL PRACTICE
AND
SCHOOL GOALS AND
CONCLUSIONS**

2005-2006

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

INA ARBUCKLE ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICES
2005-2006

The following statements characterize educational practices at Ina Arbuckle Elementary.

1. Alignment of curriculum, instruction, and materials to content and performance standards:

Introduction

Ina Arbuckle uses the California State Standards to guide instruction. The standards serve as the structure for planning school goals and expected learning outcomes. Teachers implement the curriculum and align assessments to the standards. They report on their results. The staff implements state-adopted instructional materials and supplemental resources to aid in the mastery of standards. Teachers meet regularly by grade levels on minimum days to share strategies that they find effective in helping students attain mastery of the curriculum and standards. During these meetings, teachers analyze student data on district Criterion Reference Tests (CRT's) and then plan instruction based on the data.

Core-Curriculum

Reading/Language Arts

Literacy is the focus at Ina Arbuckle. The staff is dedicated to ensuring student mastery of basic skills in Reading and Writing. After-school programs offer additional support to at-risk students. Students are also given access to summer school programs to increase literacy skills. The ultimate goal is to have students reading at grade level by third grade.

Students at Ina Arbuckle receive instruction from the district-adopted K-6 Houghton Mifflin Reading program. Phonics instruction is provided from the Houghton Mifflin materials. Extra support materials include Houghton Mifflin Universal Access books such as: English Learner Support Handbook, Extra Support Handbook, Challenge Handbook, and Class Management Handbook.

Mathematics

The district-adopted core-curriculum is Houghton Mifflin Mathematics. Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, Data Analysis, and Probability, and Mathematical Reasoning are the fundamental concepts. Students develop computation skills and problem-solving strategies through Houghton Mifflin and supplemental materials such as Excel Math, Math Steps, Houghton Mifflin Intervention Handbook, and Student Practice Handbook.

Ina Arbuckle recognizes the need to effectively teach students skills and concepts within larger mathematical units and tasks that are open-ended and have multiple solutions. Assessments of student progress are evaluated through formal and informal measures. Teachers use a variety of strategies to enhance students' basic math computation abilities and problem solving skills.

2. Availability of standards-based instructional materials appropriate to all student groups:

Teachers at Ina Arbuckle Elementary School focus on the needs of all students by diversifying instruction, providing additional specialized assistance, and using state adopted materials that are appropriate to their needs. Particularly:

Program for English Language Learners

Ina Arbuckle currently serves 395 English Language Learners (ELL). Spanish is the dominant language that the ELL students speak at Ina Arbuckle. These students are placed with authorized (SDAIE, CLAD, BCLAD) teachers. At this time, all of Ina Arbuckle's teachers are either authorized or are participating in training to become authorized. ELL students also receive primary language support by working with a bilingual instructional aide. Curriculum for English Language Development (ELD) is the state ELD standards. The district has also adopted the *Hampton Brown* series for instruction of EL students in English Language Development. Extra support materials include the Houghton Mifflin Universal Access Handbook for English Language Learners.

The main goals of the English Language Learner program are for students to become fluent English speakers, have access to the core curriculum and achieve at the same rate as their English-only counterparts. In addition, the program seeks to provide professional growth for staff in the program and to involve parents and the community. Students are assessed at the District Language Assessment Center in English within 30 days of enrolling at their neighborhood school if any of the first three responses on the Home Language Survey is a language other than English. They are assessed using the California English Language Development Test (CELDT) and then they are reassessed annually using this same test. In addition, teachers assess their students to determine the proper instructional ELD level for each student. A profile card, which tracks student progress, is kept for each student.

All English Language learners receive English Language Development (ELD). ELD lessons are designed to promote English acquisition of listening, speaking, reading, and writing skills in the second language. As documented in teacher's lesson plans, students receive daily ELD instruction for a minimum of 20 minutes in grade K and 30 minutes in grades 1-6. All beginning, early intermediate and intermediate students are provided access to the core curriculum through a Structured English Immersion (SEI) program. Early Advanced and Advanced English Learners receive instruction in an English Language Mainstream (ELM) program. All English learners benefit from SDAIE instructional strategies. Title III funds are used to support services to EL students and their parents.

Ina Arbuckle has an active English Language Advisory Committee (ELAC) that is elected from the parents of EL students. The ELAC meets regularly and advises the Principal on the development of a master plan for English Learners and the development of the school's needs assessment. In addition, it is an opportunity for parents and community members to learn about program options and ELD standards.

Special Education Program

The Special Education Program at Ina Arbuckle serves students with a wide range of services including Language, Speech and Hearing, a Resource Specialist Program, and Special Day Classes. Special need services for identified students are provided by a fully certified Special Education staff at Ina Arbuckle School that includes two Special Day Class teachers (primary and upper communicatively handicapped classes), a full-time Resource Specialist and a Speech Pathologist. Individual Education Plans (IEPs) or 504 plans are developed as determined by district assessment policies and procedures. Special Day Class (SDC) and Resource Specialist Program (RSP) teachers provide instruction on the core curriculum at the appropriate level and

in the least restrictive environment. General education teachers participate in the development of goals and objectives in the IEP process.

The Student Study Team (SST) is composed of primary and upper grade representatives, the Speech Pathologist, the Resource Specialist, a classroom teacher, and the Assistant Principal. The SST uses the Jurupa Unified Student Study Team process for discussing and recommending intervention strategies using regular school resources and personnel. The team may coordinate referrals for students whose needs cannot be met with modifications of the regular program

Gifted and Talented Education

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

Students are identified through parent and teacher input, observations, special honors and/or recognition received, language spoken at home, availability of enrichment experiences provided in the home, other inhibiting factors and scores on standardized tests. Ina Arbuckle is currently serving 32 students in grades 4-6.

Program for Title 1 Students

Ina Arbuckle Elementary School is a schoolwide Title 1 School. Our Title 1 program during this past year (2004-2005) concentrated on an intensive effort to increase student achievement in Language Arts. Students having difficulty with the standards were identified by their teachers and CRT scores (Below Basic and Far Below Basic) and were recommended for the after-school Extended Learning Opportunity (ELO) program. Supplemental materials for Language Arts (Houghton Mifflin Leveled Readers) were purchased with Title 1 funding to assist students in mastering the state curriculum standards.

A Reading Resource Teacher is funded through Title 1 to work with at-risk students by providing small group instruction utilizing the Barton Reading and Spelling Program. It is a multi-sensory Orton-Gillingham-based system which is a state adopted intervention program. Our Title 1 Barton Reading and Spelling program continues to serve first through sixth grade at-risk students. The program is overseen by the reading resource teacher and assisted by the kindergarten teachers and bilingual language tutors. Participating students receive daily small group instruction. Instruction begins with phonemic awareness and continues in a systematic approach teaching spelling and reading using listening, speaking, reading and writing. The reading resource teacher also assists with English Language Learners and helps teachers with instructional strategies and professional development.

An Assistant Principal is funded through Title 1 to monitor discipline, attendance, instruction, and other duties as assigned.

Meetings for Title 1 parents are held regularly during the year. During the meetings discussions are held regarding how the Title 1 program can be improved, what assistance can be offered and what role parents play in the education of their student(s). A yearly survey is conducted and the information is analyzed to improve the Title 1 program. Parents sign the compact and agree to assist their student in improving his/her academic performance.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Ina Arbuckle staff participated in a variety of workshops and training that focused on the implementation of curriculum standards, effective teaching practices and strategies in meeting the unique needs of our diverse student population. The successful implementation of the literacy training was a key factor in our student achievement. The literacy training addressed instructional strategies and best practices across the grade levels. It provided an on-going, high-quality professional development aligning curriculum standards, assessment, effective instructional strategies, and practices. Through the partnership of the Jurupa Unified School District's Education Services and Riverside County Office of Education's Riverside County Achievement Team (RCAT), we have worked collaboratively to improve student achievement and teacher success. In addition to participating in the "Curriculum and Alignment" training, we received staff development in "Differentiated Instruction" and the "Step Up to Writing" program. In the fall of the 2004-2005 school year staff participated in a one day in-service on the newly adopted Houghton Mifflin Reading series. In addition, the principal completed her AB 75 Principal Training Program Module 1 in Language Arts. A team of teachers and the principal attended a three day conference on the Sheltered Instruction Observation Protocol (SIOP). The SIOP operationalizes sheltered instruction by offering teachers a model for lesson planning and implementation that provides English Learners with access to core curriculum.

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

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

Ina Arbuckle will continue to participate in the National Science Foundation UCR/District Partnership, a math program entitled, "NSF Mathematical ACTS: Achievement Via Collaboration with Teachers and Students", with teachers in grades four through six. This program will target math and will provide training and support for teachers to better meet the needs of their students. The training will focus on strategies, methodology, and data to raise student achievement in math and science.

4. Services provided by the regular program to enable underperforming students to meet standards:

Teachers at Ina Arbuckle use a variety of teaching methods such as cooperative learning, whole language strategies, cross-age tutoring, peer tutors, sustained silent reading, English-assisted instruction, English Language Development, Specially Designed Academic Instruction in English, bilingual language tutors, parent volunteers, Community Based English Tutoring Program, Reading Resource Teacher, Extended Learning Opportunity, Resource Specialist Program, Special Day Classes, Speech and Language, Nurse, Youth Service Counselor, Parent Institute for Quality Education, Psychologist, Student Assistance Program, and Student Study Team.

Students have access to computers in the classroom to assist them in learning. The library offers a rich selection of books that are labeled according to reading level. This assists low-

achieving students in selecting books to read that are at an appropriate level within their “zone of proximal development (ZPD).”

In May pre-kindergarten children and their parents are invited to a Kindergarten Orientation. Teachers explain the program and visit the classes. Parents have the opportunity to meet teachers and ask questions. Parents receive a copy of the kindergarten standards. Teachers stress the importance of social and academic development and give parents ideas on how to help their children prepare for school. The state preschool and SDC preschool classes take time to tour the kindergarten classrooms and meet the teachers to ease the transition into kindergarten.

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

The main services provided to under-performing students using categorical funding are in the form of additional academic materials, technology to assist students, incentives for achievement and attendance, professional development for teachers, and assistance to parents. These items are discussed in items two above under the sub-categories of English Language Learner Program, Special Education Program, Gifted and Talented Education, and the Title 1 Program. Other categorical programs that assist students in meeting standards are:

Community Based English Tutoring Program (CBET)

The intention of the CBET program is to assist students and families as they learn English. The program provides academic support, as well as assistance with language acquisition. Ina Arbuckle offers instruction in Essential State Standards and tutoring skills to Spanish speaking adults from the community. Credentialed teachers provide CBET workshops throughout the school year. Parent workshops are offered in the afternoon and are designed to provide parents with skills and materials to help their students in academic areas. In addition, Ina Arbuckle provides opportunities for parents and community members to participate in ESL classes.

Extended Learning opportunity (ELO)

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

Title III Funds

The Title III funds are used to provide intensive English instruction for English Language Learners at the Beginning, Early Intermediate, and Intermediate levels of English Language Development (ELD).

Drug, Alcohol, Tobacco Education-TUPE/SDFSC

The goal of Ina Arbuckle is to give students the knowledge needed to make healthy life choices. Our aim is to prevent students from developing favorable attitudes towards drugs, alcohol, and tobacco. The instructional programs, Too Good For Violence, and Too Good For Drugs increase student's knowledge of the negative effects of tobacco, alcohol, and drugs.

The programs help increase their self-confidence, develop positive peer relationships, and engage in positive activities. Students learn self-esteem, decision-making, refusal skills, and coping strategies. Students also learn information regarding nicotine, drugs, chemical

dependency, consequences of using drugs, and violence prevention through Red Ribbon Week and Yellow Ribbon Week activities, assemblies, and instruction from school and district personnel.

6. Use of state and local assessments to modify instruction and improve student achievement:

The faculty at Ina Arbuckle Elementary is trained to analyze data in order to make instructional decisions. The data that is collected includes the results of the STAR Test, the criterion referenced California Standards Test (CST), and the district's Criterion Referenced Test (CRT). Teachers use the STAR9 Analyzer as well as the IDMS software to disaggregate student information and modify instruction to meet and insure that every grade level standard has been taught and mastered. Classroom formative and summative assessment results are analyzed to inform instruction. Teachers meet on minimum days to look at student work, examine student progress, and make instructional decisions.

7. Number and percentage of teachers in academic areas experiencing low student performance:

All of Ina Arbuckle's teachers work with students that are experiencing low academic performance. Teachers and grade levels plan instructional strategies aimed at these students during their minimum day planning time and individual planning times. Several grade levels plan together and team up to group students for instruction giving them a greater opportunity for success.

8. Family school, district, and community resources available to help these students:

Parents and the community are encouraged to become involved at Ina Arbuckle School by volunteering in classrooms, attending school and district functions, becoming members in the PTA, School Site Council, Title 1 Advisory Council, CBET, Student Assistance Program, Help from the Heart, and English Language Advisory Council. Parents are offered workshops and in-house services to provide an opportunity for them to acquire ideas and strategies in improving their children's academic achievement, such as English as a Second Language classes, and CBET/Family Literacy classes. In addition, parents are encouraged to meet with teachers to go over their child's academic progress. Translators are provided upon request.

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

9. School, district, and community barriers to improvements in student achievement:

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

- Lack of consistent reading, spelling, grammar, and mathematical programs.

- Lack of consistent implementation of research based instructional strategies and best practices.
- There is not a consistently implemented school-wide or classroom based discipline program and student disruptions and interruptions interfere with learning.
- Lack of teacher collaboration, planning time, and support to provide a consistent academic program for students.
- Inconsistent Intervention Program for students not meeting grade level standards.
- Increase parent involvement in addressing student discipline and attendance Issues.

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

Our 2004-2005 comprehensive needs survey indicates that three of the five focus areas to improve student achievement have been met. Ina Arbuckle staff continues to work towards reaching high academic achievement. The survey found that teachers want additional staff development in differentiated instruction in order to address the needs of all levels and abilities in the classroom. Teachers indicated a need for more interventions for students that are underperforming. Teachers are also looking for more opportunities for parent involvement and for active participation in their child's educational experience. In the area of technology, staff members indicated the lack of instructional technology used to support the curriculum and instruction. The staff would like to see a school-wide based discipline program that is enforced consistently by all staff members, students and parents. Our parent survey indicates the parents are proud of their children's academic progress and are happy with the staff at Ina Arbuckle School. The survey indicates a need for additional after-school programs for all students. Some parents indicated a need to improve communication with written notices in a timely manner.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

INA ARBUCKLE ELEMENTARY SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2005-2006

Conclusions from Student Data Performance Data

During the past six years of API reporting, Ina Arbuckle Elementary has had a gain of 222 points.

Ina Arbuckle Elementary
Jurupa Unified School District
API Growth

	1999	2000	2001	2002	2003	2004
API Score	419	438	483	549	638	641
Points Gained	N/A	19	45	66	89	3
Statewide Rank	1	1	1	1	2	2
Similar Schools Rank	2	1	2	4	7	6

Ina Arbuckle Elementary School continues to show gradual growth in their API. Improving the API has been a priority for teachers and administrators. Thorough evaluation of data and test results has assisted in improving the school's overall score. The staff examined results in all subgroups including Racial/Ethnic groups, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities. The goal is to reach 800 points and maintain a learning environment where all students succeed.

CSTs

An Analysis of the California Standards Test results indicates that even though our students are not making significant academic gains compared to the state, Ina Arbuckle students continue to show growth in certain grade levels and regressed slightly in some grade levels. The CST results in language arts indicate that 15% of second grade students are achieving at the Proficient or Advanced level. Third grade results indicate 10% of third graders are achieving at the Proficient or Advanced level. Fourth grade results indicate 17% of the fourth graders are achieving at the Proficient or Advanced level, an increase from 15% last year. Fifth grade indicates that 18% of the fifth grade students are at the Proficient or Advanced level, an increase from 7% last year. There was a gain of 11 points. Sixth grade results indicate that 5% of the students are at the Proficient or Advanced level. The CSTs mathematics results indicate that 51% of second grade students are achieving at the Proficient or Advanced level as compared to 43% at the district level. Third grade results indicate that 42% of the third grade students are achieving at the Proficient of Advanced level. The fourth grade results indicate that 25% of the fourth grade students are at the Proficient or Advanced level. Fifth grade results indicate that 27% of the fifth grade students are at the Proficient or Advanced level. Sixth grade results indicate that 9% of the sixth grade students are at the Proficient or Advanced level.

CRT's

District Criterion Reference Testing results from previous years indicate the majority of students are making significant gains in meeting the curriculum standards. Student scores improved in Reading on the District CRTs in 2004 when compared to the previous year except in grades Kindergarten, first grade, second, and fourth grade. However, K, 1st and 2nd grades are over the 80% mastery level. Fourth grade results show a -1.38 at 63.22% correct. Third grade results indicate a gain of +2.28 points at 78.78 % correct. Fifth grade results indicate a gain of +2.44 points at 67. 54% correct. Sixth grade results indicate a gain of +4.48 points at 64.48% correct. The mathematics results indicate that grades K through third exceeded the 80% mastery level. Fourth grade results indicate a +.77 gain at 68.57 % correct.

Goal #1 for Improving Student Achievement:

Improve Student Achievement in Literacy (including reading, writing, oral communication, language development and spelling).

Goal #2 for Improving Student Achievement:

Improve Student Achievement in Mathematics

Goal #3 for Improving Student Achievement:

Increase opportunities for parent involvement in the educational process.

Note: All 3 goals are included in this single action plan, as integrated and inseparable.

Student groups participating in this goal:

All subgroups: EL students, GATE students, Economically Disadvantaged Students, preschool students, etc.

Performance gains expected for these students:

A 5% average gain in reading and mathematics as measured by the CRTs, and an increase in the school's API (make the school's API growth goal). Increase scores for EL Learners, Socioeconomically Disadvantaged Learners, and all other subgroups. Increase the number of students attaining to proficiency and advanced in both language arts and math portions of the CRTs. Increase the ELD level of our EL students.

Means of evaluating progress towards this goal:

Benchmark CRTs; CAT6, CST; CELDT scores; and parent surveys.

Group data needed to measure academic gains:

Benchmark CRTs; CAT6, CST; CELDT scores; and parent surveys.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

Our Children, Our Schools, Our Future!

Indian Hills

Elementary School

**ANALYSIS OF CURRENT
EDUCATIONAL PRACTICE
AND
SCHOOL GOALS AND
CONCLUSIONS**

2005-2006

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

INDIAN HILLS ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2005-2006

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:
 - District adopted texts include:
 - Houghton-Mifflin "Reading" CA edition (2004)
 - Houghton-Mifflin "Mathematics" (2002)
 - Hampton Brown "Into English" (1997)
 - Houghton-Mifflin Social Studies (1991)
 - K-5 Harcourt Science Program (2000)
 - 6th Grade Prentice Hall Focus on Earth Science (2001)
 - Mathematics text is aligned to mathematics standards.
 - Language Arts text is aligned to standards.
 - Science text is aligned to standards.
 - Social Studies is out of date and not aligned to standards.
 - Supplemental materials are available for check out by the teachers.
 - Teachers supplement the core Social Studies text through the use of teacher created materials.
 - Grade levels meet regularly to discuss the curriculum and standards (once per month/minimum day).
2. Availability of standards-based instructional materials appropriate to all student groups:
 - Center activities need to be replaced with Houghton Mifflin standards-based instructional activities.
 - Use of non-adopted materials need to be moved out of the core program instructional time.
 - Grade 1 is missing the Big Books and Leveled Readers. The Leveled Readers are needed for Universal Access.
 - Students need the Houghton Mifflin Practice Books for Language Arts.
 - Students in grades 3 and 4 need access to the Houghton Mifflin English Workbook Plus.
 - *Step Up to Writing* is utilized school-wide to supplement and enrich the writing program.
 - SRA McGraw-Hill "Open Court Phonics (1995) is available for supplementation.
 - Guided Reading materials appropriate for emergent readers are available.
 - Manipulatives, workbooks, computer software, leveled readers, big books, book sets, posters and teacher resource books are all available to supplement and enrich the curriculum.
 - Accelerated Reader books and software are available for school-wide use.
 - Classroom libraries have been made available in the primary grades.
 - Additional standards based materials are needed for teaching the following Language Arts Standards: Multiple Meanings, Cause/Effect, Main Idea, Supporting Details & Homographs.
 - Each teacher was provided with a notebook that contains standards based instructional strategies.

3. Alignment of staff development to standards, assessed student performance and professional needs:
 - Grade levels met prior to school starting to analyze STAR & CRT data and to set grade level goals for the school year.
 - Grade levels met during minimum days to analyze CST data and chart individual student progress on a chart of regression. Grade levels also utilized the CST and Framework to map out instructional goals for the school year.
 - The entire staff attended mandatory training on using the Houghton-Mifflin Language Arts Program.
 - The entire staff had the opportunity to participate in Step Up to Writing training.
 - The 4th grade team collaborated and developed a plan for teaching writing to improve student performance on the State Writing Exam.
 - After school staff development (7 ¼ hours) was offered to the entire teaching staff. Teachers were trained on using Accelerated Reader and strategies for improving instruction with the Houghton Mifflin Language Arts Program.
 - Grade Levels will meet to long range plan.
 - Minimum Days occurred on each Wednesday, providing teachers the opportunity to collaborate as grade level teams.
 - Teachers would like to have time to collaborate **across** grade levels.
 - Teachers will attend the AB466 ELA and Math Professional Development Program.
 - Teachers will attend the PLC training and move toward a "Learning Community" model of collaboration.
4. Services provided by the regular program to enable under-performing students to meet standards:
 - ELD/SDAIE strategies
 - RSP/SDC
 - Differentiated instruction
 - Small group instruction
 - DRP (Developmental Reading Program/Volunteer Tutors)
 - Modified assignments & homework
 - Peer tutoring
 - Ability grouping for instruction
 - All students will receive access to the core through Universal Access.
5. Services provided by categorical funds to enable under-performing students to meet standards:
 - Guided Reading- Guided (leveled) Reading materials
 - Accelerated Reader
 - ELO (Extended Learning Opportunities)
 - SELO (Summer Extended Learning Opportunity)
 - Title 1 Tutoring
 - Title 1 pull-out for intensive reading instruction
 - Step Up to Writing
 - Resource materials available for teacher check-out
 - Parent Workshops/Family Nights
 - Literacy Bags
 - Planners, Notebooks and Dividers
 - Title1/SIP Resource Teacher will provide instructional assistance and support to teachers of reading and language arts as a coach or content expert.
6. Use of state and local assessments to modify instruction and improve student achievement:
 - Quarterly CRT's are regularly reviewed and analyzed at grade level meetings.

- Standards with low mastery (indicated on CRT) are targeted for instruction.
 - Grade level teams map out standards based instruction based on CST and Frameworks.
 - STAR and CRT results are shared with parents at conference time and quarterly thereafter.
 - Local assessments (CRT) provide quarterly benchmarks that assist teachers in assessing standards mastery.
 - Each teacher maintains a chart detailing student quarterly progress on the CRTs and yearly progress on the CST. These charts are submitted to the principal.
 - Quarterly Summative Exams (Houghton-Mifflin), for Language Arts provide results that assist teachers in assessing standards mastery.
 - Many teachers use the Accelerated Reader computerized assessment to assess individual student reading level.
 - K and 1st grade teachers assess student reading levels utilizing running records and maintain charts which show student progress.
7. Grade Levels and academic areas experiencing low student performance:
- 2nd and 3rd Grade had low scores but slow growth in Reading/Language Arts.
 - 6th Grade showed slow growth in Language Arts.
 - 3rd and 5th Grade had low scores in Mathematics.
 - RSP students had very low scores in Reading/Language Arts.
 - RSP students had very low scores in Mathematics.
 - LEP students have low scores and slower growth in Reading/ Language Arts.
 - LEP students have low scores and slow growth in Mathematics.
 - Economically Disadvantaged students had low scores in Language Arts.
 - Economically Disadvantaged students had low scores in Mathematics.
8. Family, school, district and community resources available to assist these students:
- ELO/SELO
 - RSP
 - Title 1 Tutoring
 - Parent Education (Science, Mathematics and Reading)
 - Public Library
 - Business Partnerships
 - ESL Adult Education Classes (CBET)
 - Newcomer's Program for 4-6 grade English Learners
 - Youth Service Counselor
 - PTA
 - Riverside Community College summer reading program.
 - UCR summer reading program.
9. School, district and community barriers to improvements in student achievement:
- Funding shortages
 - Lack of parental involvement
 - Emotional issues: divorce, abuse, poverty
 - Unsupervised/Latch-Key children
10. Limitations of the current program to enable underperforming students to meet standards:
- Funding
 - Limited funding/lack of teacher interest for after school intervention programs
 - Limited parent support
 - Too many students in the classroom
 - Ineffective use of the instructional day
 - No early intervention program in reading

- Limited programs to address social/emotional issues of the child
- Limited counselor time

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

INDIAN HILLS ELEMENTARY SCHOOL
School Goals and Conclusions

Conclusions from Student Performance Data:

AYP

- We met our AYP goal for the 2004-05 school year.
- More students are proficient or above in the area of mathematics.
- Fewer socio-economically disadvantaged students scored at or above the proficient level than the whole school.
- Fewer Black and Hispanic students scored at or above the proficient level than the other ethnic sub-groups.
- Fewer EL students are at or above proficient than the whole school.

API

- We did not meet our API growth target for the 2004-05 school year.
- The Hispanic sub-group did not meet their API target.
- The white sub-group did not meet their API target.
- Socio-economically disadvantaged students exceeded their API growth target.

Conclusions from Parent, Teacher and Student Input:

CRT Math

- The gains in mathematics are greater than the gains in language arts.
- Targeted students scored lower and are progressing at the same rate as the whole school.
- EL student scores are lower than the whole school, but these students are progressing at a faster rate than the whole school.
- GATE students' scores exceed District expectations.
- RSP students' scores are lower than the whole school, they are making slower growth in every area.
- Grades 2 and 3 made good progress.

CRT Language Arts

- Targeted students' scores were lower, but are progressing at a slightly greater rate than the whole school.
- EL student scores are lower than the whole school and these students are progressing at a slower rate than the whole school.
- GATE students' scores exceed District expectations.
- RSP students' scores are lower than the whole school, and they are making slow growth in every area.

CST Language

- More students scored Below Basic and Far Below Basic than in 2003.
- Fewer students scored Proficient and Basic than in 2003.
- 2nd and 3rd grade did not do as well as the whole school.
- Grades 4-6 did better than the whole school.
- Black students did not perform as well as other students.
- A greater number of female students scored at or above Proficient than male students.

- Economically Disadvantaged students in grades 4-6 are making very good progress.
- School-wide, we need to show more growth.
- The new Language Arts series is aligned with state standards and should help with growth.
- The EL students have a language barrier, which hampers their ability to understand the concepts.
- The economically disadvantaged students need more experiences.
- A homework club would help the economically disadvantaged.
- A focused program for high school and college aged students to come and tutor students on individual standards would be very beneficial.
- Parent workshops are helping the parents to understand what is expected of their child.
- Team teaching and ability clustering allows greater flexibility for ability.

CST Mathematics

- School-wide, we have made growth.
- Students perform better in mathematics than in language arts.
- More students are Far Below Basic than in 2003.
- Fewer students are Advanced than in 2003.
- By the 6th grade, male and female students were performing about the same.
- Economically Disadvantaged students have made good growth, but continue to perform below the whole school.
- This is a difficult test for EL students as instructions are in English. These students have a lower score than the whole school due to their lack of skills in English not their lack of math skills.
- Increasing experiences and exposure to vocabulary for EL students will increase their math scores.
- Students who have limited reading ability will have difficulty with this test.
- Parents need help understanding concepts. We need to continue having more parent workshops.
- A homework club would benefit students.
- A focused program for high school and college aged students to come and tutor students on individual standards would be very beneficial.
- We need to implement a supplemental math program for under-performing students.
- Team teaching and ability clustering allows greater flexibility for ability.

Overall Conclusions

- Our mathematics program is stronger than our language arts program.
- We need to continue to focus our efforts on the EL, RSP, and economically disadvantaged students.
- We need to help EL students learn the language of mathematics.
- We need to increase parent participation and involvement. We have had good success with the Parent Nights.
- We need to encourage volunteers to tutor students in math and reading.

School Goals for Improving Student Achievement

Goal #1 for Improving Student Achievement:

Indian Hills Elementary School's API needs to be 800. We will meet or exceed our annual growth target (743 for 2005), as set by the state of California.

Goal #2 for Improving Student Achievement:

All students will make adequate yearly progress. For the school year 2005-06, at least 47.5% of the students will score proficient or above in mathematics, and at least 39.5% of the students will score proficient or above in language arts.

Goal #3 for Improving Student Achievement:

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

Goal #4 for Improving Student Achievement:

All students will be taught by “Highly Qualified” teachers.

Goal #5 for Improving Student Achievement:

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

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

Our Children, Our Schools, Our Future!

Mission Bell

Elementary School

**ANALYSIS OF CURRENT
EDUCATIONAL PRACTICE
AND
SCHOOL GOALS AND
CONCLUSIONS**

2005-2006

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

MISSION BELL ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2005-2006

Standards

California's SBE has adopted high academic standards in Reading/Language Arts, Mathematics, and Science. The standards serve as the framework for directing district goals, objectives, and expected learning outcomes into an articulated curricular program designed to maximize learning for all students. The standards enable the articulation of curriculum and learning expectations from grade level to grade level. The school staff is implementing curriculum and assessments that are aligned to the standards along with reporting strategies that reflect student success in relation to the standards and associated exit criteria. Teachers at each site develop a variety of their own assessments to determine each student's mastery of the standards. Teachers use district adopted and supplemental resources to assist student mastery towards the standards. Teachers meet regularly to improve instruction. Lesson plans reflect standards-based lessons and are regularly reviewed by the principal. Formal and informal observations by the principal are conducted. Standards are posted in each classroom. Teachers have a standards binder, which includes all content standards for all grade levels. Mission Bell School complies with the District policy to provide students' access to standards aligned textbooks that support the core curriculum. Selection of textbooks and materials are based on District goals and objectives. Supplemental materials are selected based on alignment to the standards. Students have access to standards-based materials in their classroom and available for check-out. Many supplemental materials used in the classroom and at home to extend learning time require photocopying. Too Good for Violence, a research-based violence reduction curriculum is used at grades K-6 in an effort to reduce bullying and violence at school. In addition, at the Elementary level each school site has Too Good For Drugs (TGFD) instructional materials kits for each grade level available to all teachers. Students are given a minimum of six hours instruction per school year. The TGFD curriculum provides information about alcohol, tobacco and other drugs. Other key components of the curriculum are social bonding and skills lessons which reinforce and build as the students' progress through the grades.

Assessments

Disaggregated assessment data are utilized in the annual updating of the school plan. Principals and Leadership Team members review and evaluate disaggregated assessment results to make determinations about program improvement. They also analyze assessment data to determine strengths and weaknesses of various programs and in areas of instruction. Areas for improvement are then determined using the information gathered from the assessment data in conjunction with surveys and other achievement data. Teachers met and discussed how students would be assessed.

Needs Assessment

The School Based Coordinated Program at Mission Bell is based on program planning, monitoring, and evaluation activities conducted during the previous school year. Program planning activities are conducted at leadership and grade level meetings, staff meetings, ELAC, GAC, and SSC meetings. Current programs are monitored and reviewed on an on-going basis by discussion with staff and the SSC. Evaluation of the SBCP is conducted by analyzing data, reviewing student work, and discussions with staff and parents. Financial, material, and human resources are considered. Staff and parents are involved throughout the evaluation process of all consolidated programs.

Procedures for Analyzing Data

Teachers utilize a variety of assessments to determine students' success. Analysis of the data from these assessments provides teachers, students, and parents with information needed to drive instruction. The data is also used to guide individual and group instruction needed to remediate and/or address areas of weakness.

Minimum Days are used for principals, teachers, and support staff to analyze student information throughout the year. The principal and Leadership Team plan activities to analyze data at staff development and grade level meetings.

Procedures for Reporting Results

The school ensures that the results of the STAR are made available to the teachers, students, and parents in a timely manner. Teachers are trained on reporting the results to parents and discuss questions regarding the results in a manner that equates them to the student's classroom performance. Information from a variety of assessments such as grades, prompt scores, portfolios, and state assessments are included in the discussion. This information is shared with the student and parents in a productive manner that emphasizes strengths and details steps needed for improvement.

Parents are informed of their student's progress in the following ways: progress reports, report cards, student work, school reports, and homework. Parents are also informed of their children's various assessment data results as well as all other aspects of their children's academic development at parent conferences. This type of reporting helps parents understand assessment data as it pertains to the learning environment. Follow-up conferences may be scheduled to more closely monitor a particular student's progress. Strategies that parents may employ at home to reinforce the child's learning are discussed at this time. Progress reports are periodically sent out to parents informing them of their child's progress. Parents are informed annually about the school's overall assessment performance in the School Accountability Report Card. Interpretation of assessment data is provided to parents as needed. As a Title 1 school, Mission Bell employs a parent-teacher-student compact. This compact, which entails grade level expectancies, behavior standards, and ways parents can support the goals of the school, is explained and clarified at parent-teacher conferences.

Parents are informed of special programs and extended learning times. Students with special needs i.e. Special Education, ELL, etc., may require special consideration with assessments. These considerations along with suggestions are provided to the parent.

Parents receive information about the standards and accountability procedures through standards hand-outs as well as through parent information nights. Students are informed of the standards and student work requirements through report cards, rubrics, assessment results, teacher- and district- developed assessment materials, fluency rate tests, individual portfolios, classroom projects and work, and standards posted in the classroom.

Current Core Textbook Adoptions

Houghton Mifflin Language Arts

Houghton Mifflin Social Studies

Houghton Mifflin Math

Harcourt Science (K-5)

Prentice Hall Science (gr. 6)

Hampton Brown ELD

Too Good For Drugs

Supplemental Materials

Accelerated Reader

Accelerated Math

Mountain Math/Language

Step Up to Writing

Weekly Readers

Wright Group

Literature Sets

Touch Math

Math Steps

Scholastic News

HM Leveled Readers

Rigby Books

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

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

MISSION BELL ELEMENTARY SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2005-2006

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Houghton Mifflin Math	
Harcourt Science (K-5)	Prentice Hall Science (gr. 6)
Hampton Brown ELD	Too Good For Drugs

Supplemental Materials

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Mountain Math/Language	Math Steps	
Step Up to Writing	Scholastic News	
Weekly Readers	HM Leveled Readers	
Wright Group		Rigby Books
Literature Sets		
Touch Math		

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A. Assessment of Student Learning Progress

Overview: Planned Improvements in Student Performance

The focus of this school plan is to meet the student performance standards established by

State and Federal legislation. Currently the Annual Yearly Progress (AYP), Academic Performance Index (API), and the California English Language Development Test (CELDT) are the measures used to determine student performance for the school overall and for significant subgroups. This data is analyzed to determine academic performance of all students; English Learners, educationally disadvantaged, gifted and talented, and students with exceptional needs. Detailed information is in the School Profile. Analyses of this data, plus any local measures of pupil achievement are analyzed to guide the formulation of the following Planned Improvements in Student Performance.

Mission Bell's 2004 growth API is 658. Students scoring proficient/advanced in ELA were: School wide 21.6%, Hispanic 17.1, White 49%, SED 18.5%, and EL 11%. Students scoring proficient/advanced in Math were: School wide 28.2%, Hispanic 24.4%, SED 26.7%, and ELL 19.4%. ELL students' scores on CELDT show 51.4% of EL students scoring at the Intermediate-Advanced levels.

Teachers utilize a variety of state and local assessments to determine students' success. Data analysis from these assessments provides teachers, students, and parents, information needed to drive informed instruction. The data also informs individual and group instruction needed to remediate and/or address areas of weakness. Time is provided for Principal, teachers, and support staff to analyze disaggregated student information throughout the year in grade level teams and across grade levels. The Principal, Leadership Team, and grade level team leaders plan activities to analyze data reports from STAR and local assessments at staff development and grade level meetings to determine and review goals and monitor objectives. California Healthy Kids Survey Core and Resiliency module is given annually at grades 5, 7, 9, and 11. Site, district, and countywide results are available. Site results are used to modify/improve classroom instruction in the areas of Health, Safety, and Alcohol, Tobacco, and Other Drug (ATOD) curriculum. Results also assist in determining the Safe School Plan objectives and Single Plan for Student Achievement Focus Area goals.

D. Interventions

Mission Bell provides extended learning opportunities for students who are retained or who are at risk for being retained. Such instruction will be provided as early in the school year, and as early in the student's school career, as practicable. The Resource Teacher oversees the intervention program which includes pull-out programs and our Extended Learning Opportunity program.

Services provided by the regular program to assist underperforming students include: Language Assessment Center-translations and initial testing for placement, Resource Program (RSP)-assist Special Education students to meet goals, Special Day Classes, Speech and Language Specialist-serve Special Education students with speech/language needs, Student Study Team (SST)-, Health Center-provides a nurse, a health care aide and training in health issues, Curriculum Department-identification of essential standards and curriculum support, Library Clerk-assist students in checking out of library materials, Psychologist-support staff and test students for qualification of Special Education, and Youth Service Center (YSC) Counselors-provides individual or group counseling, in class lessons/presentations.

A School Based Coordinated Program (SBCP) is operational at Mission Bell and provides flexibility for the coordination of categorical programs/funds in an effort to have all students achieve grade level standards. SBCP programs are comprised of School Improvement (SI), Economic Impact Aid/English Language Learners (EIA/EL), Gifted and Talented Education (GATE), and Special Education. Teachers, other school staff members, Principal, Resource Teacher, and parents work together to develop and implement a program in which resources are coordinated and utilized to ensure that all students are striving to meet grade level standards. This affords Mission Bell the opportunity to coordinate services provided to GATE, At-Risk, and Special Needs Students with overall School Improvement services and staff

development. Categorical funds provide personnel, staff development, materials, and equipment to supplement the District core curriculum. The Title I program provides additional support to all students in Language Arts and Math and meet the goals of the Local Improvement Plan and the District Strategic Plan. Categorically funded expenditures are directly related to the core curriculum, advance the goals in the Local Improvement Plan and achievement of student outcomes in the District Strategic Plan.

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

- Resource Teacher
- ELO
- Parent workshops
- Bilingual Language Tutors
- Conferences
- Study Trips
- Childcare during parent trainings
- Recognition/Motivation awards
- Translators for trainings
- After-school tutoring

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

- Increase familiarity of materials and programs for implementation by staff (Language Arts)
- Technology training for staff
- Adequate or quality time for training all staff (certificated and classified)

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

Our Children, Our Schools, Our Future!

Pacific Avenue

Elementary School

**ANALYSIS OF CURRENT
EDUCATIONAL PRACTICE
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2005-2006

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

PACIFIC AVENUE ELEMENTARY SCHOOL
Analysis of Current Educational Practices
2005-2006

Core Curriculum Components

JUSD has adopted the California State Standards. Standards aligned Criterion Reference Tests are utilized to monitor students' progress toward mastery of the State Standards and to guide instruction. Supporting the California State Standards, Jurupa Unified School District supplies State adopted materials to all Pacific Avenue students for instruction in all core subjects.

Reading Language Arts:

Pacific Avenue's English-Language Arts program reflects a balance between the skills and practice necessary to promote effective readers and writers and a literature base that encourages personal reading and writing for the future. The foundation of the Pacific Avenue Curriculum is the California State English Language Arts Standards. The program promotes an integration of reading, writing, speaking, skill development and practice, and considers all components recommended by the California Reading Initiative and included in the state reading/language arts standards. These standards combined with assessment materials assist teachers in monitoring the progress of all students and adjusting teaching strategies and materials to ensure mastery of the standards.

All students receive instruction from the district adopted Houghton Mifflin Reading/Language Arts *Reading*, California issue. The text addresses the California State Standards through themes. The spiraled and comprehensive themes address reading strategies, comprehension, phonemic awareness, decoding, vocabulary development, spelling, grammar, and study skills. The Step Up to Writing Program adopted by the Jurupa Unified School District during the 2003-2004 school year, scaffolds student experiences with a tangible writing structure.

Assessment of student progress is evaluated through both formal (Theme Tests, Summative Tests, CAT6, CST, CRT tests) and informal measures. Pacific Avenue's Language Arts program emphasizes early intervention and assists students in grades 1-6 who are having difficulty learning to read. Certificated teachers plan and implement interventions for students who are struggling.

Mathematics:

Students receive mathematics instruction in the fundamental concepts of each strand of mathematics: Functions, Algebra, Geometry, Statistics and Probability, Discrete Mathematics, Measurement, Number, and Logic and Language. Students develop computation skills, problem solving skills, mental arithmetic, estimation and calculator /computer technology as is presented in the state adopted standards and supported by the district's mathematics adoption. Assessment materials assist teachers in monitoring the progress of all students and in adjusting teaching strategies and materials to ensure mastery of the standards. The district has adopted and implemented the Houghton Mifflin mathematics series for grades K-6 that is aligned to state standards.

The focus of instruction is upon students developing mathematical power. Students learn and use skills and concepts within larger mathematical units and tasks that are frequently

open-ended and have multiple solutions. Assessment of student progress is evaluated through both formal (Houghton Mifflin math assessments, CAT6, CST, CRT tests) and informal measures. Performance-based assessment appears in student work in the form of open-ended problems and investigations in which students are asked to explain their thinking orally and in writing. Certificated staff members explore reasonable interventions and assist students who are struggling with mathematics. The goal of these programs is to help all of our students learn both basic skills and problem solving.

History/Social Studies:

Students are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and long ago, to develop higher levels of critical thinking for the future. Students receive instruction designed to develop historical, ethical, cultural, social, geographical, economic, and political literacy as well as behavior and values that are essential to a society and democratic institutions. The district adopted K-8 Houghton Mifflin Social Studies Program is used to address the state curriculum standards.

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

Science:

Students receive instruction in life, earth, and physical science as presented in the adopted state standards and supported by the Prentice Hall Science Program (grade 6) and Harcourt Brace (grades K-5). Six major themes (energy, evolution, patterns and change, stability, systems and interactions, scale and structure) are integrated throughout instruction in each of the disciplines. The scientific thinking processes of comparing, ordering, relating, inferring, and applying are developed in the activity-based program through inquiry and investigation as they are required and presented in the state standards. Student progress is evaluated through formal and informal measures, oral and written projects, and performance-based assessments which include hands-on activities, investigations, and open-ended questions.

Uninterrupted blocks of time are scheduled to meet requirements of the *Reading/Language Arts Framework for California Public Schools*, the *2002 Reading/Language Arts/ English Language Development Adoption Criteria*, and the *Mathematics Framework for California Public Schools*.

Reading/Language Arts:		Additional Time for Reading Interventions:	
K	60 minutes daily	K	30 minutes daily
1-3	2.5 hours daily	1-3	30-45 minutes daily
4-6	2.0 hours daily	4-6	30-45 minutes daily
Mathematics:		Additional Time for Math Interventions:	
K	30 minutes daily	K	15 minutes daily
1-6	60 minutes daily	1-6	15 minutes daily

Categorical Programs

School Overview:

All students on the Pacific Avenue campus have access to the core curriculum, including RSP, SDC, Speech, GATE, and LEP students. The curriculum is guided by the California State Standards. Differentiated curriculum is provided through a variety of teaching strategies and learning patterns including, but not limited to, small group and large group experiences, homogeneous and heterogeneous settings, collaboration with teachers to develop academic

tasks, completion of academic tasks with various production methods, and opportunities that encourage the development of self-directed, in-depth inquiry.

Parent involvement is always a focus at Pacific Avenue. Parent meetings are held to obtain parent input regarding programs, such as, Title I, GATE, and EL programs. A teacher/parent/student compact is reviewed, edited, distributed, and signed by parents, students, and teachers yearly. Our School Site Council, reflecting appropriate parity, has the opportunity to discuss parent involvement with regards to programs, special events, school policies, among others. Pacific Avenue's English Language Advisor Committee (ELAC) affords parents opportunities to become involved, provide input, and voice concerns about programs. Additionally, the Parent Institute for Quality Education (PIQE), provides yearly classes on parent involvement.

Parents, teachers, students, and other staff members have opportunities to make suggestions about Pacific Avenue programs. Programs, such as Title I, ELO (Extended Learning Opportunities), GATE, and EL, are reviewed yearly. Continual input and review guides the creation of the Coordinated School Plan.

Highly Qualified Staff:

All teachers but two at Pacific Avenue are fully credentialed and are currently being identified as Highly Qualified Teachers as mandated by NCLB. The two teachers who are not fully credentialed will be both special education interns and will complete all requirements of NCLB by the 2006 deadline. All teachers are authorized to teach Structured English Immersion to English learners. Beginning teachers participate in Jurupa Unified School District and Riverside County Department of Education sponsored California Formative Assessment and Support System for Teachers (CFASST/BTSA). Mentor teachers work with beginning teachers examining professional practices, including examination of the California Standards for Teachers. JUSD also participates in the Peer Assistance Review (PAR) Program. All teachers may voluntarily participate in this program. Teachers who receive "needs improvement" in two or more areas of their evaluations are automatically enrolled. The program pairs the participating teacher with a mentor teacher to improve professional skills including engaging and supporting all students in learning, creating and maintaining effective environments for student learning, and understanding and organizing subject matter for student learning.

GATE:

The Pacific Avenue GATE Program is centered within the classroom setting with the regular classroom teacher. Gifted students at Pacific Avenue are clustered and there is not a GATE school in JUSD. Opportunities are provided for both GATE and high achievers. Curriculum in all these settings primarily centers on the accelerated district curriculum standards. All GATE students receive core curriculum in their regular grade level classrooms, including differentiated curriculum that engages the academic and social/emotional development of the gifted learner. All or part of the curriculum is differentiated based on Curriculum Standards that have been designed specifically to challenge GATE and high achieving students to meet assessed needs of gifted learners. The gifted learners will be provided opportunities for differentiated curriculum by compressing/compacting the core curriculum and enabling the gifted to accelerate their own learning. Students are provided opportunities to pursue in-depth investigations, to generate more complex answers, and to produce products that are unique with a high degree of understanding.

English Learners:

English Learners at Pacific Avenue are placed with authorized teachers. Per Jurupa's Policy 6505, Regulation 6505, and Procedure 237, each English learner receives a program of instruction in English-language development in order to increase proficiency in English as rapidly and as effectively as possible. At Pacific Avenue Elementary, English learners are grouped together homogeneously, according to their ELD levels, to attend ELD. ELD lessons are

designed to promote English learners' acquisition of listening, speaking, reading, and writing skills in the second language.

In situations where students are grouped heterogeneously, that is, when proficiency levels are placed in the same classroom, the teacher provides differentiated instruction using strategies appropriate to each language proficiency level represented in his/her class. Students receive instruction through Structured English Immersion and teachers use SDAIE techniques. Extra support in Spanish is provided by classroom teachers and bilingual language tutors to the extent possible.

Parents are provided with information regarding ELAC and its function as a committee at Pacific Avenue Elementary. Parents are invited to volunteer to become committee members and attend a general meeting. To encourage parents to attend, announcements are sent home in both English and Spanish, childcare is provided, and refreshments are served. ELAC members are instructed in parliamentary procedure, the role of ELAC, data analysis, program evaluation, and other information.

Gender Equity/Sexual Harassment/Non-Discrimination:

Students and employees are not excluded on the basis of gender, sex, and/or sexual orientation issues from participation in any educational program, curricular or extracurricular including all sports and other activities, denied the benefits of participation, or subjected to harassment or other forms of discrimination in such programs. The policies are given to parents annually, in Spanish and English, as part of the annual Parent Notification Brochure and Parent Handbook. They are given to all employees as part of our Staff Handbook. All students are verbally given the sexual harassment policy and complaint procedure as part of student orientation at the beginning of each year and each quarter thereafter and in a student handbook. SSC members also receive orientation on these policies. Written copies are included in our advisory committee handbook that is given to each representative. Pacific Avenue keeps extra copies of the sexual harassment policy and complaint procedure in the office to give out upon request. Policies are posted in the office, lounge, and where the student meetings are held. All Pacific Avenue staff members are trained in district sexual harassment policy, gender equity, and non-discrimination. They recognize signs of harassment and follow school procedures in informing counselors and administration when they suspect sexual harassment, gender inequity, or discrimination.

Extra-curricular and co-curricular activities are open to all students. Announcements in bulletins and promotional materials make that clear. Students make their own choices about joining these activities based on their own interests.

Pacific Avenue School reviews class enrollment lists for every classroom by gender totals. The administration and teachers at Pacific Avenue School meet to place students in classrooms. All efforts are made to ensure gender balance.

Individual family meetings are scheduled for students that are in danger of failing, or of not meeting promotion requirements. The at-risk student, at least one parent, the school principal or designee, and the SST chairperson meet to discuss the strengths and weaknesses of the student to develop a plan to help the student meet promotional requirements. Such conferences are free from gender or other bias. Students are provided with counseling and guidance that is not discriminatory to their gender, sex, or sexual orientation. The school's principal handles complaints concerning discrimination and sexual harassment.

Uniform Complaint Procedure:

The district has a written policy approved by the board on sexual harassment and non-discrimination that includes information on the procedures for reporting charges and seeking remedies. The school sites display the written policy on sexual harassment, including the

procedures of the complaint. On the Pacific Avenue campus, non-discrimination policies and complaint process are posted in the main office, staff lounge, and where student government meets. The policies are given to parents annually, in Spanish and English, as part of the annual Parent Notification Brochure and the Parent/Student Handbook. They are given to all employees as part of the Staff Handbook. All students are given the district nondiscrimination policy and complaint procedure in writing in the first day packet each year and in the Student Handbook. New students receive information upon their registration. SSC also receives orientation on these policies. Written copies are included in our advisory committee handbook that is given to each representative.

Safe Schools and Drug, Alcohol, and Tobacco Education:

Pacific Avenue Elementary School provides a comprehensive educational program within a supportive, disciplined environment. Kindergarten through sixth grade California State Standards, drug, alcohol, tobacco, and violence prevention education and intervention programs are part of the curriculum and environment.

Teachers are trained to present instruction which include effects of drug, alcohol, and tobacco on the human body, resisting peer pressure, and refusal skills. In addition, 4th, 5th, and 6th graders receive augmented tobacco use education. Teachers provide lessons focusing on conflict resolution and bullying. All students also participate in school wide activities during Red Ribbon Week, Yellow Ribbon Week, and Child Abuse Prevention Month.

Those students in need of further help have the opportunity to participate in services provided by the district's Student Assistance Program, Youth Counseling Services, Strengthening Families Program, Healthy Start, Crisis Intervention, Student Study Team Program, Child Protective Services, and the School and Community Outreach Team Program.

Pacific Avenue is a closed campus. All visitors must sign-in at the campus office and receive a visitor's pass, which must be displayed on their person. Campus supervisors closely supervise students before, during recess, and during lunch. All staff members create a safe environment for all students, keep in constant contact with the school administration, and are in-serviced on campus safety.

Categorical Services:

The primary services provided to under-performing students using categorical funding are in the form of additional academic materials, technology to assist students, incentives for achievement and attendance, professional development for teachers, and assistance to parents. These items are discussed in the sub-categories of English Language Learner Program, Special Education Program, Gifted and Talented Program, and the Title 1 Program. Other categorical programs that assist students in meeting standards are:

Community Based English Tutoring Program (CBET):

Pacific Avenue Elementary School, through the JUSD Adult Education Department, offers instruction in adult ESL and tutoring skills to Spanish speaking adults from the neighborhood. A credentialed teacher provides instruction twice a week for a total of four hours. The school also provides instructional materials to parent tutors through this program. Parents and other adult participants in the program sign an agreement in which they promise to tutor one or more EL students. In addition, special curriculum classes are held for Spanish speaking parents to enable those parents to help their children with homework and review class work.

Extended Learning Opportunity (ELO):

Our grades K-6 supplemental program for students at risk of retention includes a primary emphasis on Language Arts (Reading) and mathematics. The focus is on essential standards in grades K-3 and on minimum standards in grades 4-6. Students' current levels of achievement in both Mathematics and Language Arts are assessed and the individual needs of each child

are addressed through whole group and individualized instruction. Students are retested and re-taught until mastery has been attained. A survey is conducted with parents to gain their input on the effectiveness of the program and other issues that are relevant to this group of students. Since many of our at-risk students are English Learners, we also emphasize English fluency. Our extended learning programs include Summer ELO and after school programs.

Communicating to Meet Student Needs:

Pacific Avenue restructured its instructional minutes to allow for minimum days on Wednesday. The Wednesday grade level planning days are used to 1) create and share strategies for high risk readers based on diagnostic assessment data, 2) review standards and student achievement, and 3) monitor student progress to help teachers know which tasks are effective as they continuously revise the selected tasks.

Student achievement data is analyzed by the principal and teachers on a regular and on-going basis and is used to make decisions regarding curriculum, instruction, staff development, parent involvement, and budgets.

Pacific Avenue has 2 monthly staff meetings and leadership meetings at which student achievement and school programs are examined. Special education teachers, aides, bilingual language tutors, classroom teachers, the TSA, and administration work together to identify and address the needs of the Pacific Avenue students. Pacific Avenue's Students Success Team meets to discuss interventions to meet the needs of those students who are not mastering the standards.

Needs Assessment and Parent Survey:

Pacific Avenue Elementary School is a Title I Schoolwide Program School. Our school plan is based on a comprehensive school-wide needs assessment, including review of student assessment data from adopted Language Arts and Mathematics program, district CRT's , CAT6, CST, other standards-based classroom assessments, progress of students receiving various interventions, and teacher observations. Parent surveys and staff surveys are used to assess program strengths and weaknesses. Members from SSC, ELAC, Pacific Avenue Staff, and other interested parties examine school-wide needs assessments. The findings are used to produce the School Plan. In the spring, as part of our on-going process of making Pacific Avenue School a supportive, standards-based learning environment, a school wide survey is disseminated, collected, and the information collated to better plan for the following year.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

PACIFIC AVENUE ELEMENTARY SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2005-2006

Long Term Goal: *Language Arts*

All students will improve reading fluency, comprehension, and written expression to meet school growth target necessary to increase the amount of students at proficient level or above on CST.

Long Term Goal: *Mathematics*

All students will improve their achievement in mathematics, by using a comprehensive curriculum that addresses the California State Standards, with an emphasis on problem solving, reasoning, and algebraic thinking (grades 4-6) to increase the number of students at the proficient or above level of the CST.

Long Term Goal: *Professional Development*

To provide an outgoing professional development program, that will supplement teacher knowledge and ability to implement language arts and mathematics standards using research based strategies and district adopted instructional materials.

Long Term Goal: *Parent Involvement*

To increase the level of parent involvement at Pacific Avenue by recognizing parents/guardians as partners in the education and success of their children.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

Our Children, Our Schools, Our Future!

Pedley

Elementary School

**ANALYSIS OF CURRENT
EDUCATIONAL PRACTICE
AND
SCHOOL GOALS AND
CONCLUSIONS**

2005-2006

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

PEDLEY ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2005-2006

The following statements characterize educational practice at Pedley Elementary School:

Alignment of curriculum, instruction and materials to content and performance standards:

Introduction

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

Reading/Language Arts

Pedley's reading/language arts program reflects a balance between the skills and practice necessary to promote effective readers and writers and a literature base, which encourages personal reading and writing for the future. All students receive instruction from the district-adopted K-6 Houghton Mifflin Reading Program. Phonics instruction is supported through the Houghton-Mifflin reading program. Supplementary materials include the Step Up to Writing program.

The schools in Jurupa Unified School District utilize the California state standards for language arts. These standards will focus instruction and help teachers monitor the progress of all students. All core curriculum, supplemental materials, and staff development support the successful implementation of these standards. Assessment of student progress is evaluated through both formal and informal measures.

The focus of Pedley Elementary School is to ensure student mastery of basic skills in reading and writing. Pedley's program has been designed to promote literacy. In K-3 class size reduction classrooms, students are afforded more individualized instruction from the teacher to promote these skills. Students who are struggling with reading and writing may qualify for after school additional assistance through our Title I ELO program. Title I ELO class sizes are small to accommodate at-risk students. The goal of the program is to help all of our students become fluent readers.

Mathematics

All students receive instruction through the district-adopted core curriculum: K-6 Houghton Mifflin Mathematics Program. Students receive mathematics instruction in the fundamental concepts of each strand of mathematics according to the California State Mathematics Framework: Functions, Algebra, Geometry, Statistics and Probability, Measurement, Logic and Language. Students develop computation skills and problem solving skills through the district's core curriculum and supplemental materials.

Supplemental mathematics materials were ordered to ensure that all students are developing mathematical power and reasoning. Supplemental materials include the Houghton-Mifflin math intervention kits and manipulatives to support student learning.

Students learn and use skills and concepts within larger mathematical units and tasks that are frequently open-ended and have multiple solutions. Assessment of student progress is evaluated through both formal and informal measures. Performance based assessment appears in student work in the form of open-ended problems and investigations in which students are asked to explain their thinking orally and in writing. This type of direct assessment encourages teachers to use varied strategies to enhance basic computation skill mastery.

History/Social Science

Students receive instruction designed to develop historical, ethical, cultural, social, geographical, economic, and political literacy as well as behavior and values that are essential to a democratic society. Primary sources and various genres of literature are used to facilitate students' understanding of historical periods, events, places, and people as presented in the district-adopted K-8 Houghton Mifflin Social Studies Program.

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

Science

Students receive instruction in life, earth, and physical science as presented in the K-6 Harcourt Science Program. Six major themes (energy, evolution, patterns and change, stability, systems and interactions, scale and structure) are integrated throughout instruction in each of the disciplines. The scientific thinking processes of comparing, ordering, relating, inferring and applying are developed in the activity-based program through inquiry and investigation. Student progress is evaluated through formal and informal measures, oral and written projects and performance-based assessments, which include hands-on activities, investigations and open-ended questions.

Technology

Pedley Elementary School recognizes the need to effectively utilize technology in order to fully equip our students to become confident, life-long learners, and responsible, productive citizens in an ever-changing information age. Technology is a powerful vehicle for transmitting knowledge to students; teachers will expose students to the wealth of information and services available to them through various media. Students will leave Pedley Elementary School with the skills and experience they need to function successfully in an increasingly technological age. All classrooms are wired for voice, data, and cable as well as Internet access. We will utilize technology to enhance and enrich learning, increase our effectiveness as educators and prepare all students for success.

Visual/Performing Arts

Students receive instruction through the district-adopted series of K-6 Silver Burdett Music Program. Students' knowledge in the areas of art, drama, and music are supplemented/extended through assemblies provided by the Music Center in Riverside, school programs and classroom activities. Pedley Elementary School and the Jurupa Unified School District continued its partnership with the Riverside Philharmonic to provide an extensive

study of the orchestra, which will culminate in attending a full concert by the orchestra at the Riverside Municipal Auditorium.

Physical Education

Students at Pedley Elementary School are provided with a well-developed physical education program, which integrates social skills with basic movement skills, physical fitness, organized games and sports. Teachers work together on grade level teams to plan and implement the program and coordinate the use of facilities for all classrooms.

Availability of standards-based instructional materials appropriate to all student groups:

English Language Development

Pedley Elementary School currently serves 323 English language learner students. Spanish is the dominant language that the ELL students at Pedley Elementary School speak. These students are placed in Structured English Immersion classrooms with authorized teachers (CLAD, BCLAD, SDAIE, SB 1969 or SB 395) whenever possible. Universal Access is provided in Language Arts for 30 minutes daily to meet the needs of the English learner. ELL students also receive ELD instruction from an authorized teacher and the support of a bilingual tutor. These students utilize the district-adopted series of Hampton Brown to provide ELD instruction 30 minutes daily.

Special Education Program

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

Gifted and Talented Education Program - GATE

GATE students are currently being served in their regular classrooms with a variety of instructional methods. Students receive 200 minutes weekly of differentiated instruction which may include special individual project studies, enrichment activities, and/or directed higher level questioning through daily lessons. In addition, the students participate in an extended day GATE program. GATE students stay after school for an hour one-day a week with a credentialed teacher to receive above and beyond enrichment activities. Students are identified through the use of standardized achievement tests, results of IQ tests, parent and teacher input, observations, special honors or recognition received, language spoken at home and availability of enrichment experiences provided in the home environment. Pedley Elementary School is currently serving 16 gifted students in grades 2-6.

Alignment of staff development to standards, assessed student performance and professional needs:

Alignment with standards

Teachers participate in grade level release days after each benchmark CRT to analysis data and focus on standards-based instruction. The grade level teams work cooperatively to share their

results, focus on under performing students, and develop a weekly team focus in language arts and math.

Assessed student performance

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

Professional needs

New teachers participated in the Beginning Teacher Support and Assessment (BTSA) program and in the California Formative Assessment and Support System for Teachers (CFASST). This is a full year program that places mentor teachers and beginning teachers together to ensure a smooth start in the teaching profession. Teachers will be receiving AB 466 training in Language Arts and Math.

Services provided by the regular program to enable under performing students to meet standards:

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

CBET

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

Title I/ELO

Pedley Elementary School is a school-wide Title I school as of the 2001-2002 school year. We identify at-risk students school wide. As a Title I school-wide school, our focus is on literacy skills in all grades. Students are offered extended day activities to develop reading skills. Credentialed teachers and instructional aides work with students in our extended day reading, writing and math program throughout the school year. Teachers utilize Watch Me Read and Soar to Success materials available through the Houghton Mifflin language arts series in addition to other resource materials for mathematics review and instruction. Students in grades K-6 are supported in the classroom with Universal Access, supplementary instructional materials and varied instructional strategies.

Drug, Alcohol, Tobacco Education **TUPE/SDFSC**

The goal of the Pedley Elementary School staff is to give students the knowledge to make healthy life choices. The TUPE and SDFSC programs provide students opportunities to express

themselves through sports, drama and art; increase their knowledge of the negative effects of tobacco, alcohol, and other drug use; increase their self-confidence; develop positive peer relationships and engage in positive activities.

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

Alternative Programs and Curricular Delivery Systems

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

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

Use of state and local assessments to modify instruction and improve student achievement:

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

Number and percentage of teachers in academic areas experiencing low student performance:

All of Pedley's teachers work with students at their grade levels that are experiencing low academic performance. Teachers plan instructional strategies aimed at these students in their quarterly release days and monthly meetings. Students are also grouped for English Language Development (ELD) by ELD level (i.e. Beginning, Early Intermediate, Intermediate, Early Advanced or Advanced).

Family, school, district and community resources available to assist these students:

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

Parent and community resources and involvement

There are five parents on the School Site Council and 323 parents belong to PTA. During the 2003-2004 school year thirty-two parents attended monthly ELAC meetings. Five parents served on the PTA executive board. The PTA held fund raising activities for field trips, assemblies and meeting the needs of the school. Classroom volunteers are honored at the end of the year volunteer tea. We will continue to encourage parent participation through PTA activities, serving as classroom volunteers, serving on School Site Council, serving on English Language Advisory Council, Community Based English Tutoring and helping with other school programs or activities.

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

School, district and community barriers to improvements in student achievement:

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

Limitations of the current program to enable under performing students to meet standards:

- Universal Access and math intervention time is difficult to incorporate in the daily schedule.
- Grades 4-6 have insufficient time and resources to teach reading in small groups or use guided reading leveled books.
- There are not enough teachers in the ELO program to assist all of our at-risk students.
- There are not enough volunteers in the classroom to assist all of our at-risk students.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

PEDLEY ELEMENTARY SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2005-2006

Conclusions from Student Performance Data:

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

Conclusions from parent, teacher, student input:

SURVEY RESULTS

5= Strongly Agree 4=Agree 3=Uncertain 2=Disagree 1=Strongly Disagree

I feel my child's classroom setting is allowing my students to learn.	4.96
I feel my child's teacher expects my students to succeed.	4.91
I feel the teachers at Pedley are providing a quality education.	4.88
I feel the curriculum is challenging.	4.76
I feel the standards are appropriate to my child's grade level.	4.67
I feel that Pedley students who need extra help are receiving help.	4.60
I feel Pedley is a safe and caring environment.	4.58
I feel the administration and staff are capable of keeping my students safe.	4.57
I feel that drugs and violence are not a problem at Pedley.	4.55
I feel the teachers care about the students.	4.52
I feel the administration care about the students.	4.51
I feel the support staffs (supervisors/aides) care about the students.	4.47
I feel that I am welcome on the Pedley campus.	4.46
I read to my child daily.	4.39
I provide an appropriate learning environment for my child to complete homework.	4.35
I expect my child to do well in school.	4.19
I expect my child to graduate from high school.	4.15
I expect my child to go to college.	4.12
I view myself as a partner in my child's education.	4.23
I view myself as a member of the community of learners.	4.46

School goals for improving student achievement:

Goal #1 for Improving Student Achievement:

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

Goal #2 for Improving Student Achievement:

Improve student performance in mathematics

Goal #3 for Improving Student Achievement:

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

NOTE: All 3 goals are included in this single action plan as they are seen as integrated and inseparable.

Student groups participating in this goal:

All students, EL students, GATE students, Economically disadvantaged students, and all significant sub groups.

Performance gains expected for these students:

A 5% average gain in reading and mathematics as measured by the CRT, and an increase in the school's API (meeting or exceeding the API growth target). An increase in scores for EL learners, Economically disadvantaged students and all other significant sub groups. An increase in ELD level by our EL students as measured by their profile cards.

Means of evaluating progress toward the goal:

Benchmark CRT's, final CRT's, CST's, CAT-6, CELDT, ELD assessments, performance assessments, minimum standards assessments, and teacher made tests

Group data needed to measure academic gains:

Benchmark CRT's, CST's, CAT-6, CELDT, ELD assessments, performance assessments, minimum standards assessments, and parent surveys

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

Our Children, Our Schools, Our Future!

Peralta

Elementary School

**ANALYSIS OF CURRENT
EDUCATIONAL PRACTICE
AND
SCHOOL GOALS AND
CONCLUSIONS**

2005-2006

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

PERALTA ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2005-2006

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:
 - District adopted texts include:
 - Houghton-Mifflin "Reading" CA edition (2004)
 - Houghton Mifflin "Mathematics" CA edition (2002)
 - Hampton Brown "Into English" (1997)
 - Houghton Mifflin "Social Studies" (1991)
 - Harcourt Brace "Science" (2000)
 - Mathematics text is aligned to California Mathematics Standards
 - Language Arts text is aligned to California Language Arts Standards
 - Social Studies Text is out of date and not aligned to California Standards
 - Supplemental materials are available to check out for Extended Learning Opportunities.
 - Grade levels meet regularly to discuss the curriculum, California State Standards, and collaborate on standards based lesson plans and assessments. (weekly/minimum day)
2. Availability of standards-based instructional materials appropriate to all student groups:
 - "Step up To Writing" is utilized schoolwide to supplement and enrich the writing program.
 - Manipulatives, workbooks, computer software, leveled readers, big books, book sets, posters, science lab materials and teacher resource books are all available to supplement and enrich the curriculum.
 - "Accelerated Reader" books and software are available for Extended Learning Opportunities.
 - Classroom libraries have been made available to all grades.
3. Alignment to staff development to standards, assessed student performance and professional needs:
 - Grade levels meet prior to school starting to analyze STAR and CRT data and to set grade level goals for the school year.
 - Grade levels meet during minimum days to analyze CST data and chart individual student progress on a chart of regression.
 - Grade levels also utilize the CST and Frameworks to map out instructional goals for the school year.

- A majority of teachers will be trained in AB466/Language Arts (August 2005) and the remainder will be trained in Fall 2005.
 - All teachers will be trained in AB466/Math in Spring 2006.
 - Minimum days occur on each Wednesday, providing teachers the opportunity to collaborate as grade level teams.
4. Services provided by the regular program to enable underperforming students to meet standards:
 - ELD/SDAIE strategies
 - RSP/SDC
 - Differentiated Instruction/Universal Access
 - Small group instruction
 - Modified assignments and homework
 - Ability grouping for instruction
 5. Services provided by categorical funds to enable underperforming students to meet standards:
 - Extended Learning Opportunities
 - Summer Extended Learning Opportunities
 - Parent workshops/Family Nights
 6. Use of stated and local assessments to modify instruction and improve student achievement.
 - Quarterly CRTs are regularly reviewed and analyzed at grade level meetings.
 - California Standards with low mastery as indicated on the CRT are targeted for instruction.
 - Grade level teams map out California Standards based instruction according to the CST Blueprint and California Frameworks
 - STAR and CRT results are shared with parents at conference time and quarterly thereafter.
 - Local assessments (CRT and Houghton Mifflin embedded assessments) provide benchmarks that assist teachers in assessing California Standards mastery.
 - Each teacher maintains a chart detailing student quarterly progress on the CRTs and yearly progress on the CST. These charts are submitted to the principal.
 7. Number and percentage of teachers in academic areas experiencing low student performance:
 - All teachers work with students at their grade levels that are experiencing low academic experience.
 - All teachers plan instructional strategies aimed at these students in their grade level meetings.
 - Some grade levels group students for instruction giving students a greater opportunity to have success.
 - Students are grouped for English Language Development by their level (i.e. Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced).

8. Family, school, district and community resources available to assist these students:
 - ELO/SELO
 - RSP
 - Parent Education
 - Public Library
 - Business Partnerships (Nestle)
 - ESL adult education classes (CBET)
 - Newcomer's Program for 4-6 grade English Learners
 - Youth Service Counselor
 - PTA
9. School, district and community barriers to improvements in student achievement:
 - Funding Shortages
 - Lack of Parental involvement
 - Emotional issues: divorce, abuse, poverty, etc.
 - Reclassification rates of English Learner students need to be increased
 - Health care of students
 - Unsupervised "latch-key" students
10. Limitations of the current program to enable underperforming students to meet California Standards:
 - Funding
 - Lack of teacher interest for After/Before school intervention programs
 - Limited parent support
 - Too many students in the classroom
 - Teacher resistance to appropriate use of instructional minutes
 - Lack of early intervention program in reading
 - Limited programs to address social/emotional issues of the child
 - Limited counselor time

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

PERALTA ELEMENTARY SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2005-2006

All Students

During the 2003-2004 school year the Academic Performance Index (API) maintained at 745. Our growth target for the year 2004-2005 is 3 points.

CRT Language Arts

- Students have shown growth in all grade levels from 1st to 2nd benchmark and from 2nd to 3rd benchmark.
- Grades 3 and 5 are showing significant progress towards the 80% benchmark at 3rd quarter.
- Grade 2 is making progress towards the 80% goal but is lower than other grade levels.

CRT Mathematics

- All grade levels have shown growth from 1st to 2nd benchmark and from 2nd to 3rd benchmark.
- The gains in mathematics are greater than the gains in Language Arts except in 4th grade.
- 2nd grade is making significant gains each quarter and is close to the district expectation of 80% at 3rd quarter.
- 3rd grade has exceeded the district expectations at the 3rd benchmark.
- Grades 4th, 5th and 6th continue to make gains but are lower than primary grade levels.

General Conclusions

- Continued focus on English Learners, RSP and economically disadvantaged students is necessary for overall growth.
- We need to increase parent education, participation, and involvement.
- GATE students need to receive differentiated instruction in order to be challenged.
- GATE students will be offered Extended Learning Opportunities appropriate for their diversities.
- Students will be offered Extended Learning Opportunities to enhance learning with technology.
- Students will be offered Extended Learning Opportunities to develop reading and math skills.
- Business partnerships and volunteers will be trained and encouraged to tutor students in math and reading.

Conclusions from Parent, Student and Teacher Input

- Teachers, parents and students are encouraged by the progress made in both language arts and mathematics this school year.
- Students are beginning to take personal responsibility of their education.
- The partnership between home and school is evident in the level of communication between parents and students as it relates to school.
- Parents have interest in more parent education programs to help them with their students' progress.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

GOAL # 1 for Improving Student Achievement:

Improve Student Achievement in Language Arts (including reading, writing, oral communication, language development and spelling).

GOAL # 2 for Improving Student Achievement:

Improve Student Achievement in Mathematics.

GOAL # 3 for Improving Student Achievement:

Increase opportunities for parent involvement in the educational process.

GOAL # 4 for Improving Student Achievement:

Utilize embedded Houghton Mifflin curriculum assessments using technology and data analysis driven instruction.

NOTE:

All 4 goals are included in this single action plan, as they are seen as integrated and inseparable.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

Our Children, Our Schools, Our Future!

Rustic Lane

Elementary School

**ANALYSIS OF CURRENT
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2005-2006

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

RUSTIC LANE ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATION PRACTICE
2005-2006

This section describes the elements identified by educational research and professional practice as essential to improving student achievement. Combined with a comprehensive analysis of student performance and other data, a focused process has been developed to prioritize school needs, identify school goals and objectives, and define clear goals and action steps.

1. Describe the alignment of curriculum, instruction and materials to content and performance standards:

California's SBE has adopted rigorous academic standards in Reading/Language Arts, Mathematics, Science, and Social Studies. These standards serve as the framework for directing District and school goals, objectives, and expected learning outcomes towards mastery of essential standards. Teachers use these standards to articulate curriculum, design instruction, and assess learning from grade level to grade level. Schoolwide systems and structures coordinate instructional and assessment efforts aligned to standards. Staff members also implement reporting strategies that document and communicate student progress toward mastery of standards. Teachers use district adopted resources to support all students' successful learning. Teachers meet regularly to improve instruction through weekly banked time (TEAMS Time) and monthly Structured Teacher Planning Time (STPT) facilitated with the help of instructional consultant firm ETS. Lesson plans align with state-board approved materials and district and site pacing guides and are regularly reviewed by the principal. Ongoing staff development focuses on elements of direct, explicit instruction and regular collaborative planning sessions that focus on current progress of students, identified target standards, and specific instructional interventions. Formal and informal observations by the principal are conducted and are designed specifically to support all teachers to quality instruction through ongoing focus and feedback. Schoolwide practices that support the achievement of standards are reached through Leadership Team process and grade level agreements. Agreements range from posting standards in each classroom to revising paced standards and aligning assessments, materials, and instruction through the ongoing practice of grade level STPT meetings.

Base Program Description

Reading Language Arts

Rustic Lane's English-Language Arts program reflects a strong focus on explicit, direct instruction that engages and supports student learning. The non-negotiable priority is that every student will learn to read. Teachers routinely assess how their reading instruction is impacting student progress by evaluating, selecting, and using common interim assessments. Most are embedded in District adopted materials, *K-6 Houghton Mifflin Reading/Language Arts* program. The site has additionally purchased the state-board approved adopted intervention series, Language! to meet the needs of students reading two years or more below grade level. Extended Learning Opportunity (ELO) classes have used the Language! curriculum. The school is currently exploring options for using these materials with trained teachers within the school day to support reading instruction for identified students. Consistent schoolwide implementation of approved materials, combined with aligned assessments and ongoing teacher collaboration focused on instruction, ensure that teachers monitor the progress of every student so they can adjust instructional focus and strategies to meet student needs in timely and effective fashion.

Rustic Lane's Reading/Language Arts program emphasizes quality first instruction believing that prevention is an effective instructional strategy when considering reading research. This includes an

early focus on identifying student needs and specific “pre-teaching” strategies that prepare students in all grades. When foundations are properly laid, all teachers focus on explicit instruction, guided and independent practice, and ongoing assessments. Those who fall behind classmates receive targeted instructional interventions within, across, and beyond classrooms. These interventions are developed collaboratively by grade level and schoolwide teams through regular teacher meetings that result in data analysis, targeted needs, and focused strategies.

Mathematics

Students receive mathematics instruction in each strand described in California mathematics standards: Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, Data Analysis and Probability, and Mathematical Reasoning. Students develop grade level concepts and skills through instruction aligned with state-adopted standards and supported by the district’s mathematics adoption (*Houghton Mifflin Mathematics*). Supplemental mathematics materials (*Excel Math* and the Successmaker literacy software) had been used to support mathematics instruction in the past but are expected to be used only for supplementary programs beyond the school day in the 2005-06 school year. Jurupa schools are working toward full implementation of state curriculum standards. Assessment materials, especially districtwide criterion-reference tests (CRTs) given four times a year and those embedded within the adopted Houghton Mifflin Mathematics program assist teachers in monitoring the progress of all students and in adjusting teaching strategies and materials to ensure mastery of the standards.

The focus of instruction is upon students developing mathematical power. Students learn and use skills and concepts within larger mathematical units and tasks that are frequently open-ended and have multiple solutions. Assessment of student progress is evaluated through both formal (CAT-6, CST, CRT tests) and informal (end of chapter tests, teacher-made tests) measures. Performance-based assessment appears in student work in the form of open-ended problems and investigations in which students are asked to explain their thinking orally and in writing. Certificated staff members assist students who are struggling with mathematics and grade level focus standards and target students are routinely identified and addressed by grade level teams. The goal of these programs is to help all students master grade level concepts and skills to levels of application and success.

Physical Education

Students are provided with age appropriate physical education activities that focus on the development of basic movement skills, physical fitness, games, and sports especially as they relate to the state-required Fifth Grade Physical Fitness Examination. Integrated with physical training is the development of social skills that include self-discipline, wellness, self-control, self-image, leadership, cooperation, teamwork, and competition. Physical education standards provide the curricular frame for physical education.

2. Describe each student's access to complete sets of standards-aligned, approved instructional material. If appropriate how the lack of instructional materials is being addressed:

Rustic Lane Elementary complies with the District policy to provide students access to standards-aligned, state-board approved textbooks and materials that support the core curriculum. Selection of textbooks and materials are based on state guidelines and District goals and objectives. If used, selection of supplemental materials is based on alignment to grade level standards and targeted needs beyond core instructional time and based on ongoing analysis of student data. All teachers and students have access to standards-based materials in their classrooms.

Current Core Textbook Adoptions

Reading/Language Arts: Houghton Mifflin Language Arts
ELD: Hampton Brown

Math: Houghton Mifflin Mathematics
Science: Harcourt Brace
Social Studies: Houghton Mifflin
Drug/Alcohol Prevention: Too Good For Drugs (10 hrs. per student)

Supplemental Materials

Project Wisdom	Asset Development
Language!	MacMillan, McGraw Hill (formerly Sopris West)
SuccessMaker (after school program)	Pearson
Step Up to Writing	Riverside COE adaptation
Wilda Storm reading/writing strategies	

Specifically, the faculty at Rustic Lane addresses the needs of all students by focusing instruction, providing targeted instructional intervention, and using strategies most appropriate to guide students to mastery of grade level standards.

Program for English Language Learners

Rustic Lane currently serves 422 (2004 R-30) EL students. Spanish is the dominant language spoken by English Learners at Rustic Lane Elementary. These students are placed with authorized (SDAIE, CLAD, BCLAD) teachers. At this time all of Rustic Lane's teachers are either authorized or are participating in training to become authorized. Seven part-time bilingual tutor positions support teachers by providing primary language support for students. The District has adopted the Hampton Brown series for instruction of EL students in English Language Development (ELD) and RLES teachers are expected to provide at least 30 minutes of ELD instruction daily for these students.

The main goals of the English Learner program are for students to: 1) become fluent English speakers, and 2) achieve grade level mastery in core academic areas, at least as well as English Only students achieve. In addition, the program seeks to provide professional growth for staff and to actively involve parents and the community in supporting standards-based instruction for all students.

Students are assessed at the District Language Assessment Center in their primary language immediately upon enrolling at their neighborhood school and are reassessed annually using the California English Language Development Test (CELDT). In addition, teachers assess their own students to determine the proper instructional ELD level for each student. A profile card is used to track student progress and is maintained on each EL student. Students are assigned to either a Structured English Immersion (SEI) program or an English Language Mainstream (ELD) program depending on their instructional ELD level. Students are expected to advance at least one CELDT level per year. The five levels include Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. If students fail to increase by one level a "catch up" intervention plan is developed by the current year's teacher for implementation in the following school year.

Rustic Lane has an active English Language Advisory Committee (ELAC) that is elected from among the parents of EL students. The ELAC meets at least four times a year and advises the principal on the development of a master plan for English Learners and the development of the school's needs assessment. In addition, members assist in finding ways to make parents aware of school programs and the importance of regular school attendance. The site's Elementary Operations Manager provides coordination and communication services for this and other advisory groups informing site policies and practices.

Special Education Program

The Special Education Program at Rustic Lane Elementary serves qualifying students with a wide range of services including Language, Speech and Hearing, a Resource Specialist Program, and a Special Day Class (grades 4-6). Services for severely handicapped students and students with low

incidence handicaps requiring specialized services are provided through the Riverside County SELPA. An Individualized Education Plan (IEP) is developed to address the needs of each student and is based on California content standards. Parents participate in developing the IEP and making placement/service decisions for their children. Progress is evaluated at least annually through the IEP process. The school's goal for every Special Education student is access and success in the core curriculum and maximum participation in a least restrictive learning environment. These goals are promoted through schoolwide collaborative processes including STPT that include special educators as well as regular educators.

Gifted and Talented Program

GATE students are currently served in regular classrooms with a variety of challenging instructional goals. Students receive differentiated instruction which may include special individual project studies, enrichment activities, and directed higher level questioning through daily lessons. Teachers are selected to teach GATE students based on their expertise and experience, demonstrated ability in working with GATE students, and coursework that reflects both background knowledge and training in differentiated, targeted instruction.

Students are identified through parent, teacher input, observations, special honors or recognition received, and scores on standards-based tests. Rustic Lane is currently serving 18 students in grades 3-6 and recognizes that this number falls significantly short of what is typical for a site of this size. The site plans to review and monitor selection criteria and student academic progress more closely to increase identification and support for eligible GATE students. Progress of GATE students can be monitored by staff and administrators in relation to state and district assessments using the IDMS® system of data management (Instructional Data Management System).

Program for Title One Students

Rustic Lane Elementary is a school wide Title I School. The focus is to provide an intensive effort to increase student achievement in reading and mathematics. Students having difficulty with the standards are regularly identified by their teachers through data analysis during STPT and students are targeted for focused instruction within their classrooms, across classrooms where possible, and beyond the school day through the after school Extended Learning Opportunity (ELO) program. This program has concentrated on remediation in reading standards this year but may be expanded to include mathematics. State-board approved materials in Language! were purchased with Title I funding to assist students in mastering the state curriculum standards. A Teacher on Special Assignment (TSA) has been funded by the District to assist teachers in the classroom as they worked with low achieving students. This teacher provided materials, instructional ideas, and professional development for teachers who work with Title I students. This site will add 2.5 FTE instructional coaches for the 2005-06 schoolyear to provide specific classroom support for teachers implementing adopted materials and instructional plans.

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

3. Describe how professional development is provided to all teachers and is aligned to the state core content standards, standards-based instructional materials and directly related to areas where student academic performance needs improvement. How is professional development directly related to areas where student academic performance needs improvement?

This year's focus of both staff development and schoolwide improvement efforts have been the Focus on Standards program inherent in Rustic Lane's Comprehensive School Reform Program

(CSR Program). This brings together every grade level team in structured monthly meetings to analyze current student data, identify target students and standards, and develop targeted intervention plans with the help of an external support provider, ETS. These efforts have resulted in clarification of grade level expectations, paced and planned instructional plans, ongoing analysis of interim assessments and targeted intervention plans. The main emphasis is to improve student achievement in all academic areas with particular emphasis in Reading/Language Arts, Mathematics, and ELD as noted in our planned improvements for student improvement.

SB 1193 professional development days are planned based on state mandates, the comprehensive needs assessment, and the school's goals and objectives in order to improve teaching of academic subjects and to help all children meet District performance standards. Training prior to school opening focuses on effective classroom management and instructional strategies. District and site funds currently support AB 466 and AB 75 training for all teachers and the principal respectively in full implementation of state-board approved reading and mathematics program materials. The District has also implemented training through the county office related to Professional Learning Communities to further facilitation skills related to instructional improvement.

One TSA teacher mentor has provided teachers with on-going coaching and assistance in the development of balanced literacy instruction with an emphasis on student reading comprehension and writing across content areas and ELD instruction. This is expected to be replaced with 2.5 FTE peer instructional coaches during 2005-06. The Language Arts and math program is further supported through grade level articulation including TEAMS Time (banked time), District-sponsored Literacy and Differentiated Instruction Training, and conferences and staff training funded through Title I funds. New teachers additionally participate in a three-day site staff development focused on RLES best practices and procedures as well as on-going professional support provided by an assigned BTSA support provider (SMART teacher), site TSA, and District-provided new teacher training. Teachers who volunteer or are designated Peer Assistance and Review (PAR) candidates also receive focused support to help them achieve competence and confidence in implementation of the six California Standards of the Teaching Profession (CSTP).

4. *Describe the services provided by the regular program to enable underperforming students to meet standards:*

Services provided by the regular program to assist underperforming students include:

- Focused instruction within and across classrooms based on STPT grade level intervention plans
- District Literacy Specialists (TSAs)
- Bilingual Language Tutors, part time
- Elementary Operations Manager (1/2 funding)
- ELO (after school and summer)
- EL instructional minutes and materials
- RSP
- SDC
- Speech and Language
- Health Aide
- Youth Service Counselor
- Media Clerk
- Psychologist
- SST
- TEAMS Time (banked time for grade level instructional planning)
- Extended STPT to annually pace, plan, and align grade level instructional plans

- STAR coordination services provided through a site STAR coordinator
- Upper and lower grade team leaders

5. *Describe the services provided by categorical funds to enable underperforming students to meet standards:*

A School Based Coordinated Program (SBCP) is in place at Rustic Lane Elementary to provide flexibility in the coordination of categorical programs/funds to support all students in achieving grade level standards. SBCP programs include Comprehensive School Reform (CSR) Program School Improvement (SI), Title I, Gifted and Talented Education (GATE), and Special Education. Teachers, other school staff members, principal, and parents work together to develop and implement a coherent program in which resources are allocated and aligned to ensure that all students meet grade level standards. Rustic Lane Elementary coordinates services provided to GATE, At-Risk, and Special Needs students with overall School Improvement services and staff development. Categorical funds provide personnel, staff development, materials, and equipment to support the District core curriculum beyond basic funding levels. Title I funds provide additional support for Language Arts and math instruction and meets the goals of the Local Educational Agency Plan and the District Strategic Plan. Categorical fund expenditures are aligned directly to the core curriculum and are allocated to advance stated goals in the Local Improvement Plan.

Categorical funds are coordinated and managed to maximize investments and return on investment in the following services:

- Elementary Operations Manager (1/2 funding)
- 2.5 FTE Instructional Coaches
- Technology Assistant
- Literacy Specialist (TSA)
- ELO Coordinator
- Computer Assisted Instruction
- CARES (counseling services)
- After School Tutoring (ELO)
- Bilingual Clerk
- Bilingual Outreach worker
- Parent Education Workshops
- Pre-Kindergarten Workshops
- Computer Support Technician
- Conferences
- Study Trips
- Childcare during Parent Trainings
- Translators
- Literacy consultants
- Incentive programs for students, parents, and staff

6. *Describe how state and local assessments are used to modify instruction and improve student achievement.*

Teachers utilize a variety of state and local assessments to monitor and document students' progress and success. These include analysis of AYP/API data, District CRT data, and grade level common assessments using standards-based adopted materials and aligned teacher made assessments. Data analyses based on results of these ongoing assessments provide teachers, students, and parents with information needed to focus targeted grade level instruction. Regularly scheduled Structured Teacher Planning Time (STPT) grade level meetings result in identification of target students and standards as well as agreed upon instructional intervention

plans intended to support students in timely fashion. STPT agreements extend into TEAMS Time planning designed to support students not achieving grade level benchmarks.

The school uses the IDMS® (Instructional Data management System) to access disaggregated state and District data as the principal, Leadership Team, grade level team leaders, instructional coaches, and external support provider all review the most current data. This analysis results in grade level findings and agreements that target specific students and focus standards.

7. *Include the number of fully credentialed teachers at each grade level and content area and, if appropriate, how the lack of fully credentialed teachers is being addressed.*

The majority of Rustic Lane Elementary teachers are fully credentialed. Currently there is only 1 teacher completing coursework/testing to become fully credentialed. Time and training are given to support teachers using vertical teaming, coaching, and observations of high quality teachers. Weekly grade level meetings, TEAMS Time, provide additional training to teachers. Staff turnover has been high during the past three years, due primarily to personal decisions and circumstances rather than professional challenges. The District has a stated policy of supporting Program Improvement schools through prioritized or preferential staffing support.

In an effort to improve services to EL students all teachers at Rustic Lane Elementary hold a BCC, BCLAD, CLAD or SDAIE certificate or are currently in training. Currently 32 teachers are authorized to teach in SEI classes and 2 teachers are in training or their CLAD is pending based on completion of their teaching credential. Our District attempts to hire teachers with a CLAD or a Certificate and these candidates should receive hiring priority.

8. *Identify the current family, school, district and community resources available to assist students and describe the school's effort to improve the involvement of parents and guardians:*

Parent involvement is highly encouraged at Rustic Lane Elementary. Parent advisory groups are in place and are active primarily through PTA, SSC, GATE, Title I, and ELAC parent meetings. The following include additional efforts to engage parents as active partners in the education of their children:

- Parent-Teacher conferences
- Translation services during meetings
- School newsletter with calendar of events (Spanish and English)
- Parent/Teacher/Student Compact (Title I)
- Family Math Night
- Family Literacy Night (2005-06)
- Academic Progress Reports
- Regular phone calls from teachers to parents
- Back-to-School Night
- Parent Volunteer Program (documented through Involvement Log Sheets)
- Parent Trainings
- Parent/Student School Handbook
- CBET
- Parent Resource Library
- CARES (counseling services)
- Bilingual Outreach Worker
- Community Volunteers
- Teacher newsletters
- Fliers and bulletins designed to inform parents of trainings, events, programs

9. Identify the current barriers at the school and District toward improving pupil academic achievement and discuss the underlying causes for low academic achievement.

Current barriers toward improving academic achievement include:

- High rate of staff turnover (approx. 15% per year for past three years including multiple long term substitute situations)
- Lack of consistent implementation of state-board approved, standards-based core programs
- Lack of training in state-board approved, standards-based core programs
- Previous lack of structured instructional planning focused on development of targeted intervention strategies to meet diverse student needs
- Gaps in necessary prior knowledge, vocabulary skills, and school-readiness skills
- Student attendance
- Inconsistent, incomplete, and poor performance on class work and homework
- Inconsistent participation at after school tutoring (ELO)
- Lack of transportation to support students participating in after school programs

10. Describe the limitations of the current program to enable underperforming students to meet standards:

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

- Lack of training in state-board approved, standards-based core programs
- Inconsistent instruction, instructional coaching, and training for staff
- Inconsistent after school or instructional intervention programs (unclear exit and entrance criteria, inconsistent curriculum, and/or varied teacher expertise or commitment, inconsistent student attendance)

11. Describe the school's effort to differentiate core curriculum to ensure equal access to all student groups:

All students are expected to meet or exceed the grade-level expectations set forth in California core content standards. Differentiated instruction aims to optimize learning opportunities and outcomes for all students by tailoring instruction to address their current instructional level of knowledge and advance them to grade level mastery. Specific students and focus standards are identified regularly through grade level STPT meetings following District and/or common grade level assessments. Teachers disaggregate results to specifically target their instructional intervention plans and reach grade level agreements about most promising strategies to meet student needs – within, across, and beyond classrooms.

Historically students at academic risk at Rustic Lane include special education and EL but Hispanic/Latino, Disadvantaged and GATE students are clearly also in need of targeted instruction. Characteristics of differentiated instruction that should occur in each classroom include:

- Intensive, explicit, and systematic direct instruction
- Guided and independent practice to apply and master new concepts, skills, and strategies
- Targeted and differentiated pre-teaching and re-teaching to support the needs of struggling students

- Opportunities for acceleration and enrichment
- Development and proficiency in English acquisition monitoring proficiency levels through daily instruction
- Adapted instruction for students with multiple needs
- Collaboration with resource specialist and special education staff

12. *Describe the extended day learning opportunities for students at risk of not meeting grade level standards:*

Rustic Lane Elementary provides Extended Learning Opportunities (ELO) for students who are not mastering grade level standards, those retained, or those who are at risk of being retained. Such instruction will be provided as early in the school year, and as early in the student's school career, as practicable. This is consistent with both District and school policy.

The ELO Coordinator oversees the intervention program that includes tutoring after school and summer school ELO provided at the District level in core skill areas. Currently students are identified for the ELO program based on teacher recommendations and low scores on reading comprehension/fluency measures.

The focus of the current year has been on reading instruction given the site's relative weakness in this area when compared to math performance. 2004-05 ELO sessions have included three, 6-9 week sessions that meet twice a week for 90-minute classes. These are taught by regular staff focusing on their own students.

ELO curriculum is supposed to include the state-board approved Language! program, but limited time constraints make full implementation difficult. Assessment and accountability has not been consistently measured or monitored, although progress of these students is disaggregated in routine STPT grade level meetings.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

RUSTIC LANE ELEMENTARY SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2005-2006

1. **Conclusions from Student Performance Data:** Student achievement data is analyzed carefully by school leadership groups especially in grade level groups to determine student academic needs. Although we continue to make gains it remains clear that our English Learners are performing below state, district and site expectations in reading/language arts and mathematics. Based on No Child Left Behind 2004 AYP data Rustic Lane Elementary met 16 of its 17 AYP criteria. The only criteria we were not compliant in was with our EL sub population where 7.9% of the students were proficient or advanced, short of the target of 13.6%. Our school did not meet its API target with an overall rank of 618. This reflects an increase of 138 API points since 1999, but a 1-point dip between 2003 and 2004. The statewide rank slipped from the second decile to the first. Updated Academic Program Survey results confirm a significant increase in intense grade level analysis of interim assessments and instructional planning this year. Analysis took place in at least six grade level meetings a year where teachers identify focus standards and target students as they develop specific intervention to ensure mastery for all. Disaggregation includes monitoring of the performance of students attending afterschool support programs to examine impact.

Analysis goes beyond content levels and strands to specific standards which are aligned throughout the year. Schoolwide reading focus areas include word analysis, vocabulary development and reading comprehension, particularly in expository text. Math focus areas include number sense, measurement and geometry at most grade levels; upper grades focus on algebra and function as well. Consistently EL and special education students were underperforming other students.

Three days per grade level were devoted this spring to rigorous pacing and planning with reading and math materials, assessments, and explicit direct instructional planning. RLE has been working aggressively with external provider ETS and its Focus on Standards™ model emphasizing five integrated components focusing on grade level training, analysis, and planning. Reading mastery for all remains the top priority schoolwide.

RLE has also focused on accelerating academic improvement through “good first teaching” using state approved materials. This model has been supported by AB 466 and AB 75 training for all teachers and the principal. Efforts build on existing quarterly, standards-based assessments, frequent teacher collaboration, and a data management system that puts interim assessment data in the hands of teachers throughout the year where intense analysis results in targeted instruction and interventions within, across, and beyond classrooms. Strong, continuing support is critical to build focused, consistent, and paced instruction aligned with ongoing assessments.

2. **Parent, Teachers, and Student Input:** Updated Academic Program Survey results confirm a significant increase in intense grade level analysis of interim assessments and instructional planning this year. Analysis took place in at least six grade level meetings a year where teachers identify focus standards and target students as they develop specific intervention to ensure mastery for all. Ongoing feedback from grade level teams reflects positive impact on student achievement based on 4-6 week intervention strategies as well as increased cohesion and focus schoolwide. Articulation and continuation of Focus on Standards process including data analysis, ongoing instructional planning, and alignment of assessment are next steps. Classroom support through Instructional Coaches is intended to support this plan.

A Title I Needs Assessment for Parents was administered in Spring, 2005. There was a 37% response rate (302 of 817). Themes focused on School Culture, Home/School Communication, Parent/Community Involvement, and Curriculum/Instruction. Results confirmed approximately 90% positive responses related to the site's ability to provide materials and office support in Spanish and babysitting, transportation and other needs to allow parents to attend school events. Slightly more than half of responding parents indicated that the school holds high academic standards for all students and offers training so parents may assist with home learning activities. These strengths and concerns are mirrored in the site's current plan as well as the Comprehensive School Reform Plan which set goals to expand Family Math Night to Family Literacy Nights and refocusing Back-to-School Night and other parent forums on standards, data, progress, and accountability. Strategies include developing and communicating productive, practical strategies that support learning at home.

3. **School Goals for Improving Student Achievement:**
Long term goals expect that all students will be 100% Proficient or Advanced in both Reading/Language Arts and Mathematics by 2013-2014.

Language Arts	Rustic Lane will increase the percentage of students performing at Proficient or Advanced to 25% on the 2006 Language Arts CST.
English Learner	Rustic Lane will increase the percentage of students performing at Proficient or Advanced to 25% on the 2006 Language Arts CST.
Mathematics	Rustic Lane will increase the percentage of students performing at Proficient or Advanced to 27% on the 2006 Math CST.
Writing	Rustic Lane will increase the percentage of 4 th grade students performing at 6-8 on the writing proficiency of the 2006 CST Writing Assessment to 50% school wide.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

Our Children, Our Schools, Our Future!

Sky Country

Elementary School

**ANALYSIS OF CURRENT
EDUCATIONAL PRACTICE
AND
SCHOOL GOALS AND
CONCLUSIONS**

2005-2006

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

SKY COUNTRY ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2005-2006

The following statements characterize educational practice at Sky Country School

Alignment of curriculum, instruction and materials to content and performance standards:

Introduction

Sky Country aligns all instruction and assessment with state standards. Teachers instruct students in the state standards and move student achievement toward mastery of the standards at each grade level. The district adopted the Houghton Mifflin mathematics series and also the Houghton Mifflin Language Arts series for grades K-6 which are aligned to state standards. The Social Studies is quite old and at this time is supplemented by materials that specifically address the state standards in this subject area. A new science adoption based on state standards took place this year and will be in use in classrooms next year.

Base Program Description

Reading Language Arts:

Sky Country's English-Language Arts program reflects a balance between the skills and practice necessary to promote effective readers and writers and a literature base that encourages personal reading and writing for the future. The foundation of the Sky Country Curriculum is the Language Arts Standards adopted by the state. All students receive instruction from the newly district adopted K-6 *Houghton Mifflin Reading/Language Arts Program* (EPC 1.1). Supplemental materials include: The Accelerated Reader program, Reading Counts, STAR Reading and STAR Early Literacy, Mountain Language, *Scholastic News*, *Weekly Reader*, and various other resource materials.

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

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

Mathematics

Students receive mathematics instruction in the fundamental concepts of each strand of mathematics: Functions, Algebra, Geometry, Statistics and Probability, Discrete Mathematics, Measurement, Number, and Logic and Language. Students develop computation skills, problem solving skills, mental arithmetic, estimation and calculator /computer technology as is presented in the state adopted standards and supported by the district's mathematics adoption (*Houghton Mifflin*) (EPC 1.3). Supplemental mathematics materials such as Accelerated Math and

Mountain Math are aligned to state standards and are used to support the learning of standards. Assessment materials assist teachers in monitoring the progress of all students and in adjusting teaching strategies and materials to ensure mastery of the standards.

The focus of instruction is upon students developing mathematical power. Students learn and use skills and concepts within larger mathematical units and tasks that are frequently open-ended and have multiple solutions. Assessment of student progress is evaluated through both formal (STAR, CRT tests) and informal (curriculum embedded assessments (EPC 5.1), teacher-made tests) measures. Performance-based assessment appears in student work in the form of open-ended problems and investigations in which students are asked to explain their thinking orally and in writing. Certificated staff members assist students who are struggling with mathematics. Specific interventions are employed in after school programs. The goal of these programs is to help all of our students learn both basic skills and problem solving.

History/Social Studies

Students receive instruction designed to develop historical, ethical, cultural, social, geographical, economic, and political literacy as well as behavior and values that are essential to a democratic society. Primary sources and various genres of literature are used to facilitate students' understanding of historical periods, events, places, and people as presented in the state adopted standards and supported by the district adopted K-8 *Houghton Mifflin Social Studies Program*. The adopted texts are supplemented by a variety of materials to insure student mastery of the state social studies standards.

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

Science

Students receive instruction in life, earth, and physical science as presented in the state adopted standards. The scientific thinking processes of comparing, ordering, relating, inferring, and applying are developed in the activity-based program through inquiry and investigation as they are required and presented in the state standards. Student progress is evaluated through formal and informal measures, oral and written projects, and performance-based assessments which include hands-on activities, investigations, and open-ended questions. Students in grade levels 4-6 participate in the district's science fair each year..

Technology

Sky Country Elementary School recognizes the need to effectively utilize technology in order to fully equip our students to become confident, life-long learners, and responsible, productive citizens in an ever-changing information age. Technology is a powerful vehicle for transmitting knowledge to students. Therefore, teachers expose students to the wealth of information and services available to them through various media by following the district adopted technology standards at each grade level. We utilize technology to enhance and enrich learning, increase our effectiveness as educators and prepare all students for the success. Some of the computer programs implemented at Sky Country School are Accelerated Reader, Accelerated Math, Star Reading, Star Early Literacy.

Fine Arts

Students receive instruction and are exposed to art, drama, and experiences that are designed to facilitate students' understanding /development of aesthetic perception, creative expression, fine arts heritage, and aesthetic valuing. Students learn and then apply the basic artistic, dramatic, and musical elements and principles to their own work. Students compare and contrast periods, cultures, and major themes in fine arts from throughout the world. Band is

offered to students on a voluntary basis. An after school drama club is offered to all students on a voluntary basis.

Physical Education

Students are provided with age appropriate physical education activities that focus on the development of basic movement skills, physical fitness, games, and sports. Integrated with physical training is the development of social skills that include self-discipline, wellness, self-control, self-image, leadership, cooperation, teamwork, and competition.

Availability of standards-based instructional materials appropriate to all student groups:

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

Program for English Language Learners

Sky Country currently serves 142 EL students. Spanish is the dominant language spoken by English Learners at Sky Country. These students are placed with authorized teachers. At this time all of Sky Country's teachers are either authorized or are participating in training to become authorized. One part-time bilingual tutor assists teachers by providing primary language support for students in levels 1,2 and 3. The district has adopted the *Hampton Brown* series for instruction of EL students in English Language Development (ELD) in grades K-5 and *Visions* for grade 6. ELD is taught 20 minutes/day in Kindergarten and 30 minutes/day in grades 1-6.

The main goals of the English Language Learner program are for students to progress one level a year until they are reclassified as fluent English speakers, have success in academic areas, and achieve at the same high levels as their English Only counterparts. Teachers use a Catch-Up plan for students not accomplishing these goals. In addition, the program seeks to provide professional growth for staff in the program and to involve parents and the community. Students are assessed at the District Language Assessment Center in their primary language immediately upon enrolling at their neighborhood school and are reassessed annually using the California English Language Development Test (CELDT). In addition, teachers assess their students to determine the proper instructional ELD level for each student. A profile card tracking student progress is kept for each student. Students are updated twice a year. Students are assigned to either a Structured English Immersion (SEI) program or an English Language Mainstream (ELD) program depending on their instructional ELD level.

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

Special Education Program

The Special Education Program at Sky Country Elementary School serves 54 students with a wide range of services including Language, Speech and Hearing, a Resource Specialist Program, and a Special Day Classes (upper grade). Through the Riverside County SELPA, services are provided for severely handicapped students and students with low incidence handicaps requiring specialized services. An individualized education plan (IEP) is developed to address the needs of each student. Parents participate in developing the IEP and making placement/service decisions for their children. Progress is evaluated at least annually through

Gifted and Talented Program

GATE students are currently being served in regular classrooms with a variety of differentiated instructional methods. Students receive differentiated instruction which may include special individual project studies, enrichment activities, an after school program, and directed higher level questioning through daily lessons. Students are also served in a pull out program one afternoon per week in the computer lab. The teachers work with GATE students on higher level thinking skill activities. Teachers are selected to teach GATE students based on their experience, demonstrated ability to work with GATE students, and coursework that they have taken that would provide them with a background conducive to differentiating instruction and enriching the curriculum. Teachers that are GATE certified are preferred. Students are identified through parent, teacher input, observations, special honors or recognition received, language spoken at home, environmental factors and scores on standardized tests. Sky Country is currently serving 40 students 3-6.

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

Alignment of staff development to standards, assessed student performance and professional needs:

Alignment with Standards

During the past school year (2004-2005) teachers and staff at Sky Country Elementary School participated in staff development during our weekly minimum days. Teachers in grade level groups, cross grade level articulation groups and other groupings worked on materials alignment, assessment, implementation of specific curricular objectives, and other activities designed to assist students in successfully mastering standards.

Assessed Student Performance

Student performance on the criterion referenced California Standards Test (CST), the norm referenced CAT6 test, and the district's Criterion Referenced Test (CRT) indicated while successful growth has occurred, there is room for improvement in both Language Arts and Mathematics. To facilitate growth, a minimum day has been implemented for teachers to work together to improve student achievement.

Professional Needs

New teachers participated in the Beginning Teacher Support and Assessment (BTSA) program and in the California Formative Assessment and Support System for Teachers (CFASST). This is a full year program that places mentor teachers and beginning teachers together to insure a smooth start in the teaching profession. In Addition, 4-6 teachers have attended workshops in partnership with UCR developing their abilities to teach math concepts and the integration of math and science (MATE, CHAMPS, ALIAS). The leadership team will attend a Professional Learning Communities conference to help facilitate an improvement in collaboration amongst and between grade levels and increase student achievement (EPC 7.1,7.2). Teachers will attend AB466 training in the Spring (EPC 4.2) which help them to implement the language arts adoption more completely.

Services provided by the regular program to enable under-performing students to meet standards:

Teachers at Sky Country Elementary School use multiple learning techniques such as small group instruction, guided reading with leveled reading materials, cooperative learning, whole language strategies, cross-age tutors, peer tutors, sustained silent reading, English-assisted instruction, instructional aides, bilingual tutors, parent volunteers and transition partners to assist under-performing students. The READ program services students in grades 1-3 EPC. Students qualify for this extra help if they score in the lowest 20% of the grade level in reading ability. Two tutors work with small group to build reading skills. This school also places a high priority on technology. Children have access to computers, calculators, and other technology to assist them in learning. Our library offers a rich selection of books that are labeled according to reading level. This assists low-achieving students in selecting books to read that are at an appropriate level within their zones of proximal development (ZPD).

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

Services provided by categorical funds to enable under-performing students to meet standards:

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

Community Based English Tutoring Program (CBET)

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

Extended Learning Opportunity (ELO)

Our grades K-6 supplemental program for students at risk of retention includes a primary emphasis on Language Arts (Reading) and mathematics. The focus is on essential state standards. Students' current levels of achievement in both Mathematics and Language Arts are assessed and the individual need of each child is addressed through whole group and individualized instruction. Students are retested and re-taught until mastery has been attained. Each grade level provided approximately 30 hours of extended learning opportunities.

Drug, Alcohol, Tobacco and Violence Education

The goal Sky Country is to prevent students from developing favorable attitudes toward drugs/tobacco. The Too Good for Drugs and Too Good for Violence curriculums provide students opportunities to increase their knowledge of the negative effects of tobacco, alcohol and other drug use; increase their self confidence; develop positive peer relationships and engage in positive activities.

Use of state and local assessments to modify instruction and improve student achievement:

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

Number and percentage of teachers in academic areas experiencing low student performance:

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

Family, school, district and community resources available to assist these students:

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

Parent and Community Resources and Involvement

There are five parents on the School Site Council, and many of our parents belong to the PTO. During the 2004-2005 school year, many parents attended planned ELAC meetings and advised the principal on a number of issues related to the education of English Language Learners. Seven parents served on the PTO Executive Board during the 2004-2005 school year. The PTO has fund-raising activities for field trips, supplies and equipment, assemblies, and incentives and rewards for students. They provide school-wide activities for students and families, including Book Fairs, Red Ribbon Week, Skills Day, International Festival, the annual Talent Show, and various assemblies. Parents volunteer in various capacities and the number of volunteer hours for 2004-2005 was in excess of 9,500 hours. We will continue to encourage parental participation through PTO activities, serving as classroom volunteers, serving on the School Site Council, English Language Advisory Committee, the Community Based English Tutoring program (CBET), and helping with other school programs.

Community Involvement was continued through activities such as Back-to-School Night, Young Author's Day, Celebrate Literacy Week, Skills Day, and band activities, Principal for a Day, school-business partnerships (with Shakey's) and a variety of student performances. These programs bring our students in contact with community members that enrich their educational experience.

School, district and community barriers to improvements in student achievement:

- Interruptions/Disruptions negatively impact classroom instruction and academic learning time.
- Some parents are not Learning Partners in the educational process.

- Some parents do not perceive themselves as Learning Partners in the educational process.
- The socio-economically disadvantaged subgroup achieves significantly below the school and the other subgroups on the Academic Performance Index.
- Academic progress for grades 5 and 6 is not as positive as in grades 2 through 4.

Limitations of the current program to enable Underperforming students to meet standards:

- There are insufficient funds to expand the “READ” program to serve grades 4-6.
- Current technology resources do not allow intervention programs such as Accelerated Reader, Accelerated Math, STAR Reading, STAR Early Literacy to be implemented effectively.
- There are insufficient funds to provide a comprehensive after school program.
- Parenting classes need to be offered to help parents with parenting skills and to offer ways to help with their child’s education.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

SKY COUNTRY ELEMENTARY SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2005-2006

Academic Performance Index (API)

The school-wide API score has increased by 108 points between 1999 and 2004 (643,671,693,722, 749,751). Sky Country is in the 6th decile rank when compared with all schools in California. In 1998, the State rank was 5. The Similar schools' ranking has increased to a ranking of 5, up from a ranking of 1 held for four years.

There are three significant subgroups: Hispanic, white, and socio-economically disadvantaged which records the lowest API score:

2004 API scores:

Total School:	749
Hispanic:	738
White:	761
Disadvantaged:	690

2004 STAR Results:

CAT/6 Percentage of students scoring above or above the 50th percentile:

Reading:

<u>Grade</u>	<u>% above</u>
2	49
3	40
4	36
5	34
6	36

Language:

<u>Grade</u>	<u>% above</u>
2	68
3	62
4	61
5	44
6	59

The California Standards Tests in Language Arts

Grade	%Advanced	%Proficient	%Basic	%Below Basic	%Far Below Basic
2	13	29	42	10	5
3	3	26	42	22	7
4	15	23	36	18	8
5	16	21	35	16	13
6	3	26	50	18	3

Mathematics:

The California Standards Tests in Mathematics

Grade	%Advanced	%Proficient	%Basic	%Below Basic	%Far Below Basic
2	20	39	27	12	2
3	21	36	28	14	1
4	23	34	25	15	3
5	18	25	27	19	11
6	4	30	38	23	4

School Goals for Improving Student Achievement:

- Goal #1: Improve student performance in **Literacy** (including Reading, Writing, Oral Communication, Language Development, and Spelling) for all students (24.4% of students proficient/advanced as measured by the CST).
- Goal #2: Improve student performance in **Mathematics** for all students (26.5% of students proficient/advanced as measured by the CST).

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

Our Children, Our Schools, Our Future!

Stone Avenue

Elementary School

**ANALYSIS OF CURRENT
EDUCATIONAL PRACTICE
AND
SCHOOL GOALS AND
CONCLUSIONS**

2005-2006

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

STONE AVENUE ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2005-2006

The following statements characterize educational practice at this school:

1. *Alignment of curriculum, instruction and materials to content and performance standards:*

Curriculum standards for language arts and mathematics are continually reviewed and revised with the input of all the district's teachers. At Stone Avenue, teachers work in small groups to articulate and review standards at their grade level. During the 2005-2006 school year, teachers have elected to have an alternative schedule to their contract and extend the instructional day four days each week and have one minimum day each week for curriculum alignment, assessment and data analysis and grade level planning. Our curriculum standards representative teacher works with grade levels and individual teachers to update standards-based teaching practices. Standards updates are presented at monthly staff meetings and grade level meetings.

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

2. *Availability of standards-based instructional materials appropriate to all students groups:*

During the 2001-2002 school year, all schools in JUSD sent teacher representatives along with the site principals to literacy/standards based staff development facilitated by RCOE. During the 2003-2004 school year, all schools sent representatives to a standards based writing program facilitated by RCOE entitled "Step Up To Writing." Both of these staff development opportunities provided concrete curricular interventions to be used in the standards-based classroom along with ideas for standards-based lesson planning and assessment. Upon conclusion of the district staff development, site based optional staff development was conducted for the entire staff. Teachers were provided opportunities to acquire standards-based instructional materials to be used throughout the school year and into the future. Standards-based instruction will continue to be implemented in all classrooms and ongoing professional development will be conducted as needed. During the 2004-2005 school year, all JUSD principals received the AB75 training presented by RCOE. During the upcoming school year, cohorts of teachers will have the opportunity to participate in the AB466 training to develop a fully implemented standards-based curriculum in English Language Arts using the newly adopted Houghton-Mifflin series.

3. *Alignment of staff development to standards, assessed student performance and professional needs:*

Professional development is considered to be a foundation for the instructional program. Continued staff development in the areas of language arts and mathematics instruction will further strengthen the existing program. Staff will explore resourceful ways of closing the achievement gap for students continuing to have difficulty. During the 2005-2006 school year, the staff at Stone Avenue will be exploring ways to provide assistance to at-risk students on an ongoing basis during the monthly staff meetings.

4. *Services provided by the regular program to enable under-performing students to meet standards:*

Stone Avenue students who are not meeting district minimum standards are provided with differentiated instruction within the regular program. All teachers received professional development strategies at monthly faculty meetings during the 2003-2004 school year that will continue to be reinforced and implemented in all classrooms. All teachers will receive additional professional development on implementation of the Universal Access portion of the English Language Arts series. Through the Universal Access component, students who need enrichment/extension activities, English Learner activities, remediation activities or on grade level activities will receive differentiated instruction on a daily basis.

5. *Services provided by categorical funds to enable under-performing students to meet standards:*

Stone Avenue students who are not meeting district minimum standards are encouraged to participate in the district Extended Learning Opportunity (ELO) programs both after school and during the summer. During the 2005-2006 school year, all students who are not meeting state grade level standards in grades K-6 will be referred for ELO. Parents will be contacted both by parent/teacher conference and in writing using the "Report on Mastery of District and State Standards" form recommending ELO. ELO is presented by fully credentialed teachers for one extra hour per day, three days each week during the regular school year.

6. *Use of state and local assessments to modify instruction and improve student achievement:*

Success at mastering grade level reading standards was measured by individual teachers using running records, teacher created assessments, teacher observation, curriculum based measures of progress and standardized tests. Students at Stone Avenue School are expected to make tremendous growth on the STAR test compared to the previous year. During the 2001-2002 school year, the students gained a total of 22 points on the overall assessment and it is our goal to meet or exceed that level of growth. Our API goal was met and staff, students and parents are committed to maintaining the push towards excellence for the current school year. During the 2003-2004 school year, all sub-groups met the required growth and we met the Annual Yearly Progress (AYP) target. We anticipate a continuous growth pattern for the upcoming school year. Students in grades 2-6 take the district Criteria Referenced Tests (CRT) four times during the school year. Based on the March 2005 CRT results, students in grades 2-6 scored an average of 72.4% (up from 59.8 in Q1) in language arts and an average of 70.9% (up from 49.1 in Q1) in mathematics school-wide.

7. *Number and percentage of teachers in academic areas experiencing low student performance:*

All of our teachers work with students at their grade levels that are experiencing low academic performance. Teachers plan instructional strategies aimed at these students in their planning

meetings. Some grade levels group students for instruction giving students a greater opportunity to have success. Students are also grouped for English Language Development (ELD) by ELD level (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced levels).

8. *Family, school, district and community resources available to assist these students:*

Stone Avenue boasts one of the most active PTA groups in the district. Our PTA focuses upon assemblies and programs aimed at student achievement and enrichment. Students have had the opportunity to experience multiple astronomy nights, cinema spectacles, parent programs for helping students with homework, and family instructional programs in the evenings. Our ELAC parent group has become an active group in decision-making at Stone Avenue. This group meets regularly and is capably managed by a bilingual teaching member of the staff. The ELAC meetings include discussion sessions about curriculum and remediation strategies at home, parent participation in activities like Science Fair project planning (every parent observed a project being set up and completed and received all the materials necessary for them to help their own child complete a project for the school Science Fair) and an avenue for discussion of areas of concern at the school. The principal participates in this portion of the meeting. Stone Avenue has developed a variety of community businesses to help support the academic programs. Shakey's Pizza is an example of a local business that provides quarterly certificates and lunch for those classes that have the best attendance for the quarter. In 'n Out Burger and Taco Bell also provide incentives for students who are Dolphin Dollar Winners for the week.

9. *School, district and community barriers to improvements in student achievement:*

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

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

Each school year, most students in grades 4-6 participate in the administration of the Healthy Kid Survey. In 2004-2005, one of the areas that were identified as a concern for students was "bullying on campus". The School Site Council authorized funds to research materials for teaching tolerance on the school campus. A presentation of the materials was made at a SSC meeting, the materials were purchased and presented to the staff at a faculty meeting, and all materials were made available to all staff members on a check-out basis as needed.

10. *Limitations of the current program to enable under-performing students to meet standards:*

Addressing the individual needs of students in modern standards movement is a challenge to the faculty. Further staff development opportunities will be explored to facilitate success in this area. In addition, based upon the current enrollment of our students whereby approximately 25% of the student body lives diagonally across the district and many of those parents do not possess a vehicle to pick their student up after ELO dismisses, those students are unable to attend any additional remediation programs. The administration at Stone Avenue is working closely with the JUSD transportation department to attain a late bus to the Rubidoux area on each of the days that there is ELO.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

STONE AVENUE ELEMENTARY SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2005-2006

CONCLUSIONS FROM STUDENT PERFORMANCE DATA:

All Students

During the 2003-2004 school year the Academic Performance Index (API) went from 736 to 734. The growth target for this year was 8 points and, therefore, was missed by only 2 points. However, all subgroups met the Annual Yearly Progress target. All of the significant subgroups (Hispanic Students, Caucasian Students, and Economically Disadvantaged Students) met or exceeded the API growth target for 2004.

The discussion in the following sections regarding both the STAR and the District Criterion Referenced Test (CRT) compare results from the 2003 administration to the 2004 administration at the same grade level. Readers need to be aware that this is not a cohort-to-cohort comparison and, therefore, has limited applicability. It does provide on measure, among many, of programmatic advances, or declines. Conclusions contained herein based on observations of the program, teacher input, and professional judgment used with these (weak) data.

The results of the 2004 STAR test indicates increases observed at every grade in the number of students scoring at basic or above in language arts and math. In fact, 53% of grade 2 students, 72% of grade 3 students, 74% of grade 4 students, 65% of grade 5 students and 79% of grade 6 students scored at basic or above in language arts. In addition, 68% of grade 2 students, 91% of grade 3 students, 72% of grade 4 students, 79% of grade 5 students and 74% of grade 6 students scored at basic or above in mathematics.

District CRT results indicate an increase in grades 2-6 in reading and in mathematics between March 2004 and March 2005. All grades levels show significant growth in a year. In fact, the results from grade 2 are the top in the district in both language arts and math and the results from grade 6 are ranked 2nd in the district in both language arts and math. Overall, Stone Avenue ranks in the top 5 schools in JUSD in language arts and 2nd overall in mathematics.

English Learners

English learner CRT scores of state standard mastery have continued to advance. As of the December administration when students need to score 55% or better to show progress towards mastery, EL students are progressing well. The percentage of EL learners scoring at or above 55% is as follows: 54% of grade 3, 57% of grade 4, 77% of grade 5 and 48% of grade 6 EL learners scored at or above 55%. All EL students are making steady progress but the real success of the program is seen in the number of students reclassified during the past year.

Economically Disadvantaged Students

Research indicates that this factor is the single most significant in determining student achievement. In compliance with NCLB, a needs assessment of the entire school has been conducted and over 65% of the students qualify as "economically disadvantaged". Through assessment data analysis, it is determined that many of these students also have not reached mastery of state standards in either reading or mathematics. As of the 2004-2005 school year, Stone Avenue Elementary School is a school-wide Title I school. As a Title I school, our focus will be on literacy skills in all grades. Students will be offered extended day activities to

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

GATE Students

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

General Conclusions

As noted in the cumulative data from the most recent STAR results and the progress shown on the district CRT assessments, the students at Stone Avenue are making significant progress in all language arts and mathematics areas. On average, students have gained over 12.6 points in language arts and over 22 points in mathematics from September, 2004 until March, 2005. It is the goal of the Stone Avenue staff that a high level of continued growth be exhibited in the upcoming school year. Stone Avenue attributes the steep gain in scores to the intense push for success for all students. Through before and after school remedial programs and recess tutorial sessions, students have many opportunities to get skilled, credentialed tutoring on campus throughout the school year. Each teacher is implementing standards-based instruction and assessment to ensure adherence and success in state standards. The administration has completed the AB75 training for implementation of the adopted English Language Arts series and the goal of the district is for all teachers to receive AB466 training to ensure full implementation of Houghton-Mifflin in all grade levels. Teachers at Stone Avenue are fully aware of the administrations expectation that Houghton-Mifflin will be fully implemented as designed and intended by the publisher during the upcoming school year. All observations and evaluations will be based upon this criteria.

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

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

Conclusions from Parent, Teacher and Student Input:

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

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

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

GOALS:

- Goal #1: *Improve Student Achievement in Literacy (including reading ,writing, oral communication, language development and spelling)*
- Goal #2: *Improve Student Achievement in Mathematics*
- Goal #3: *Increase opportunities for parent involvement in the educational process*

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

Our Children, Our Schools, Our Future!

Sunnyslope

Elementary School

**ANALYSIS OF CURRENT
EDUCATIONAL PRACTICE
AND
SCHOOL GOALS AND
CONCLUSIONS**

2005-2006

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

SUNNYSLOPE ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2005-2006

The following statements characterize educational practice at Sunnyslope Elementary.

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

Introduction

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

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

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

Program for English Language Learners

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

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

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

Special Education Program

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

Gifted and Talented Education Program

Gifted and Talented Education (GATE) students at Sunnyslope are served in regular education classrooms with a variety of differentiated instructional methods. Students receive 200 minutes weekly of differentiated instruction, which may include special individual project studies, enrichment activities, and directed higher level questioning through daily lessons. In addition, our GATE Program has been enhanced this year to include an extended day GATE Program. GATE students stay after school once each week and work with a credentialed teacher to provide above and beyond enrichment activities. Students are identified through the use of standardized achievement tests, results of IQ tests, parent and teacher input, observations, special honors or recognition received, language spoken at home, and availability of enrichment experiences provided in the home environment. Sunnyslope is currently serving 52 gifted students in grades 2-6. Extra support materials include the Houghton Mifflin Challenge Handbook.

Program for Title I Students

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

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

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

Alignment with Standards

During the past school year (2004-2005), teachers and staff at Sunnyslope Elementary School participated in staff development in strategies for English language learners (tied to all curricular standards), guided reading/small group instruction (tied to reading standards), Step Up To Writing, Differentiated Instruction, and Houghton Mifflin.

Assessed Student Performance

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

Professional Needs

New teachers participated in the Beginning Teacher Support and Assessment (BTSA) and in the California Formative Assessment and Support System for Teachers (CFASST). This is a full year program that places mentor teachers and beginning teachers together to insure a smooth start in the teaching profession. Teachers participated in staff development in the following: Step Up To Writing, Houghton Mifflin, Data Analysis, Academic Program Survey Training and Completion, GATE conference, and JUSD ELD State Standards Assessment Training.

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

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

Sunnyslope Elementary School and the Jurupa Unified School District utilize a number of alternative programs to serve a wide variety of children with differing needs. The Youth Service Center of Riverside and the Family Service Association assist with Outreach Counselors at all elementary schools as well as providing assistance and counseling for parents. Mr. Anger, Outreach Counselor, is assigned to Sunnyslope Elementary once a week on Thursdays. In addition, Sunnyslope Elementary offers counseling services two days a week through Mr. Jones, Student and Community Liason. Seven schools have an Early Intervention for School Success (EISS) program, four participate in the Primary Intervention Prevention (PIP) program, and two offer a "Healthy Start" school-community program.

Preschool Transition Plan

Through a newsletter sent out to all parents of Sunnyslope students, pre-kindergarten children and their parents are invited to a Kindergarten Orientation Tea held in May. Kindergarten

teachers explain the program and visit the kindergarten classes. Parents have the opportunity to view a slide show presentation of what a day in kindergarten entails. At this event, parents receive a copy of the district's kindergarten standards. Teachers stress the importance of social and academic development and give parents ideas for how to help their children prepare for school. Our state preschool and SDC preschool classes take time to tour the kindergarten classrooms and meet the teachers to ease the transition into kindergarten.

Technology Plan

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

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

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

Community Based English Tutoring Program (CBET)

The purpose of the CBET program is to support students and families as they learn English. The program provides academic support, as well as assistance with language acquisition. Sunnyslope Elementary offers instruction in Essential State Standards and tutoring skills to Spanish speaking parents from the neighborhood. Credentialed teachers provide CBET workshops once a month. The school also provides instructional materials to parent tutors through this program. Parent workshops are offered in the afternoon and are designed to provide parents with skills and materials to help their students in academic areas. Parents and other adult participants in the program sign an agreement in which they promise to tutor one or more EL students.

Extended Learning Opportunity (ELO)

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

Drug, Alcohol, Tobacco Education -TUPE/SDFSC

A goal of Sunnyslope staff is to give students the knowledge needed to make healthy life choices. The instructional program, Too Good for Drugs, at K-6 addresses drug, alcohol, and violence prevention. This program allows students to increase their knowledge of the negative

effects of tobacco, alcohol and other drug use, increase their self-confidence, develop positive peer relationships and engage in positive activities. Students learn self-esteem, decision making, refusal skills and coping strategies. Students also gain information regarding nicotine, drugs, and tobacco use through Red Ribbon Week and Yellow Ribbon Week activities, assemblies, and instruction from district personnel.

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

The faculty at Sunnyslope Elementary was trained to look critically at data to make instructional decisions. The data that is used includes the results of the STAR Test, the criterion referenced California Standards Test (CST), and the district's Criterion Referenced Test (CRT). Teachers use the SAT9 Analyzer to analyze individual and group results and to modify instruction to meet individual needs and to insure that every grade level standard has been taught and learned. Classroom formative and summative assessment results are analyzed to inform instruction. Teachers meet in a planning session once a month for one and a-half hours to look at student work, examine student progress, and to make instructional decisions.

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

All of our teachers work with students at their grade levels who are experiencing low academic performance. Teachers plan instructional strategies aimed at these students in their Friday planning meetings. Students are also placed in classrooms for English Language Development (ELD) by ELD level (i.e. Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced levels).

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

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

Parent and Community Resources and Involvement

There are four parents on the School Site Council, and 450 of our parents belong to the PTA. During the 2004-2005 school year, we elected an English Learner Advisory Committee (ELAC) that met four times and advised the principal on a number of issues related to the English language learners. Eight parents served on the PTA Executive Board during the 2004-2005 school year. The PTA had fund raising activities for field trips, supplies and equipment, assemblies, and incentives and rewards for students. They provide school-wide activities for students and families, including book fairs, spring pictures, Red Ribbon Week, Skills Day, Weinerschnitzel Night, and a variety of special activities. Sunnyslope's PTA was named Outstanding Unit of the Year by Jurupa Council PTA in 2002. Parents volunteer in various capacities and the number of volunteer hours for 2004-2005 was in excess of 1,000 hours. We will continue to encourage parental participation through PTA activities, serving as classroom volunteers, serving on the School Site Council, serving on the English Language Advisory Committee, participating in the Community Based English Tutoring program (CBET), and helping with other school programs.

Community involvement was continued through activities such as Back-to-School Night, Weinerschnitzel Night, Red Ribbon Week, Family Science Night, RCC Outreach, Skills Day, Band Concerts, Principal for a Day, and a variety of student performances. One of the highlights this year was a partnership with the Riverside Philharmonic. Students attended a

special concert in downtown Riverside at the historic Riverside Municipal Auditorium. These programs bring our students in contact with community members that enrich their educational experience.

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

During the **2003-2004** school year, Sunnyslope Elementary School conducted a self-review that involved parents, teachers, and community members. The goal was to identify barriers to improvements in academic achievement. The following barriers were identified and progress toward addressing each has been noted in parenthesis following the barrier.

- Teachers need planning time to coordinate and align standards-based instructional practices, materials, and programs. *(Planning time has been provided for grade levels on each Friday by creating a minimum day. The time can also be used for staff development, as needed.)*
- The school needs to implement guided reading as a daily form of instruction for readers who are below grade level. *(A guided reading program was purchased for grades 3-6. Grades K-2 had an adequate amount of guided reading materials. Following some initial training, this new program was put into practice in January. Additional staff development in guided reading practices took place in March. During the 2002-2003 school year, guided reading was fully implemented.)*
- Students need to read appropriate leveled books. *(The Accelerated Reader program was purchased and piloted in one class per grade level in 2001-2002. Part of the program is the Star Reading program that tests students and assigns a reading level. This program was very successful in the piloted classes. Teachers reported higher motivation in students regarding reading. During the 2002-2003 school year, all classes participated in the Accelerated Reader program.)*
- Student intervention programs should be more explicitly targeted. *(Using IDMS, teachers were able to find groups of students who were in need of instruction in specific concepts. Teachers recommended these students for ELO and instruction was based on the findings. We are expecting this year's ELO to be more successful as IDMS has improved and our teachers' searches will be more refined.)*
- English language learners often do not have the literacy skills to successfully complete grade level standards based work. *(We have continued with the CBET program and the summer ELO. We have also intensified our efforts in providing quality ELD instruction to students at their language level. Our classes have been composed of same language level students to the best of our ability. As new students come to our school, every effort is made to give them an appropriate placement according to their language level.)*
- A lack of agreement between teachers and parents as to a clear definition of parent involvement. *(Teachers are communicating more with parents to express what kind of parent involvement is expected.)*
- Many parents are unable to assist their students with work at home. *(In our CBET program, we are informing parents as to how to help students with work associated with the standards. We need to develop a way of providing assistance to our English-speaking parents as well.)*

During the **2004-2005** school year, Sunnyslope Elementary School completed the Academic Program Survey and developed corrective actions for the year 2005-2006. The APS Findings and corrective actions are included in the school improvement plan.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

SUNNYSLOPE ELEMENTARY SCHOOL
SCHOOL GOALS
2005-2006

School Goals for Improving Student Achievement:

Several performance improvement goals may be established in response to the academic needs of various groups of students.

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

Goal #2: Improve student performance in **Mathematics**.

Goal #3: Increase opportunities for **Parent Involvement** in the educational process.

NOTE: These improvement goals correlate to the goals established by our Community Action Team.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

Our Children, Our Schools, Our Future!

Troth Street

Elementary School

**ANALYSIS OF CURRENT
EDUCATIONAL PRACTICE
AND
SCHOOL GOALS AND
CONCLUSIONS**

2005-2006

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

TROTH STREET ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATION PRACTICE
2005-2006

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:

Over the past seven years Troth Street has used the Jurupa Unified School District (JUSD) standards to guide instruction. These standards, formulated by JUSD teachers at each grade level and subject area, generally correspond to state standards.

Base Program Description

Reading and Language Arts:

All students receive instruction from the district-adopted K-6 Houghton Mifflin Reading / Language Arts Program.

The program promotes an integration of reading, writing, speaking and skill development and practice and incorporates all components recommended by the California Reading Initiative and included in the state reading / language arts standards. Curriculum standards implementation combined with assessment materials, guide teachers in monitoring the progress of all students and adjusting teaching strategies and materials to ensure mastery of the state standards. At Troth Street teachers are provided uninterrupted instructional time for Language Arts.

Assessment of student progress is evaluated through both formal (CAT6, CST, and CRT tests) and informal measures (chapter tests, teacher-made tests, performance assessments, summative tests, etc.) Certificated teachers plan and implement interventions for students who are struggling with reading. The goal of these programs is to help all of our students become fluent readers. We provide and monitor additional time to implement the intervention programs in language arts by way of service of a reading consultant, a reading coach, instructional aides, bilingual language tutors, and before and after school ELO programs.

Mathematics:

Students develop computation skills, problem solving skills, mental arithmetic, estimation, and calculator /computer technology as is presented in the state standards, and supported by the district's mathematics adoption (Houghton Mifflin Mathematics). Curriculum standards implementation combined with assessment materials, guide teachers in monitoring the progress of all students and adjusting teaching strategies and materials to ensure mastery of the state standards.

Assessment of student progress is evaluated through both formal (CAT6, CST, and CRT tests) and informal measures (chapter tests, teacher-made tests, performance assessments, etc.) Certificated teachers plan and implement interventions for students who are struggling with mathematics. The goal of these programs is to help all of our students learn both basic skills and problem solving.

History / Social Science:

Students receive instruction designed to develop historical, ethical, cultural, geographical, economic, and sociopolitical literacy as well as behavior and values that are essential to a democratic society. Primary sources and various genres of literature are used to facilitate students' understanding of historical periods, events, places, and people as presented in the district adopted K-8 Houghton Mifflin Social Studies Program.

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

Science:

Students receive instruction in life, earth, and physical science as presented in the K-8 Macmillan Science Program and the Prentice Hall Science Program. Six major themes (energy; evolution; patterns and change; stability; systems and interactions; and scale and structure) are integrated throughout instruction in each of the disciplines. The scientific thinking processes of comparing, ordering, relating, inferring, and applying are developed in the district's activity-based program through inquiry and investigation. The scientific method is incorporated into instruction. Student progress is evaluated through formal and informal measures, (CST/grade 5) oral and written projects, and performance-based assessments, which include hands on activities, investigations, and open-ended questions.

Technology:

Troth Street recognizes the need to use technology in order to equip our students in becoming confident, life-long learners, and responsible productive citizens. Teachers follow the district-adopted technology standards at each grade level.

Technology is used to enhance and enrich learning, increase our effectiveness as educators, and to prepare all students for success.

Fine Arts:

Students receive instruction and are exposed to art, drama, and music (K-6 Silver Burdett Music Program) experiences that are designed to facilitate students understanding / development of aesthetic perception, creative expression, fine arts heritage, and aesthetic valuing.

Physical Education:

Students are provided with age-appropriate physical education activities that focus on the development of basic movement skills, physical fitness, games, and sports. Integrated with physical training is the development of social skills that include self-discipline, self-control, self-image, leadership, fellowship, teamwork, and competition.

2. Availability of standards-based instructional materials appropriate to all student groups:

All students at Troth Street have access to the core curriculum, including RSP, SDC, LSH, GATE, and EL students. The Jurupa Unified School District's standards and the California State Standards guide the curriculum. Differentiated curriculum is provided through a variety of homogeneous and heterogeneous settings, collaboration with teachers to develop academic

tasks, completion of academic tasks with various production methods, and opportunities that encourage the development of self-directed, in-depth inquiry.

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

English Learners:

Slightly more than 61% of Troth Street's pupils are English Learners (EL's). All of Troth's students are placed with authorized (SB1969, CLAD, BCLAD, or BCC) teachers. One six-hour bilingual tutor and seven part-time bilingual tutors assist students with primary language support. The district has adopted the Hampton Brown Into English series for daily English Language Development.

Each English learner receives a program of instruction in English language development designed to increase proficiency in English as rapidly and as effectively as possible. English learners are grouped in classrooms based on their fluency level to maximize their access to the core curriculum. Daily ELD lessons are designed to promote the acquisition of listening, speaking, reading, and writing in English. Students are grouped by Language Proficiency levels and EO students and FEP students are grouped accordingly. During content instruction, teachers provide differentiated instruction using strategies appropriate to each language proficiency level represented in the class. Students with little proficiency receive instruction in Structured English Immersion classes, and teachers use SDAIE techniques.

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

Special Education

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

Gifted and Talented Education:

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

members in Science, Social Science, Art, and Literature. Release time is provided to teachers providing GATE instruction.

Title I:

Troth Street is a Schoolwide Title I No Child Left Behind school. Using multiple measures, teachers identify areas of strength and need, and provide students with additional opportunities to achieve mastery of skills, through classroom instruction, practice on selected software and through the Extended Learning Opportunities programs held before, after school and during the summer. In addition, students and their families receive supplemental follow-up contacts on attendance, academic and behavioral issues through telephone calls home, home visits, written correspondence, etc.

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

Students who are experiencing difficulty in learning to read and write have opportunities to participate in the district Extended Learning Opportunities program that is offered before and after school and during the summer. Title I funding is used to lower the teacher-student ratio in the before and after school classes, and to provide teachers to work with small groups of children.

Parent conferences provide time for the teacher, student, and parent to set goals in order to see progression and achievement, as well as to discuss the child's assessment data. Parents, students, and staff sign a compact, identifying each person's responsibilities in helping the child be successful.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Staff development has been directly linked to needs identified in our last analysis of student achievement data. Troth Street will review student progress, conduct additional after school (State Buy Back Days) staff development days (effective methodologies for teaching English learners, sexual harassment, child abuse, writing across the curriculum, restructuring the before and after school program to provide a more specific focus on specific reading, writing, and mathematics standards, etc.), and plan for instruction.

For the 2005-2006 school year, Troth Street proposes the following staff development days:

- August, 2005: Professional Learning Communities Conferences
- August 2005: AB466 Houghton Mifflin
- September/October 2005: Gregg Nelsen: Review of student achievement during the 2004-2005 school year and development of strategic plan for program improvement 2005-2006. Our goal is to determine the effectiveness of strategies used during the past year to improve instruction, and to determine "next steps" for the 2005-2006 and 2006-2007 school year.
- January 2006: Marzano's Instructional Strategies and the Impact of Student Achievement.
- September 2005-June 2006 – Teachers will be trained in the implementation of Houghton Mifflin Mathematics AB466, AB75 training for Mr. Barreiro
- Weekly focused teacher-planning meetings: Grade levels review student progress, plan for instruction, calendar standards, develop interim assessments,

analyze assessment data to guide instruction, and share best approaches to teaching the standards.

- New teachers will participate in the Beginning Teacher Support and Assessment (BTSA) program and in the California Formative Assessment and Support System for Teachers (CFASST). This full year program that places mentor teachers with beginning teachers to ensure a smooth start in the teaching profession.
- Support and guidance similar to that of previous years will continue to be provided to new teachers.
- Provide teachers with assessment and electronic monitoring systems to use the Houghton Mifflin curriculum (imbedded assessments).
- Teachers will continue to meet with grade level teams and/or Gregg Nelsen to review language arts and mathematics and assessments on minimum days. Teachers will follow a district pacing schedule for Houghton Mifflin for all grades and monitor it on an ongoing basis.
- The faculty will use the RCOE protocols for collaborative grade level meetings.

4. Services provided by the regular program to enable under-performing students to meet standards:

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

Preschool Transition Plan

A successful transition from preschool to kindergarten is facilitated by: ongoing communication between staff, familiarization of respective curriculums, assessment tools, continual parent involvement, support, and training. Parents gain knowledge about Troth Street School, community resources, and kindergarten expectations and have more involvement in the education of their child and a smoother, more successful transition for the children.

Strategies to Achieve Goals and Objectives:

- Preschool and kindergarten staff continue ongoing communication to discuss assessment strategies on preschool profiles, progress reports and release time to update the transition program at Troth Street.
- Kindergarten staff will continue preschool parent meetings each spring to disseminate information regarding kindergarten expectations.
- Written information will continue to be provided to preschool parents to ease their child's transition into kindergarten.

Regular Education Students Requiring Program Modifications

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

Technology Plan

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

Gender Equity / Sexual Harassment / Non-Discrimination

Neither students nor employees are excluded from participation in any curricular or extracurricular educational program based on gender, sexual orientation or ethnicity. The policies are given to all parents annually (in English and Spanish) in the Parent Notification Brochure and the Parent-Student Handbook. They are given to all employees in the Employee Notification Brochure and the Staff Handbook. The policies are reviewed as part of the student orientation at the beginning of the year, and quarterly thereafter. The School Site Council, English Learners Advisory Committee, and PTA also receive orientation on these policies, as well as written copies.

Policies are posted in the office and lounge. Additional copies are available in the office upon request. All staff is trained in district sexual harassment policy, gender equity, and non-discrimination. They are apprised of the signs of harassment, understand, and follow school procedures in informing school officials when they suspect sexual harassment, gender inequity, and / or discrimination. The school nurse, in addition to the counselor, present lessons on values, friendship, and self-concept.

The teachers at Troth Street meet to place students in classrooms. Every classroom is reviewed for gender balance.

For students that are in danger of being retained, teachers set up individual parent meetings with the at-risk student, and student study team. These meetings focus on strategies to help the student to meet promotion requirements. Students are provided with non-discriminatory counseling and guidance.

The school's principal handles complaints concerning discrimination and sexual harassment. The principal uses the adopted board policies and procedures.

Uniform Complaint Procedure

The district has a written policy approved by the school board on sexual harassment and nondiscrimination that includes information on the procedures for reporting charges and seeking remedies. The written policy on sexual harassment, nondiscrimination, and the complaint process are posted in the main office and staff lounge. The policies are given to all parents annually (in English and Spanish) in the Parent Notification Brochure and the Parent-Student Handbook. They are given to all employees in the Employee Notification Brochure and the Staff Handbook. The policies are reviewed as part of the student orientation at the beginning of the year. New students receive information as they register. The School Site Council, English Learners Advisory Committee, and PTA also receive orientation on these policies, as well as written copies.

School Safety Plan

To ensure that there is a safe and orderly environment; Troth Street has established an assertive discipline policy. In coordination with the principal, each teacher has developed a classroom discipline plan. Both students and parents are aware of the rules.

Quality coupons are given to students for positive conduct in classrooms, the cafeteria, and the playground. Drawings are held monthly. Awards assemblies are held quarterly in recognition for outstanding academics and behavior. Students also receive recognition for perfect attendance.

Troth Street School, in accordance with Senate Bill 187, has safe schools strategies that includes the following elements: safe school programs, child abuse reporting procedures, disaster response procedures, suspension and expulsion policies, the District's Discipline Handbook and Sexual Harassment policy, school dress code, status of school crime, and procedures and rules for safety on the way to and from school, as well as during school hours.

Several agencies ensure that safety standards are met. These include: the local fire department, Keenan and Associates (Administrator of Workers' Compensation), the Jurupa Unified School District Safety Committee, the Jurupa Unified School District maintenance department and school custodians.

5. Services provided by categorical funds to enable under-performing students to meet standards:

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

Categorical funds are spent to provide under-performing students additional academic instruction, materials, technology to assist students, incentives for achievement and attendance, professional development for the staff, personnel, and assistance to parents.

English Learners

More than half of Troth Street pupils are English Learners (EL's). Spanish is spoken by 100% of our EL's. These students are placed with authorized (SB 395, CLAD, BCLAD, LDS or BCC) teachers. Seven part-time bilingual tutors assist students with primary language support. The district has adopted the Hampton Brown/Into English series for daily English Language Development (ELD).

Each English learner receives a program of instruction in English language development designed to increase proficiency in English as rapidly and as effectively as possible. English learners are grouped in classrooms based on their fluency level to maximize their access to the core curriculum. Daily ELD lessons are designed to promote the acquisition of listening, speaking, reading, and writing in English. During content instruction, teachers provide differentiated instruction using strategies appropriate to each language proficiency level represented in the class. Students with little proficiency receive instruction in Structured English Immersion classes (SEI), and teachers use SDAIE techniques.

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

All students are screened for English assessment, using the Home Language Survey when they register. Those students who indicate a language other than English and are first time in

California or are enrolling in kindergarten will be sent to the Jurupa U.S.D. Assessment Center for further screening. Based on this screening (and that of the classroom teacher) a student may participate in the following program options:

Option 1: Mainstream English Program

The Mainstream English Program provides the opportunity for the acquisition of English in an educational setting in which the language and materials of instruction are presented in English. The following plan reflects this model of instruction:

Subjects Taught in English

Language Arts
Mathematics
Science
Social Studies
Physical education
Music/Art

Subjects Taught in Spanish

None

Option 2: Structured English Immersion Program

The Structured English Immersion Program (SEI) provides an educational setting in which the language and materials of instruction are in English. The curriculum and presentation are specially designed for students who are learning the English language. They are provided by authorized teachers. Instructional clarification and reinforcement may be provided in the primary language of the student to facilitate the understanding of concepts, directions, assignments, and content. A strong English Language Development (ELD) program is an essential component of this option (kindergarten – 20 minutes, grades 1-6, 30 minutes). The following plan reflects this model of instruction:

Subjects Taught in English

Language Arts
Mathematics
Science
Social studies
Physical education, Music / Art

Subjects Taught in Spanish

None, although clarification
reinforcement may be provided.

Option 3: Bilingual Spanish Program

The Bilingual Spanish Program is only available to students receiving a waiver and is offered at select schools in the district.

The Bilingual Spanish Program provides the opportunity for students to learn English as quickly and efficiently as possible through a strong English language development component. Primary language instruction is offered to ensure access to the core curriculum. The amount of primary language is determined by the student's level of English proficiency. Those students with the least amount of English proficiency receive the greatest amount of primary language instruction. As students gain in language proficiency, the amount of English instruction is increased until the student meets the criteria to transition into an English language arts program. After successful completion of the transition process, the student enters a mainstream English program. When instruction is given in English, district-adopted English texts are used. When instruction is given in Spanish, Spanish texts are used. Currently at Troth Street School, no parents have applied for a waiver.

Special Education:

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

Students experiencing difficulties will be recommended to the Student Study Team (SST) for interventions and program modifications. After interventions and regular classroom modifications have been attempted, the SST may opt to refer students to the Jurupa Support Services for additional assessment and possible placement into one of the programs below:

Resource Specialist Program:

Our Resource Specialist Program (RSP) assist students with identified learning disabilities who require assistance for less than 50% of the day. Students may receive services from the two fully credentialed Resource Specialists and from instructional aide(s) in either a classroom or pullout setting. In addition to assistance from special education personnel, students may receive modified instructional programs and materials. Parents, classroom teachers, special education staff, and others determine instructional goals through the development of an Individualized Educational Program (IEP). RSP students may receive assistance in the classroom or in a pullout setting, based on the Individualized Educational Plan.

Special Day Class:

Students who need assistance for more than 50% of the time are placed in our Special Day Class. Students receive services from the classroom teacher (who has a regular teaching credential and a Learning Handicap credential) and instructional aide(s). Instructional programs are modified to meet their special needs. Strategies used include ability grouping, one-on-one groups, and small group instruction. Six hours of instructional aide time is provided. As their skills improve, they are mainstreamed for portions of the day back into the regular classrooms. Parents, classroom teachers, special education staff, and others determine instructional goals through the development of an Individualized Educational Program (IEP).

Language, Speech and Hearing Specialist Program:

The Language, Speech, and Hearing Specialist assist students with identified language or articulation problems. The students are served in a pullout program as identified in the student's IEP.

Low-Incidence Disability Program:

Students with low incidence disabilities may be served either by an itinerant specialist or in a program offered through the Riverside County Office of Education. Such disabilities include vision impairment, hearing impairment, multiple handicaps, etc.

Severely Emotionally Disturbed (SED) Programs:

Students whose emotional problems significantly impair their ability to perform academically may qualify for an SED program offered through the Riverside County Office of Education and through private agencies.

Mental Health Services:

Students who may be able to remain in a regular class or Special Day Class with mental health services may receive counseling through the district, County Mental Health Services or through private agencies.

Gifted and Talented Education:

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

Title I:

Troth Street is a Schoolwide Title I, No Child Left Behind school. Using multiple measures, teachers identify areas of strength and need, and provide students with additional opportunities to achieve mastery of skills, through classroom instruction, practice on selected software and through the Extended Learning Opportunities programs held after school and during the summer. In addition, students and their families receive supplemental follow-up contacts on attendance, academic and behavioral issues through telephone calls home, home visits, written correspondence, etc. A Project Resource Teacher (Title I funds) works with language arts and mathematics in a lab setting with identified students in grades 3-6. A reading consultant (Title I funds) offers instruction in language arts with first and third grade identified students.

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

Students who are experiencing difficulty in learning to read and write have opportunities to participate in the district Extended Learning Opportunities program which is offered after school and during the summer (SELO). Title I funding is used to lower the teacher-student ratio in the after school classes, to provide teachers to work with small groups of children.

Parent conferences provide time for the teacher, student, and parent to set goals in order to see progression and achievement, as well as to discuss the child's assessment data. Parents, students and staff sign a compact, identifying each person's responsibilities in helping the child be successful.

Interpretation of test scores is available in English and Spanish. Teachers, with the assistance of the School Site Council, English Learners Advisory Committee, and Parent Teacher

Association provide information to parents on how they can become involved in their child's education.

Other categorical programs that assist students in meeting standards are:

Community Based English Tutoring (CBET) Program:

In cooperation with the JUSD Adult Education department, Troth Street offers parent workshops to Spanish-speaking adults from our community, which is coordinated by a staff member. A Family Literacy programs provides information to parents and is coordinated by staff members. The school also provides instructional materials to parent tutors through this program. Participants in the program sign an agreement to tutor one or more EL students.

Extended Learning Opportunities (ELO):

Our supplemental program for at-risk students focuses on language arts and mathematics standards. Students' current levels of achievement in mathematics and language arts are regularly assessed identifying them as participants in the program. Students are retaught the skills and retested to ensure mastery. Students may participate in our Extended Learning program after school and / or during the summer.

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE) Programs:

The Tobacco Use Prevention Education Program and the Safe and Drug Free Schools and Communities program provide students with opportunities to increase their knowledge of the negative effects of tobacco, alcohol and other drug use. Teachers present instruction about the effects of drug, alcohol and tobacco on the human body, resisting peer pressure, and refusal skills. Teachers provide lessons focusing on conflict resolution and bullying. All students participate in school wide activities that reinforce these skills and values.

Immediate Intervention / Under-performing School Program (II/USP):

Troth Street has participated in the state's II/USP program. This is a three-year commitment, including one planning year (2001-2002), and three implementation years (2002-2003, 2003-2004, and 2004-2005). The school developed a plan to raise student achievement in the areas of reading comprehension and mathematics achievement. Funding was used to purchase materials, teachers, teacher planning time, computers, etc. to improve student achievement in language arts and mathematics.

6. Use of state and local assessments to modify instruction and improve student achievement:

Teachers use a variety of assessments to modify instruction and improve students' achievement, including the results of the norm referenced Comprehensive Achievement Test – 6th edition (CAT-6). The criterion referenced California Standards Test (CST); and the district's Criterion Referenced Test (CRT). Teachers use the services of the Pulliam Group's IDMS program to analyze individual and group results to modify instruction to meet individual needs and to ensure that every grade level standard had been taught. In addition, classroom formative and summative assessment results are evaluated to inform instruction. Teachers meet by grade level once per week for 1.5 hours to look at student work, examine student progress, and to plan for instruction.

7. Number and percentage of teachers in academic areas experiencing low student performance:

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

8. Family, school, district and community resources available to assist these students:

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

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

9. School, district and community barriers to improvements in student achievement:

The Leadership Team has spent time in data analysis and review of the surveys of parents, teachers, and support staff. The Team has identified the following barriers and underlying causes for low achievement.

1. Although parents support the school and teachers and have high expectations for their children, there is a lack of reading material in the homes and reading is not a daily activity conducted by siblings or parents.
2. Homework is not valued or supported in many of the homes.
3. Lack of basic education of many parents contributes to lack of motivation of some of our students.
4. There is a continuing need for professional development that focuses on teaching strategies and approaches that foster academic achievement among English learners and socioeconomically disadvantaged students.
5. Additional interventions are needed to address specific skill needs for at risk students. Intervention programs are explicitly targeted.
6. Having instruction given by teachers on a rotating schedule and clustering by grade level will restructure GATE instruction.
7. Many parents do not speak English (or are limited English speaking) making it difficult to help their children.

10. Limitations of the current program to enable Underperforming students to meet standards:

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

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

2. The Leadership Team feels that they will continue to explore ways in which to have sufficient time to collaborate, examine student achievement data, student work samples, discuss possible strategies, and plan appropriate instruction to address areas of weakness.
3. While restructuring the program to allow for weekly teacher-planning time has helped, additional time is needed for teachers to thoroughly plan for instruction and assessment to enable all students to meet standards.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

TROTH STREET ELEMENTARY SCHOOL
SCHOOL GOALS
2005-2006

School Goals for Improving Student Achievement

The content of this school plan is aligned with Troth Street's goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index, the English Language Development Test, and local measures of pupil achievement are also included.

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

Goal #1: The numerically significant sub groups of Hispanic and socio-economically disadvantaged (SED) students will meet their yearly (May, 2006) 4% growth target as measured by the API. (State)

Goal #2: All students in grades 2nd – 6th will meet their yearly (May, 2006) 5% growth target as measured by the API. (State)

Goal #3: By May 2006, the 2nd – 6th graders at Troth Street School scoring at Far Below Basic on the California Standards Test (CST) in Language Arts will decrease by 5% from 23% to 18%. (State and Federal)

Goal #4: By May 2006, the 2nd – 6th graders at Troth Street School scoring proficient or higher on the California Standards Test (CST) in Language Arts will increase to 24.4% or higher. (Federal)

Goal #5: By May 2006, the 2nd – 6th graders at Troth Street School scoring at Far Below Basic on the California Standards Test (CST) in Mathematics will decrease by 5% from 11% to 6%. (State and Federal)

Goal #6: By May 2006, the 2nd – 6th graders at Troth Street School scoring proficient or higher on the California Standards Test (CST) in Mathematics will increase to 26.5% or higher. (Federal)

Goal #7: All English Learners (those in attendance according to CBEDS) will advance at least one proficiency level on the J.U.S.D. English Language Proficiency Assessment for the year.

Goal #8: By May 2006, the percentage of English Learners at Troth Street School who are classified as English Proficient (advanced or early advanced) by the CELDT will increase from 26% to 32% proficient.

Goal #9: Parent Involvement, as measured by sign-in sheets, will increase at Troth Street School by offering a minimum of four (4) parent workshops during the 2005-2006 school year, presented by faculty, to improve student achievement.

Goal #10: Students attendance at Troth Street School for the 2005-2006 school year will improve as measured by actual attendance.

Goal #11: Troth Street faculty will complete AB466 Houghton Mifflin Language Arts and Mathematics training by the end of 2005-2006 school year as measured by attendance.

Goal #12: Troth Street faculty will participate in staff development planning and workshops that are directly linked to improving student achievement as verified by attendance.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

Our Children, Our Schools, Our Future!

Van Buren

Elementary School

**ANALYSIS OF CURRENT
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2005-2006

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

VAN BUREN ELEMENTARY SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICES
2005-2006

Analysis of Current Educational Practice –Academic Program Survey (APS)

Availability of standards based materials for all student groups.

Jurupa Unified School District supplies State adopted materials to Van Buren for all core subjects. To ensure that standards-aligned materials are available for every student, an inventory was taken of the materials available in each classroom. A special order was placed for any materials that were missing; therefore, ensuring that all materials were in place in every classroom for all teachers and students. The principal and district TSA utilize walkthrough checklists to monitor the progress of Houghton Mifflin implementation, providing regular feedback to teachers on next steps to align more closely to full program fidelity.

Alignment of staff development

Staff development opportunities are aligned to the goals identified through Program Improvement. By the end of summer 2005 all teachers will have been given the opportunity to attend AB 466 training focusing on the Houghton Mifflin English Language Arts. Kindergarten and first grade have already attended AB 466 training in math. Grades 2-6 will have the opportunity to attend during the 2005-2006 school year.

Intervention services during the regular day for under-performing students.

Van Buren has developed interventions to meet the needs of under-performing students. Teachers have received training in differentiated instruction, effective reading strategies, and effective writing strategies. The Houghton Mifflin ELA and Math program have components that provide extra support and interventions. These extra support materials are used during Universal Access time, which is built into the daily schedule at every grade level. Beyond Universal Access, teachers use flexible grouping throughout the day to assist in meeting the needs of students needing extra support.

For students who are under-performing due to language, The HM ELA program provides EL support lessons to assist students in accessing the core curriculum. In addition, each English learner receives a program of instruction in English-language development in order to increase proficiency in English as rapidly and as effectively as possible. Hampton Brown's Into English is used to provide a minimum of 20 minutes of ELD instruction in kindergarten and 30 minutes in grades 1-6. In sixth grade, EL students receive additional language development support with the Visions Program which is a district adopted program geared to provide additional literacy development. Throughout the school day, the teacher provides differentiated instruction using strategies appropriate to each language proficiency level represented in his/her class. Students receive instruction through Structured English Immersion and teachers use SDAIE techniques.

Van Buren Elementary has three bilingual tutors to assist E.L. students in levels, B., EI., and I. Tutors work under the supervision of the classroom teacher with students. Classroom teachers provide tutors with lesson plans and materials from the Houghton Mifflin language arts program on a weekly basis.(See Below) E.L. students are given the opportunity to preview

and/or review concepts covered by the classroom teacher in a small group setting. Tutors provide primary language support to students so that they may understand concepts being taught by the teacher during whole group instruction.

Students who are identified as learning disabled receive instruction based on IEP goals from our Resource Specialist. Progress is reviewed annually and goals are modified as needed.

Supplemental services from categorical funds

Supplemental services provided through categorical funds include primary language support for English Learners, coaching for instructional staff, parent support and communications, program support, data management and analysis, and remedial services for identified underachieving students. Remedial services include the after school Extended Learning Opportunities (ELO) program.

Use of state and local assessments to modify instruction.

Van Buren uses data from both state and district assessments to drive instruction. The district administers a Criterion Reference Test(CRT) at the end of the year in grades K-1 and four times a year in grades 2-6. The CRTs provide data for analysis. These assessments measure how students are progressing in mastering the essential state standards. Van Buren teachers keep CRT comparison charts for immediate monitoring of student growth on the CRTs. From these, program modifications can be immediate and address the individual needs of students.

All classrooms at Van Buren use the embedded Houghton Mifflin Assessments in Language Arts and Math. These include pre- and post- tests in math, Theme Skills tests, and The California Summative Tests in ELA. To address the need of meaningful examination of data, we will be developing/establishing a school wide data analysis system, based on the HM assessments to provide results in a timely manner that supports teacher collaboration and data driven decision-making. This effort will also facilitate SAIT mandated graphic representation of goals (yearly/quarterly), and for reporting progress toward the school wide SMART goals. During grade level planning time, teachers will regularly examine data from these assessments and use that information to modify instruction. All teachers are also currently being trained in how to implement a data protocol, which is a structured way of analyzing data.

The CST also provides valuable data, which help to establish student's strengths and areas of need. This test is based on the California State Standards and is given to all children in grades 2-6. Teachers are given the scores for the children in their classroom at the beginning of the school year. This information is used to guide teachers in instructional planning in helping students master the standards at their grade level and providing remediation for the areas they may have missed in the previous year.

Number/Percentage Highly Qualified Staff

All teachers at Van Buren are fully credentialed and currently 31 of 33 are identified as Highly Qualified Teachers as mandated by NCLB.

Family, school, district, community resources

Students and families at Van Buren Elementary School are provided access and connections to community resources through a wide range of local services. A part-time Youth Outreach Counselor provides counseling services to students in need at the school. The school also employs a full-time Outreach Worker, whose role it is to make referrals to local service agencies

(family counseling, social services, crisis centers, etc.). At the district level, students or families in need are referred to community resources through The Student Assistance and Support Center.

School, District, Community Barriers to Improvement

Van Buren has almost 80% of our student population in the free and reduce lunch program, identifying a major portion of students as economically disadvantaged. One third of the student population is EL and a larger number of parents have a primary language other than English. Data drawn from the STAR parent survey indicates a portion of the parents of Van Buren students never graduated from high school. Through their own perception, a small but significant portion of parents feels uneducated in their primary language. Because of this limited amount of education in the homes, students come to school with little exposure to literacy and limited life experiences. Van Buren has many hours of volunteerism, but closer examination demonstrates that the same small group of parents is doing everything. Quarterly Grade Level Parent Meetings host a large number of primary parents participating and a very limited number of upper grade parents participating.

Limitations of Current Program

After examining the educational program at Van Buren, limitations of the current program have been identified. One area of concern is the lack of parent involvement. Grade level quarterly meetings are poorly attended. The number of parent volunteer hours has declined. Due to various factors, many of the children at our school lack academic support in the home environment.

Another concern is the obstacles to implementing the HM programs fully. Many classrooms do not have adequate furniture to support Universal Access, small group instruction. Many classrooms have desks that are in such poor condition, that they are warped and uneven. This prevents them being arranged in groups for collaborative learning. Lack of overhead screens and outdated overhead projectors make it difficult to implement the resources provided in the HM ELA and Math programs. The literature selections are on CD ROM and have not been utilized fully because many classrooms do not have a listening centers. The HM programs provide many black line masters, which teachers need to use to support the program. The Xerox machine that the teachers use to make copies is continually breaking down and in need of repairs.

Over the years Van Buren has purchased a number of computers, projectors, laptops etc., but a review of current use and details of the school plan indicate that a well articulated structured plan for student/teacher use of technology, or expectations of product has never been well established.

Most teachers have not had the opportunity to attend the AB 466 training in ELA and Math. Although teachers have made great strides toward full program fidelity of the HM programs, there is still a need for more training to fine tune and support quality instruction with the HM adoptions. Teachers need support in how to manage Universal Access, setting up and managing student collaborative groups, and many other aspects of running a successful language and math program using the adopted HM series.

Student Performance Data Summary

As a portion of the state Academic Performance Indicator (API), and the federal Adequate Yearly Progress (AYP), students in grade 2 through 6 take the California Standards Tests. These tests are based on the California State Standards, and are scored in percentage of students scoring proficient or above.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

VAN BUREN ELEMENTARY SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2005-2006

Data Analysis for S.A.I.T

School Description

Van Buren Elementary School is one of sixteen elementary schools located in the Jurupa Unified School District. The school is located in the rural suburbs of Riverside County, and serves a student population of more than 735 children. The demographic profile reflects a diverse mix of students, with an overall make-up of seventy-six percent Hispanic, twenty-one percent Euro-American, two percent African American, and one percent representative of other ethnic cultures. More than seventy-six percent of the student population at Van Buren receives free or reduced lunch, and more than thirty-four percent of our students are limited English proficient.

Van Buren receives funding from a variety of state and federal sources, and operates the following programs:

School Wide Title I
School Improvement
State Pre-School
Gifted and Talented Education
Safe Schools and Drug, Alcohol, and Tobacco Education
Special Education

Significant Designations:

1993: California Distinguished School
1994: National Blue Ribbon School
2001: Jurupa Unified School District Four Star Performer
2003: Van Buren identified as a Program Improvement school
2004: Van Buren identified as a School Assistance and Intervention Team (SAIT) school

Demographic Trends

The school's demographics, including the numbers of socio-economically disadvantaged, parent education levels, and limited English speakers, have changed over the past few years. The population of English language learners has more than doubled in five years, as has the numbers of students eligible for the National School Lunch Program (NSLP).

Proficiency Patterns

School data was analyzed for English Language Arts and Mathematics from 2002-2004. Over the three year period, there was an increase in achievement from the 2002 to the 2003 school year as measured by a lessening number of students at the far below basic and below basic levels, and an increase of students at the proficient and advanced levels. In 2004, the upward trend was reversed. There was a dramatic drop in achievement at nearly every grade level in English Language Arts and Mathematics on the CST.

Achievement Trends

In 2004 there was a general downward trend in student achievement at most grade levels. The number of students testing at Far Below Basic and Below Basic increased in both English Language Arts and Mathematics, while the number of students scoring proficient and advanced decreased. There was some movement of children from the basic level to proficient or advanced, but the high numbers of proficient and advanced children regressing, especially in mathematics, negated this growth. The one exception to the downward trend was in fifth grade, which showed positive growth in language arts and mathematics.

In analyzing specific skill areas at all grade levels, the greatest achievement gaps in English Language Arts were evidenced in the areas of vocabulary development, word analysis, and reading comprehension. In Mathematics, the greatest gaps were reflected in statistics, data analysis, probability, and other areas such as percents, fractions, and decimals.

Data Analysis Summary

The data suggests the following needs should be addressed.

- Full implementation of the newly adopted language arts series (Houghton Mifflin) should be a focus for our school. Data suggest the need for additional training for all teachers in implementing the Houghton Mifflin Language Arts and Math programs.
- A review of the sub-group data indicates that special emphasis should be placed on implementing the universal access component to meet the needs of all learners.
- Attention needs to be given to the students who are already at the advanced and proficient levels so that they do not regress.
- More support needs to be given to our English Learners.
- There needs to be a focus on vocabulary development and reading comprehension strategies.
- Grade level teams need to be more cohesive and aligned with what and how they are teaching.
- Grade level planning needs to be more focused on student results.
- The Kindergarten schedule needs to be restructured to facilitate collaborative planning time within the grade level and articulation with other grade levels.

Excel has supplanted Houghton Mifflin in most classrooms. There needs to be a shift to implementation of the standards-based program (Houghton Mifflin) at all grade levels.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

Our Children, Our Schools, Our Future!

West Riverside

Elementary School

**ANALYSIS OF CURRENT
EDUCATIONAL PRACTICE
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2005-2006

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

WEST RIVERSIDE ELEMENTARY SCHOOL
Analysis of Current Educational Practices
2005-2006

Core Curriculum Components

JUSD has adopted the California State Standards. Standards aligned Criterion Reference Tests are utilized to monitor students' progress toward mastery of the State Standards and to guide instruction. Supporting the California State Standards, Jurupa Unified School District supplies State adopted materials to all West Riverside students for instruction in all core subjects.

Reading Language Arts:

West Riverside's English-Language Arts program reflects a balance between the skills and practice necessary to promote effective readers and writers and a literature base that encourages personal reading and writing for the future. The foundation of the West Riverside Curriculum is the California State English Language Arts Standards. The program promotes an integration of reading, writing, speaking, skill development and practice, and considers all components recommended by the California Reading Initiative and included in the state reading/language arts standards. These standards combined with assessment materials assist teachers in monitoring the progress of all students and adjusting teaching strategies and materials to ensure mastery of the standards.

All students receive instruction from the district adopted Houghton Mifflin Reading/Language Arts *Reading*, California issue. The text addresses the California State Standards through themes. The spiraled and comprehensive themes address reading strategies, comprehension, phonemic awareness, decoding, vocabulary development, spelling, grammar, and study skills. The Step Up to Writing Program adopted by the Jurupa Unified School District during the 2003-2004 school year, scaffolds student experiences with a tangible writing structure.

Assessment of student progress is evaluated through both formal (Theme Tests, Summative Tests, CAT6, CST, CRT tests) and informal measures. West Riverside's Language Arts program emphasizes early intervention and assists students in grades 1-6 who are having difficulty learning to read. Certificated teachers plan and implement interventions for students who are struggling.

Mathematics:

Students receive mathematics instruction in the fundamental concepts of each strand of mathematics: Functions, Algebra, Geometry, Statistics and Probability, Discrete Mathematics, Measurement, Number, and Logic and Language. Students develop computation skills, problem solving skills, mental arithmetic, estimation and calculator /computer technology as is presented in the state adopted standards and supported by the district's mathematics adoption. Assessment materials assist teachers in monitoring the progress of all students and in adjusting teaching strategies and materials to ensure mastery of the standards. The district has adopted and implemented the Houghton Mifflin mathematics series for grades K-6 that is aligned to state standards.

The focus of instruction is upon students developing mathematical power. Students learn and use skills and concepts within larger mathematical units and tasks that are frequently open-ended and have multiple solutions. Assessment of student progress is evaluated through both formal (Houghton Mifflin math assessments, CAT6, CST, CRT tests) and informal

measures. Performance-based assessment appears in student work in the form of open-ended problems and investigations in which students are asked to explain their thinking orally and in writing. Certificated staff members explore reasonable interventions and assist students who are struggling with mathematics. The goal of these programs is to help all of our students learn both basic skills and problem solving.

History/Social Studies:

Students are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and long ago, to develop higher levels of critical thinking for the future. Students receive instruction designed to develop historical, ethical, cultural, social, geographical, economic, and political literacy as well as behavior and values that are essential to a society and democratic institutions. The district adopted K-8 Houghton Mifflin Social Studies Program is used to address the state curriculum standards.

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

Science:

Students receive instruction in life, earth, and physical science as presented in the adopted state standards and supported by the Prentice Hall Science Program (grade 6) and Harcourt Brace (grades K-5). Six major themes (energy, evolution, patterns and change, stability, systems and interactions, scale and structure) are integrated throughout instruction in each of the disciplines. The scientific thinking processes of comparing, ordering, relating, inferring, and applying are developed in the activity-based program through inquiry and investigation as they are required and presented in the state standards. Student progress is evaluated through formal and informal measures, oral and written projects, and performance-based assessments which include hands-on activities, investigations, and open-ended questions.

Technology:

West Riverside Elementary School recognizes the need to effectively utilize technology in order to fully equip our students to become confident, life-long learners, and responsible, productive citizens in an ever-changing information age. Technology is a powerful vehicle for transmitting knowledge to students. Therefore, teachers expose students to the wealth of information and services available to them through various media by following the district adopted technology standards at each grade level.

Fine Arts:

Students receive instruction and are exposed to art, drama, and music experiences that are designed to facilitate students' understanding /development of aesthetic perception, creative expression, fine arts heritage, and aesthetic valuing. District adopted standards are followed in both visual and performing arts to assure a complete understanding of basic concepts. A band program and choir programs are offered to students on a voluntary basis.

Physical Education:

Students are provided with age appropriate physical education activities that focus on the development of basic movement skills and knowledge, self-image and personal development, and social development. Grade level themes are supported by examination of motor learning, biomechanics, exercise physiology and fitness, human growth and development, psychology, aesthetics, sociology, and historical perspectives. The California Physical Education Standards provide the curricular frame for physical education. Each year fifth grade students participate in the Physical Fitness Test.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

WEST RIVERSIDE ELEMENTARY SCHOOLS
SCHOOL GOALS AND CONCLUSIONS
2005-2006

Planned Improvements in Student Performance

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

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

In addition to fully addressing the elementals delineated by NCLB, West Riverside addresses the Essential Components of the Academic Program Survey.

West Riverside plan for growth and removal from Program Improvement status is based on the following AMOs, which are a part of the AYP.

	English-Language Arts	Mathematics
2003-2004	13.6%	16.0%
2004-2005	24.4%	26.5%
2005-2006	24.4%	26.5%

The School Site Council, Leadership Team, ELAC, and teachers have analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The administration also obtained and considered the input of the school community. Based upon this analysis, West Riverside Elementary School has established the following performance improvement goals, actions and expenditures to increase student achievement and remove West Riverside from a PI status. Jururpa Unified School District continues to provide technical support and assistance in these school wide reforms. Effectiveness of program implementation will be addressed each quarter at grade level meetings, at monthly Leadership Team meetings, at SSC and ELAC meetings, and at specific program meetings.

Goals

Long Term Goal 1:

Improve all student achievement in English language arts by developing further student mastery of comprehension skills.

Objective/Student Performance Measure:

By 2006 all students, including EL students and other subgroups, will improve 5% in English language arts as measured on the CRTs, 5% in English language arts on the CST, and grow to 25% proficient/advanced as measured by the AYP. By 2007 all students will gain another 5% in English language arts as measured on the CRTs, 5% in English language arts on the CST, and grow to 27% proficient/advanced as measured by the AYP

Student groups participating in this goal: *All Students, EL Students, GATE students, Economically Disadvantaged Students, preschool students, all significant subgroups, etc.*

Long Term Goal 2:

Improve student achievement in English language arts through further student mastery of effective writing conventions, strategies, and applications.

Objective/Student Performance Measure:

By 2006, all students, including EL students and other subgroups, will improve .5 on a 4 point scale on the JUSD writing assessment, 5% in English language arts as measured by the CST, and grow to 25% proficient/advanced as measured by the AYP. By 2007, all students will gain another .5 on a 4 point scale on the JUSD writing assessment, 5% in English language arts as measured by the CST, and grow to 27% proficient/advanced as measured by the AYP.

Student groups participating in this goal: *All Students, EL Students, GATE students, Economically Disadvantaged Students, preschool students, all significant subgroups, etc.*

Long Term Goal 3:

Improve student achievement in mathematics by developing further student mastery of computational and application skills.

Objective/Student Performance Measure:

By 2006, all students, including EL students and other subgroups, will improve 5% in mathematics as measured on the CRTs, 5% in mathematics as measured by the CST, and grow to 28% proficient/advanced as measured by the AYP. By 2007, all students will gain another 5% in mathematics as measured on the CRTs, 5% in mathematics as measured by the CST, and grow to 30% proficient/advanced as measured by the AYP.

Student groups participating in this goal: *All Students, EL Students, GATE students, Economically Disadvantaged Students, preschool students, all significant subgroups, etc.*

Staff Development and Articulation

- At a Minimum Day Friday each month, grade levels discuss data (CST, CRTs, API, AYP, HM Assessments...) to determine needs and strategies to meet those needs.
- At a Minimum Day Friday each quarter grade levels will examine writing for student achievement, needs & strategies to meet those needs.
- At two Minimum Fridays each quarter, grade levels will articulate with the grade levels above/ below for program fluidity and gaps based on data and blueprints.

- Each quarter grade levels will complete short and long term planning based on State Standards, data, and blueprints.
- JUSD and/or an educational consultant will in-service teacher in September/ October regarding current data (CSTs, CRTs, API, AYP, & AMOs) and continue to provide technical support through PI process.
- JUSD will in-service staff in summer of 2005 regarding Houghton Mifflin language Arts series, scientifically based reading strategies, and assessment.
- JUSD TSA will provide coaching for teachers regarding Houghton Mifflin language Arts series, scientifically based reading strategies, and assessment.
- Step Up to Writing in-servicing and support will continue during 2005/2006.
- Paraprofessionals will be included in all in-services.
- The TSA will provide workshops and in-services to comply with consolidated programs and expectations, including EL achievement and interventions, and staff development related to language arts and math goals.
- Compensate teachers to create/implement interventions to meet the needs of students, including EL students, making insufficient progress, including, but not limited to, before and after school ELO programs.
- Purchase "technical time" from JUSD support technician.
- Purchase incentives and materials/supplies/hardware/ software to insure student mastery of the standards and promote parent/ teacher/student communication.

Budget Rational: Funds will be provided for staff development, articulation, and interventions to increase student achievement and meet the needs of students.

Parent Involvement Improvements:

- Parents are afforded opportunity to discuss and information about West Riverside's PI status, Title I programs, GATE programs, EL programs and options, and all other educational programs.
- Parent meetings provide English-speaking and Spanish-speaking parents information to help their children at home.
- CBET class provides English training and instruction support for parents, which enables them to tutor West Riverside students.
- Parents are invited to participate in literacy trainings.
- The National Standards for Parent/Family Involvement Programs guides parent participation.
- Regular, two-way communication between the school and home is provided in both English and Spanish.
- Quarterly "parent tips" continue to provide information to parents regarding working with your child's teacher, ways to help your child with home, and working with the school.
- Parenting classes will be made available to parents.
- Parents are encouraged to participate in SSC, ELAC, and other organized activities to review current school programs, voice concerns, and make recommendations.
- Purchase incentives and materials/supplies/hardware/ software to insure student mastery of the standards and promote parent/ teacher/student communication.

Budget Rational: Funds will be provided for parent involvement to increase student achievement and meet the needs of students.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

Our Children, Our Schools, Our Future!

Jurupa

Middle School

**ANALYSIS OF CURRENT
EDUCATIONAL PRACTICE
AND
SCHOOL GOALS AND
CONCLUSIONS**

2005-2006

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

JURUPA MIDDLE SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2005-2006

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:

Jurupa Middle School uses California's Standard based education (SBE) has adopted high academic standards in Reading/Language Arts, Mathematics, Science, and Social Studies. These standards serve as the framework for directing school goals, objectives, and expected learning outcomes towards essential standards mastery. Teachers use the standards to articulate curriculum and learning expectations from grade level to grade level. School staff implements curriculum and assessments aligned to the standards along with reporting strategies that reflect student success in relation to the standards. Teachers use district adopted and supplemental resources to assist student mastery towards the standards. Teachers meet regularly to improve instruction. Lesson plans reflect standards-based lessons and are available for review by administrators in their subject area. Formal and informal observations by the principal are conducted regularly. Teachers have a copy of California State Standards for all grade levels.

2. Availability of standards-based instructional materials appropriate to all students groups:

District policy is to provide students access to standards aligned textbooks that support the core curriculum. Selection of textbooks and materials are based on District goals and objectives. Core and supplemental materials are selected based on alignment to the standards and address differentiation based on student needs. At Jurupa Middle School students have access to standards-based materials in their classroom and available for check-out. The current adopted textbooks are not available for all student use in the classroom and at home. Many supplemental materials used in the classroom and at home to extend learning time require photocopying.

Current Core Textbook Adoptions

Language Arts	Prentice-Hall, "Timeless Voices" Prentice-Hall, "Timeless Voices Writing and Grammar"
Mathematics	Glencoe McGraw-Hill, "Interactive Mathematics: Activities & Investigations"

- Parent Education Workshops
- Conferences
- Staff Development
- Childcare During Parent Trainings
- Translators Bilingual Tutors
- Instructional Aids
- Clerical Assistant
- Technology Assistance
- English Learner Facilitator
- AVID Coordinator
- Math Academy Coordinator
- Math Academy
- Registrar Scheduling Assistance

6. Use of state and local assessments to modify instruction and improve student achievement:

Teachers at Jurupa Middle School utilize a variety of state and local assessments to determine students' progress. Data analysis from these assessments provides teachers, students, and parents information needed to drive instruction. Time is provided for Principal, teachers, and support staff to analyze disaggregated student information throughout the year. The Principal, Leadership Team, and grade level team leaders plan activities to analyze data reports at staff development and grade level meetings to determine and review goals and monitor objectives.

7. Include the number of fully credentialed teachers at each grade level and content area and, if appropriate, how the lack of fully credentialed teachers is being addressed.

	2002	2003	2004
Total Teachers	46	49	45
Teachers with Full Credential (full credential and teaching in subject area)	41	39	39
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	2	1	1
Teachers with Preliminary Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	0	2	1
Pre-Internship	3	4	3
Teachers with Emergency Permits (Not qualified for a credential or internship but meeting minimum requirements)	0	0	0
Teachers with Waivers	0	0	0

(Does not have a credential and does not qualify for an emergency permit)

Jurupa Middle School supports pre-intern, intern, and preliminary credential teacher working towards full credential status with a variety of effective strategies. Use of PAR funds provide a district consulting teacher to each non-credentialed teacher at Jurupa Middle School. Consulting teachers are available to support non-credentialed staff and new teachers. The district and administration work closely with pre-intern, intern, and preliminary credential teachers to provide technical support on credential issues with the expectation that all teachers hired will complete a professional credential program leading to full credential status and become highly qualified under NCLB status.

8. Family, school, district and community resources available to assist students:

Parent involvement at Jurupa Middle School is highly encouraged at Jurupa Middle School. Parent advisory groups are valued and provide valuable input to improve our program. The following list includes services provided by Jurupa Middle School to enable parents to play a more integral part in our school.

- Teacher conferences
- Translations
- School newsletter with calendar of event
- Parent/Teacher/Student Compact
- Progress reports
- Phone calls
- Back-to-School Night
- Annual Title I meeting
- PTA, SSC, GATE, and ELAC parent meetings
- Articulation between elementary and middle school as well as the middle and high school.
- Parent/Student School Handbook
- CBET
- Community Volunteers
- AVID Parent Night
- Community Business Partners
- Fliers to inform parents of trainings, events, programs
- Student Agendas
- District Website
- Parent Involvement Log Sheets
- Panther Orientation Day

- Parent/Student School Handbook
- McTeacher Night at McDonalds
- Technology Showcase Night School, district and community barriers in student achievement.

9. School, district and community barriers in student achievement.

At Jurupa Middle School the current barriers toward improving academic achievement include, but not limited:

- Inadequate numbers of student textbooks and materials
- Inadequate number of student support service personnel, including, but not limited to: campus supervisors, counselors, translators, administrators, health service individuals, bilingual clerk, etc.
- Inadequate electrical outlets
- Inadequate technological support in order to use technology in the classrooms
- Inadequate restrooms for students and staff.
- Instructional minutes to cover required curriculum
- Student attendance
- Parent Involvement
- Aesthetically unappealing buildings and grounds
- Consistent and accurate completion of homework
- Inconsistent attendance at before/after school tutoring
- Improving staff understanding of data and its purpose in analysis

10. Limitations of the current program to enable under-performing students to meet standards.

At Jurupa Middle School the limitations of the current program to enable underperforming students to meet standards include:

- Increase familiarity of materials and programs for implementation by staff
- Technology training for staff
- Benchmark report analysis training
- Inadequate numbers of student textbooks and materials
- Lack of bilingual resources and materials in core classes

11. Describe the school's effort to differentiate core curriculum to ensure equal access to all student groups:

All students at Jurupa Middle School are expected to meet or exceed the grade-level expectations set forth in the standards. Differentiated instruction aims to optimize learning opportunities and outcomes for all

students by tailoring instruction to meet student's instructional level of knowledge. Specifically, at risk, special education, ELL, and GATE students are in need of differentiated instruction. Differentiated instruction occurring in classrooms include:

- Opportunities for intensive, systematic teaching
- Practice to learn skills and strategies
- Opportunities for acceleration and enrichment
- Development and proficiency in English by proficiency levels through daily instruction
- Adapted instruction for students with multiple needs
- Access to Differentiated Core Curriculum Specialists

12. Describe the extended day learning opportunities for students at risk of not meeting grade level standards:

Jurupa Middle School provides extended learning opportunities for students who are in need. Such instruction is provided before school in our Math Academy Program, and our after school ELO and AsCent program.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

JURUPA MIDDLE SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2005-2006

Measure-Academic Performance Index (API)

Areas of Strength:

- Our API score has risen above our base target
- Achievement on the 2003 API was 630, a 9-point increase from the previous year.
- The Disadvantaged subgroup in ELA showed significant positive growth at all levels, ie FB, BB, Basic, Proficient and Advanced.
- In ELA students achieving at the proficient or advanced level has increased.
- In Math students achieving at the proficient or advanced level has increased.
- Both API subgroups (Hispanic/Latino and White not Hispanic) showed significant positive growth at all levels.
- English learners continue to be successful in JMS ELD program.
- JMS has the highest percent of identified GATE students in the district.

Areas of weakness:

- Language Arts- writing, vocabulary, reading comprehension.
- Math- measurement and geometry.

Highest priority:

- Writing proficiency across all curricular areas.
- ELL, African-American, and white subgroups meeting growth target in overall language arts and mathematics.
- ELL students continue to be reclassified.

Measure- California English Language Development Test (CELDT)

Areas of strength:

- English learners continue to display a positive trend in all areas of the CELDT (Listening/Speaking, Writing, and Reading) from year to year. JMS staff believes it is a direct result of training teachers on ELD instruction/strategies and differentiated teaching methods during staff development days.

Areas of weakness:

- Students scoring at the Beginning or Early Intermediate level need much more intense ELD instruction. It is also difficult for them to be successful

in core curricular areas that require reading while trying to learn a second language.

- Students in the Intermediate level have a tendency to remain in this level longer than other levels due to a variety of factors.
- JMS staff believes continued training on differentiated instruction will be helpful to eliminate this stagnant growth for students in this level.

Highest priority:

- Moving all EL students up by one proficiency level each year.

Conclusions from Parent, Teacher, and Student surveys and Other Data

Areas of strength:

- All program improvement plans include an Action Step that involves Parents, Teachers, and Students
- Parents are kept informed of student progress through a variety of methods. This has been an ongoing goal to increase parent-teacher communications. Most school information is available in Spanish. Establishing a partnership between school, home, and community as seen in our efforts with: Healthy Start, PTA, AsCent, ELAC, and Community Based English Tutoring (CBET).
- Majority of teachers have gone through SDAIE/CLAD/SB395 training or are in-training to become authorized within two years.

Areas of weakness:

- Staff members feel that there is not a consistent enforcement of discipline at school.

Conclusions from Parent, Teachers and Student continues:

- During ELAC meeting the following areas were reported as concerns from English learner parents:
 - Some discipline and dress code information was not in primary language
 - How can an EL student report threats, harassment, and other issues to authorities in a confidential manner without the fear reprisals?
- Students and staff in statements throughout the school year report aesthetically unappealing buildings and grounds.

Highest priority:

- To prepare every child in order to be successful to graduate from high school.
- To improve and be “proud of the way Jurupa Middle School looks”.
- Overall, the students made significant academic progress. However, particular attention needs to be paid to those subgroups that did not

make adequate yearly progress with early interventions to stop any negative trend(s).

- Continue to provide Spanish-speaking parents more school information in primary language.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

JURUPA MIDDLE SCHOOL
SCHOOL GOALS AND CONCLUSIONS
2005-2006

- Goal #1** Implement a balanced, comprehensive reading/language arts program that is aligned to state standards and uses effective strategies to meet the needs of all learners.
- Goal #2** Implement a balanced, comprehensive writing program that is aligned to state standards and uses effective teaching strategies to meet the needs of all learners.
- Goal #3** Implement a balanced, comprehensive program that provides correct placement of ELL students in classes, an ELD curriculum that is standards-based, and instruction that uses effective SDAIE strategies.
- Goal #4** Provide a balanced, comprehensive mathematics program that is aligned to state standards and uses effective teaching strategies to meet the needs of all learners. Include skill development, concept development, and problem solving in the mathematics program.
- Goal #5** Implement a comprehensive program of instruction for all special education standards that is designed to meet individual needs of each student and is aligned to state content standards. Ensure that instruction is offered within the regular classroom setting to the maximum extent possible and that students receive supplementary support services as identified on the individual student's Individualized Education Plan (IEP).
- Goal #6** Provide a comprehensive program of instruction for all gifted and talented students that extends and enriches the curriculum identified in the state content standards. Ensure that system is in place to identify all GATE students within the school population.
- Goal #7** Implement a schoolwide focus on academics and behavior to improve student achievement that is supported by all students, parents, and staff.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

Our Children, Our Schools, Our Future!

Mira Loma

Middle School

**ANALYSIS OF CURRENT
EDUCATIONAL PRACTICE
AND
SCHOOL GOALS AND
CONCLUSIONS**

2005-2006

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

MIRA LOMA MIDDLE SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2005-2006

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards:

- Grade subject level focus goals are aligned to California standards
- Standards-based common assessments per grade level department.
- Analysis of standards to design lessons
- Subject area agreed upon time line for standards instruction (curriculum pacing)
- Posted standards in each core subject classroom
- All teachers post the standard and objective they are teaching on a daily basis
- Teacher evaluation and observations are based on the Teaching Standards

2. Availability of standards-based instructional materials appropriate to all student groups:

- Standards-based textbooks available for all students
- Accelerated Reader Program to increase reading fluency
- Media Center/Standards-based technology
- RSP/SDC resources provide access to core curriculum and parallel curriculum at appropriate reading levels
- Mathematical resources and manipulative
- Teacher created materials
- Accelerated Math Program based on State standards (computer based program)
- Materials available for differentiated instruction (ELD, tutorials, study skills, enrichment, GATE)
- Technology access in the library and in all ELA/Math classes available for additional resources

3. Alignment of staff development to standards, assessed student performance and professional needs:

- Gap Analysis using data from STAR testing, CRT tests, grades, and other common assessments
- Gender Equity Issues addressed
- Accelerated Reader training
- Technology training for each academic teacher
- BTSA and new teacher support
- Step-Up-To-Writing training
- Staff collaboration time (by department teams) set aside to formulate SMART (Strategic and Specific, Measurable, Attainable, Results-based, and Time-bound) goals based on an analysis of student data.
- Grade level and department articulation of standards-based shared lessons
- Peer Coaching

- Differentiated instruction and assessment training
- Literacy training
- SDAIE and ELD strategies and materials
- Staff Focus Groups meet for school improvement in school-wide programs
- AVID instructional strategies training
- Leadership Team and the School Site Council create and monitor our staff development plan

4. Services provided by the regular program to enable “underperforming students” to meet standards:

- Flexible grouping
- Team teaching
- Embedded math, writing, and reading tutorials (within the school day)
- Small group instruction
- Differentiated instruction and assessment
- Accelerated Reader
- University tutors and partnership
- AVID tutors and peer tutors
- Parent volunteers in classrooms
- Computer tutorial programs
- Saturday Learning Academy
- Extended Learning Opportunity (ELO), before/after/summer programs
- Intervention classes-Math tutorials, Reading Tutorials, Writing Tutorials, Study Skills
- Math Academy (before school program)
- Accelerated Math
- SST process
- Pyramid of Interventions
- Academic counseling provided by Title One Coordinator and School Counselor
- Parent/Team conferences and retention meetings
- Peer mediation/conflict resolution

5. Services provided by categorical funds to enable “underperforming students” to meet standards:

- Media aide
- Full-time Title One Coordinator
- Instructional aides for RSP and SDC
- Bilingual language tutors
- After school homework clubs
- AsCent-after school activities program
- Staff development
- RESULTS conferences
- Consultants and conferences
- IDMS data system
- GATE enrichment program
- IDAP telephone communication system
- SST program
- Student mentor program
- Peer and AVID tutoring

6. Use of State and local assessments to modify instruction and improve student achievement:

- STAR testing
- Department created common benchmark assessments
- District Criterion-Reference Testing (CRTs) with benchmarks
- GATE identification
- CELDT testing
- Classroom assessments
- Planned meeting time for data analysis and formulating SMART goals

7. Number and percentage of teachers in academic areas experiencing low student performance:

- Students are heterogeneously scheduled, so all teachers experience low student performance to a certain extent

8. Family, school, District and community resources available to assist these students:

- PTA/Parent Booster Club
- ELL materials available to parents
- CBET parent education
- Parenting Classes
- University partnerships
- School psychologist
- Active, supportive parent community
- School-community liaisons (including community library)
- School Resource Officer
- Referrals to outside community agencies for mental health services
- Family Math/Science/Reading Nights
- Business partnerships
- History Day
- Student Technology Showcase Night
- Family Science Night
- Book Fair
- Peer Mediation/Conflict Resolution
- AVID program
- Field trips to area colleges and universities
- Parent Breakfast Teas
- Parent Newsletters
- Parent/Student orientation meetings
- Parent Volunteer Program
- Counseling services, medical support from Healthy Families
- EPSCO and World Book web-based research resources

9. School, District and community barriers to improvements in student achievement:

- Language barriers
- Socio-economic status
- Family dynamics
- Budget reduction
- Community gang activity
- Student/Parent apathy
- Need for additional support services for students
- Limited site staffing in school counseling and administration

10. Limitations of the current program to enable “underperforming” students to meet standards:

- Need additional collegial meeting time
- Need additional technology resources and training to provide additional support
- Teachers need continued training on differentiated instruction, assessment, and methods to motivate students to perform
- Need to improve home/school communication
- Need additional counseling support for students
- Need to search for methods to instill the value of education in students
- Continue to develop multiple methods of academic and behavioral interventions to provide support for students at risk of not being successful

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

MIRA LOMA MIDDLE SCHOOL
GOALS AND CONCLUSIONS
2005-2006

Conclusions:

Mira Loma Middle School made its growth targets in 2 out of 3 subgroups, but fell short of its growth target in one subgroup and in the school-wide target. Our base school-wide API SCORE FOR 2003 WAS 638. Our API growth for the year was 641 for a growth of 3 points. Our target was 8 points so we fell short of that goal by 5 points. However, if you look at the last three years, we have met all our overall targets in all academic areas (school-wide, CST ELA, CST Math, NRT Reading, Language, Math, and spelling).

At Mira Loma the subgroups we have with significant numbers are the White (not of Hispanic origin) subgroup with a tested population of 321, the Socio-economically Disadvantaged subgroup with a tested population of 669, and the Hispanic/Latino subgroup with a tested population of 724. Of these subgroups, both the Socio-economically Disadvantaged and the Hispanic/Latino subgroups met or exceeded their growth target.

The White (not of Hispanic origin) subgroup did not meet its growth target. The API base for this subgroup was 701 with a growth target of 6. Our API growth of this subgroup was 607 for a growth of 6 points.

The subgroup with the largest population is the Hispanic/Latino subgroup. This year the API base for this group was 603 with a growth target of 6 points. The API growth of the subgroup was 613 for a growth of 10 points, exceeding their target growth by 4 points

Goals:

- | | |
|----------------|---|
| Goal #1 | Improve student achievement in literacy (including reading, writing, language development, and spelling). |
| Goal #2 | Improve student achievement by developing "life skills", developing social responsibility, and recognizing the value of education. |
| Goal #3 | Improve student achievement by increasing opportunities for home and community involvement in the education process. |
| Goal #4 | Improve student achievement in mathematics. |
| Goal #5 | Improve student achievement by improving classroom instruction, developing meaningful curriculum, and collaborating on effective assessments that accurately measure student learning. |
| Goal #6 | Improve student achievement by creating a student-centered community that provides opportunities for shared leadership, develops an atmosphere of collaborative teamwork, and works helping all students be successful. |
| Goal #7 | Improve student achievement by providing a safe, clean, healthy, and positive school learning environment |

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

Our Children, Our Schools, Our Future!

Mission

Middle School

**ANALYSIS OF CURRENT
EDUCATIONAL PRACTICE
AND
SCHOOL GOALS AND
CONCLUSIONS**

2005-2006

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

MISSION MIDDLE SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2005-2006

The following statements characterize educational practice at this school:

- 1. Alignment of curriculum, instruction, and materials to content and performance standards:**
 - Core academic subjects are aligned to the California State Standards
 - Exploratory subjects are aligned to the California State Standards
 - Time lines have been developed by subject area for the pacing of instruction and curriculum
 - State standards are posted in every core academic classroom
 - Teacher evaluations are based on the California Teaching Standards and the State Standards
 - Teachers are expected to post the daily focus standard for instruction on the board
 - Teachers are certified either in CLAD, B-CLAD, or SDAIE
 - Teachers have met the requirements for Highly Qualified under the NCLB guidelines
 - Collaboration time for teachers in core departments is available twice a month
- 2. Availability of standards-based instructional materials appropriate to all student groups:**
 - State approved standards-based textbooks are available for all students per the Williams Act
 - The Accelerated Reader program will be implemented to increase reading fluency in the extended learning program
 - Students have access to mathematical resources and manipulative lessons in the math lab
 - The computer lab supports the instruction of mathematics through the use of intervention software that aligns with the standards
 - Special education students are provided with appropriate resources through the RSP and SDC programs that align with the state standards
 - The Library, Computer Lab, and classrooms are all equipped with technology resources for student access
- 3. Alignment of staff development to standards, assessed student performance, and professional needs:**
 - Accelerated Reader training
 - Step up to Writing training
 - AVID summer institutes and instructional strategy training
 - AB 466 Training in English Language Arts and Mathematics
 - New teacher support via the SMART program and BTSA
 - Coaching services in ELA and Mathematics
 - Technology training as needed
 - Training in the analysis of data to impact instruction
 - Yearly training on Disaster procedures and safe schools
 - In-services that address administration of state and district testing
 - Training in differentiated instructional strategies
 - Subject specific conferences and workshops that focus on improving instruction

- Team and department collaboration

4. Services provided by the regular program to enable “underperforming students” to meet standards:

- Differentiated instruction
- Differentiated assessment
- Student Study Team
- Extended Learning Opportunities before and after school
- Ascent program
- Intervention classes in Reading and Mathematics
- Computer Lab Math classes
- AVID tutors
- Cross-curricular lessons
- Team teaching
- Title I resource teacher
- Counselor
- School Resource Officer
- Coaching services in English Language Arts and Mathematics
- Parent conferences/contacts
- Retention process and meetings

5. Services provided by categorical funds to enable “underperforming students” to meet standards:

- 93% Title I Resource Teacher
- 7% SIP Resource Teacher
- Full time or 2 part time Translator/Clerk Typist
- GATE coordinator and program
- Special Education Teachers and Instructional Aides
- Extended Learning Opportunities through the “SOS” program
- AVID program
- Consultants
- Coaches
- Conferences for teachers
- Monthly parent advisory meetings
- Parent Newsletter
- Standards-based resources for teachers and students
- Bilingual tutors and CBET resources

6. Use of State and local assessments to modify instruction and improve student achievement:

- STAR testing
- Common benchmark tests
- District Criterion Reference tests (CRT's)
- GATE testing
- CELDT testing
- API and AYP reports
- Teacher developed assessments
- Testing for placement in Special Education and to make changes for Individualized Education Plans (IEP's)

7. Number and percentage of teachers in academic areas experiencing low student performance:

- All teachers on staff work with low performing students due to the placement of students in heterogeneous teams, the only exception is in RSP or SDC classes

8. Family, School, District, and Community resources available to assist these students:

- Parent Teacher Association
- Parent Advisory
- School Site Council
- Community Based English Tutoring
- Parent Computer class
- Family Reading Night
- College Week
- School Resource officer
- University Partnerships (ACTS math grant)
- AVID program
- Parent Newsletter
- Healthy Families Counselor
- Technology Night
- EETT Technology Grant
- Categorical programs and funds
- Student Study Team
- School Psychologist
- Red and Yellow Ribbon Week

9. School, District, and Community barriers to improvements in student achievement:

- Student's reading and math skills are considerably below grade level standards
- Students do not have high expectations for mastering standards
- Parents are not involved with student's academic needs and progress toward mastery of standards
- Student performance indicators such as CSTs indicate that standards-based instruction is not implemented consistently or accurately school-wide
- ELA and Mathematics teachers have not participated in AB 466 training
- Assessment is frequently not used to inform instruction
- Teachers do not have data available to them electronically to make instructional decisions
- All students who need a reading and math intervention are not receiving an intervention class
- District pacing guides have not been developed for all core academic subjects
- The current instructional master schedule does not have enough minutes to properly implement the required minutes under the Academic Program Survey
- Professional development for teachers and administrators is not targeted to implementing the standards-based adoptions
- Teachers do not have in classroom support and coaching for teaching the standards-based reading and mathematics adoptions

10. Limitations of the current program to enable "underperforming" students to meet standards:

- Bell schedule
- Technology resources
- Additional counseling services
- Teacher training
- Additional district resources and support

- Limited incentives to motivate student performance
- Building partnerships and networks between parents, students, and school
- Increase student awareness of the high school and college level education
- Lack of interventions

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

MISSION MIDDLE SCHOOL
GOALS AND CONCLUSIONS
2005-2006

Conclusions:

Mission Middle School made its growth targets in and exceeded its school wide API growth target. Our base school-wide API score for 2003 was 611. Our API growth for the year was for a growth of 28 points. Our school wide target was 9 points so we exceeded that goal by 19 points. Over the last three years, Mission has made consistent improvement in raising the API from 574 to 611 for a total gain of 37 points. This year each significant subgroup met their growth targets.

At Mission Middle the subgroups with significant growth on the API were the White subgroup and the Socio-economically disadvantaged subgroup with gains of 53 and 30 points.

The subgroup with the largest population at Mission is the Hispanic subgroup. This group also made significant gains in the API with a growth of 21 points, which exceeded the 7 point target for this group.

Mission met its AYP goals in 23 of the 25 criteria. The 2 criteria that were not met were for the Hispanic subgroup in English Language Arts and Mathematics. All other groups made their proficiency goals under NCLB.

Goals:

- All grade levels will increase total reading score by 5 points on the API.
- There will be an increase in 4% of students scoring at proficient and advanced on the CST.
- There will be a decrease in 6% of students scoring at far below basic and below basic on the CST.
- Seventh grade will increase the percent of students scoring at levels 4-5 by 3% and 2% at levels 6-7.
- All grade levels will meet their growth target on the API.
- There will be an increase in 2% of students scoring at proficient and advanced on the mathematics CST.
- There will be a decrease in 3% of students scoring at far below basic and below basic on the mathematics CST.
- Increase by one the number sections of students taking Algebra at the eighth grade in 2005-2006.
- All EL students will show growth from one proficiency level to the next higher level based on the ELD standards as exhibited on the profile cards, and/or the CELDT.

- There will be an increase of 5% of the students reclassified as Fluent English Proficient.
- 70% of RSP students will be mainstreamed into the regular classroom setting for ELA and/or Mathematics.
- Increase efforts to maximize the number of identified GATE students at each grade level.
- GATE students will perform in the proficient and advanced levels of the California Standards Test.
- Enrichment activities will be provided in an after school program and GATE students will participate in activities such as the Science Fair.
- By the end of the school year all targeted students with consistent attendance will make 1% yearly growth toward Proficient and Advanced levels on STAR testing and District testing.
- The number of students retained at each grade level at the end of the year will decrease by 2% from the previous year.

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

Our Children, Our Schools, Our Future!

Jurupa Valley

High School

**ANALYSIS OF CURRENT
EDUCATIONAL PRACTICE
AND
SCHOOL GOALS AND
CONCLUSIONS**

2005-2006

JURUPA UNIFIED SCHOOL DISTRICT
Education Services

JURUPA VALLEY HIGH SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2005-2006

The following statements characterize educational practice at this school:

1. Alignment of curriculum, instruction and materials to content and performance standards: All content areas at Jurupa Valley High School are fully aligned in instruction and materials to state content standards. All courses being offered have been rewritten to align with standards and all revisions have been approved through the district process and/or Instructional Council.
2. Availability of standards-based instructional materials appropriate to all students groups: All instructional materials have been fully approved through Instructional Council with a representative from Jurupa Valley High School as part of the committee.
3. Alignment of staff development to standards, assessed student performance and professional needs: All faculty in the four core areas of English, Social Science, Math, and Science have been authorized to meet the needs of the English Language Learner through SDAIE and CLAD training. In addition, enrichment teachers were given the opportunity to be trained during 2003-2004. To support achievement of our school plan goals, teachers will also continue literacy training, technology integration, instructional strategies for Special Education and other at-risk students, improving school climate for all stakeholders, analyzing student data, and safe school aspects that contribute and support the overall goals set forth in the plan.
4. Services provided by the regular program to enable under-performing students to meet standards: All core departments have set goals for students as described fully in the opening pages of this report in the School Profile.
5. Services provided by categorical funds to enable under-performing students to meet standards: In addition to the strategies listed above, the following supplementary services are offered for each of the four specific needs groups-*Limited English Proficient* students have after-school tutoring on an as-needed basis, in class assistance by bilingual aides, native language supplemental materials, all core teachers and many enrichment teachers authorized in SDAIE/CLAD, County Mental Health professionals

Educationally Disadvantaged students have after-school tutoring on an as-needed basis, on-campus counseling through County Mental Health, free and reduced breakfast and lunch, Opportunity School

Gifted and Talented students have supplement materials to enhance the core program, Honors and AP courses, and access to after-school tutoring on an as-needed basis and County Mental Health

Special Education students have access to District health providers and County Mental Health professionals, Individual Education Plans, small class sizes, instructional aides in the classroom, and after-school tutoring on an as-needed basis.

6. Use of state and local assessments to modify instruction and improve student achievement: Based on our STAR results, on attendance and dropout figures, and on discipline data, we feel the following objectives will help to improve student achievement. Therefore,

by June 2006, the API Target will be met for the school and all the numerically significant sub-groups

by June 2006, 50% or more of all JVHS students will be reading at or above grade level as measured on the CST or other comparable assessment

by June 2006, 60% of the students will be meeting grade-level standards or will have shown growth as measured by local assessments

by June 2006, 90% of teachers will be using three content literacy strategies as observed via teacher evaluations

by June 2006, 100% of the teaching staff will be authorized in SDAIE or CLAD

by June 2006, the number of disciplinary incidents will decrease by 5 %

by June 2006, 70% of the staff will document that they have notified parents of student progress and made themselves available through voice-mail and e-mail

7. Number and percentage of teachers in academic areas experiencing low student performance: Pending

8. Family, school, district and community resources available to assist these students: There are many additional resources available to support students and their families. These include tutors in the classroom through CSUSB partnerships, categorical funding such as SB 813, SDAIE authorized and "highly-qualified" teachers in all core classrooms, District and County Mental Health professionals, parent on-campus organizations such as PTSA and ELAC.

9. School, district and community barriers to improvements in student achievement: To improve parent and school partnership, two major goals for the coming years will be to increase the number of contacts with parents and to increase the number of opportunities for parents to participate in the JVHS program, whether from home or from work or on campus, to help them play a more influential role in the academic life of their student. Many more teachers now communicate with parents via e-mail and voice mail.

10. Limitations of the current program to enable under-performing students to meet standards: With the greater demands put on teachers to gather, interpret, and address data, more time is needed for teachers to truly understand and address the needs of each and every student. Greater amounts of time (and therefore paid hours) still need to be available for staff development including the paraprofessionals on campus. Also, additional FTEs are needed to allow for smaller class sizes especially at the beginning levels in the content areas especially as those classes directly affect student achievement and pass rates on the required California High School Exit Exam.

JURUPA UNIFIED SCHOOL DISTRICT
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JURUPA VALLEY HIGH SCHOOL
SCHOOL GOALS AND CONCLUSIONS
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Conclusions from Student Performance Data:

Data examined included results of CST taken in the spring by all ninth, tenth, and eleventh grade students at Jurupa Valley High School, the district's criterion reference tests in English and math, and teacher grade distribution data. Other data reviewed included SAT/ACT and CAHSEE results, UC, CSU, and RCC placement exam results for JVHS students, enrollment patterns, attendance patterns, and a-g completion rates.

CST data indicate that Jurupa Valley High School students are achieving below the norm in math, science, history and language arts. Verbal scores on the SAT/ACT indicate the need for increased student achievement in the language arts courses, as do achievement scores on the UC/CSU placement tests. The implementation of the College Prep English Course aligned to the RCC curriculum continues to focus on improving our student scores for college success. Achievement on all measures is high for GATE students, although higher GATE student data is to be found among those GATE students participating in the school's GATE program. The 2005-2006 School Plan addresses the need to improve achievement of the ELD, Special Education, and educationally at-risk subgroups. The data indicates the need to place these students in courses where they will receive a rigorous core curriculum, but at the same time to provide them with support services. Support services identified in this plan include after-school tutorial opportunities and intervention classes to be taken in addition to the core to help these students move forward to grade-level competency and mastery of the core subject material. Training for teachers in methods and authorization for meeting the needs of special populations to help them achieve mastery of the core curriculum is also outlined in this plan.

Therefore we conclude:

- That student achievement data, while improving, still shows needed improvements in reading and math skill levels for a large percentage of our population,
- That GATE student enrollment in Advanced Placement and Honors courses remains strong, however identification of GATE students remains low relative to other schools and is especially low in the sub-populations,
- That ELD students have been served in greater numbers and standardized test scores and grades in core classes provide evidence that these students are achieving at a higher level than in previous years,
- That the number of students completing the a-g courses, while rising, still remains low relative to other students in the state,

Conclusions from Parent, Teacher and Student Input: Interviews with School Site Council and PTSA members and with parents at the Back to School Night and Career and College planning events indicates that these are welcome and helpful events whereby parents can voice their concerns and offer solutions and suggestions.

School Goals for Improving Student Achievement:

- 1.1 School/district provides state standards-aligned English/language arts textbooks in all classrooms for all students enrolled in 9th and 10th grade English/language arts courses.
- 1.2 School/district provides SBE-adopted reading/language arts intervention program texts for appropriate students.
- 1.2 School/district provides SBE-adopted mathematics textbooks in all classrooms for all students enrolled in remedial mathematics and Algebra I courses.
- 2.1 The school's master schedule and English/language arts course pacing schedules reflect effective use of instructional time and provide all students access to the English/language arts instruction needed to master the required skills to pass the language arts and writing components of the CAHSEE.
- 2.2 The school's master schedule and mathematics course pacing schedules reflect effective use of instructional time and provide all students access to the necessary mathematics courses and instruction needed to master the required skills to pass the related components on the CAHSEE and in Algebra I.
- 3.1 The district provides the school's principal and vice principal(s) with AB 75 Principal Training Program, Module 1 on Leadership and Support of Student Instructional Programs, through a State Board-authorized provider. The training features the district's adopted intervention program for reading/language arts.
- 3.2 The district provides the school's principal and vice principal(s) with AB 75 Principal Training Program, Module 1 on Leadership and Support of Student Instructional Programs, through a State Board-authorized provider. The training features the district's program for State Board-adopted Algebra I and locally adopted remedial mathematics program in use at their site.
- 4.1 The district:
 - a. staffs most high school English and mathematics classrooms with fully credentialed teachers, and
 - b. has a plan in place to have fully credentialed teachers in all classrooms within three years.
- 4.2 The school/district provides 9th and 10th grade English/language arts teachers with AB 466 training.
- 4.3 The school/district Algebra I mathematics teachers with professional development focused on SBE-adopted instructional materials for Algebra I (AB 466) and remedial mathematics teachers with Professional Development on the instructional materials at use at their site.
- 5.1 The school/district has an assessment and monitoring system (e.g., every 6-8 weeks) to inform teachers and principals on student progress and effectiveness of instruction in 9th and 10th grade English/language arts classes. These assessments, usually referred to as curriculum-embedded, can be the tests that are included in the locally adopted English/language arts textbooks or may be tests based on textbooks. The purpose of these assessments is to help teachers and principals make decisions that will improve instruction and student achievement and provide a basis for the monitoring system.

- 5.2 The school/district has a similar assessment and monitoring system for Algebra I and remedial mathematics courses.
- 6.1 The school/district provides instructional assistance and support to teachers of English/language arts. Some possible options include: coaches/content experts who are knowledgeable about the adopted program, who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.
- 6.2 The school/district provides instructional assistance and support to teachers of Algebra 1 and remedial mathematics. The possible options are the same as above with specialists in mathematics.
- 7.1 The school/district facilitates and supports teacher department/subject matter collaboration in order to plan and discuss lesson delivery, based on assessment data for the adopted programs in English/language arts.
- 7.2 The school/district facilitates and supports teacher department/subject matter collaboration in order to plan and discuss lesson delivery, based on assessment data, for the adopted programs in mathematics.
- 7.3 School/district provides:
- a. SBE-adopted intervention programs, offered as a separate, extended-period class, for all students requiring intensive intervention in English/language arts, i.e., those who are unable to demonstrate proficiency in 6th grade standards, and
 - b. appropriate instructional strategies for those students requiring strategic intervention, i.e., students at or above the 6th grade reading/language arts standards but unable to pass the English/language arts portion of the CAHSEE.
- 8.1 School/district provides:
- a. intervention programs offered as a separate, extended-period class, for all students requiring intensive intervention in mathematics, i.e., those who are unable to demonstrate proficiency in 7th grade mathematics standards, and
 - b. appropriate instructional strategies for those students who are unable to demonstrate proficiency in Algebra I and/or at risk of failing the mathematics portion of the CAHSEE.
- 9.1 The school/district general and categorical funds are used appropriately to support the English/language arts program goals in the school plan.
- 9.2 The school/district general and categorical funds are used appropriately to support the mathematics program goals in the school plan.

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Our Children, Our Schools, Our Future!

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**ANALYSIS OF CURRENT
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2005-2006

JURUPA UNIFIED SCHOOL DISTRICT
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RUBIDOUX HIGH SCHOOL
ANALYSIS OF CURRENT EDUCATIONAL PRACTICE
2005-2006

Rubidoux High School has completed a comprehensive analysis of educational practice, as required by our participation in the State's SAIT program. The accuracy of our analysis has been reviewed and verified by the Riverside County Office of Education's SAIT Team. Nine essential questions have been reviewed and answered. The APS (Academic Program Survey), which details our analysis of educational practice, is provided below.

All students in 9th and 10th grade will have availability to standards based instructional materials in ELA. RHS has purchased textbooks for each student as well as full classroom sets. Students enrolled in Algebra A, I, II and Geometry will also have availability to individual textbooks and classroom sets are purchased for each classroom.

	Essential Component #1: Instructional program
Finding 1.1	SAIT concurs with the site's finding of partial fulfillment for the following reasons: <ol style="list-style-type: none">1. Standards-aligned textbooks are not provided for all ninth and tenth grade students in core English classes.2. Standards-aligned textbooks are not provided for all ninth and tenth grade students in intervention classes. Standards-aligned textbooks are not provided for all ninth and tenth grade students in English Language Development classes.
Finding 1.2	SAIT concurs with the site's finding of partial fulfillment for the following reasons: <ol style="list-style-type: none">1. SBE-approved textbooks are not being used in all Algebra I mathematics courses.2. The SAIT team recognizes that Algebra A classrooms are not using a SBE-approved textbook. We have done an analysis of the two books and the textbook being used is virtually the same as the SBE-approved textbook.3. In other math programs (Algebra II and Geometry) there are not sufficient standards aligned textbooks.
	Essential Component #2: Student access to high school standards-aligned core courses
Finding 2.1	SAIT concurs with the site's finding of substantial fulfillment.
Finding 2.2	SAIT concurs with the site's finding of substantial fulfillment.
	Essential Component #3: Principals' instructional leadership training
Finding 3	SAIT concurs with the site's finding of minimal fulfillment for the following reasons: <ol style="list-style-type: none">1. Neither the principal nor assistant principal for curriculum has completed AB75.

	Essential Component #4: Teachers professional development opportunities
Finding 4.1	SAIT concurs with the site's finding of substantial fulfillment.
Finding 4.2	SAIT concurs with the site's finding of minimal fulfillment for the following reason: 1. English/LA teachers have not participated in AB466 training.
Finding 4.3	SAIT concurs with the site's finding of minimal fulfillment for the following reason: 1. Mathematics teachers have not participated in AB466 training.
	Essential Component #5: Student achievement monitoring system
Finding 5.1	SAIT concurs with the site's finding of partial fulfillment for the following reasons: 1. Nine-week benchmarks have not been developed. 2. Pacing guides have been established.
Finding 5.2	SAIT concurs with the site's finding of partial fulfillment for the following reason: Data that was to be used by teachers for instructional decisions was not received from the District Office in a timely manner.
	Essential Component #6: Ongoing instructional assistance and support
Finding 6.1	SAIT concurs with the site's finding of partial fulfillment for the following reasons: 1. Some formal training has been provided to teachers hired after the school year has started. Training is ongoing throughout the school year for new teachers. 2. No comprehensive staff development plan, training, implementation, coaching, and assessment of plan are in place. 3. Many teachers do not have an in depth understanding of California Content Standards and appropriate assessment practices in English/language arts.
Finding 6.2	SAIT concurs with the site's finding of partial fulfillment for the following reason: 1. No comprehensive staff development plan, training, implementation, coaching, and assessment of plan are in place. 2. Many teachers do not have an in depth understanding of California Content Standards and appropriate assessment practices in Mathematics.
	Essential Component #7: Intervention programs for students below grade level
Finding 7.1	SAIT finds this component at partial implementation for the following reasons: 1. Standards-aligned textbooks are not provided for all ninth and tenth grade students in intervention classes. 2. Assessments from Corrective Reading are the only assessments used to determine placement and progress of students in intervention classes
Finding 7.2	SAIT concurs with the site's finding of substantial fulfillment. 1. Many, but not all students identified for Algebra I remediation participated in the intervention program. 2. Criteria for selection for Algebra I remediation is not well-defined.
	Essential Component # 8: Teacher/department and subject matter collaboration
Finding 8.1	SAIT concurs with the site's finding of partial fulfillment for the following reasons:

	<ol style="list-style-type: none"> 1. Little evidence that meetings are focused around student achievement, mastery, data analysis, instructional planning or lesson delivery. 2. Minimal collaboration time structured for which teachers are accountable. Teams are not in place for specific objectives, such as vertical articulation, course planning, assessment.
Finding 8.2	<p>SAIT concurs with the site's finding of substantial fulfillment for the following reasons:</p> <ol style="list-style-type: none"> 1. Meetings are at times focused around student achievement, mastery, data analysis, instructional planning or lesson delivery. 2. Some collaboration time structured for which teachers are accountable. 3. Teams are being put in place for specific objectives, such as vertical articulation, course planning, assessment.
Essential Component #9: Fiscal support	
Finding 9.1	<p>SAIT concurs with the site's finding of partial fulfillment for the content area of reading/language arts following reasons:</p> <ol style="list-style-type: none"> 1. Textbook funds were frozen for 2003-04. 2. There are no state approved language arts materials for ninth grade. 3. A limited number of staff development opportunities were funded for 2003-04. 4. There are insufficient intervention textbooks available for the number of intervention students. 5. There is a limited amount of categorical funding apportioned to support the high school. They are not a Title 1 school and receive no Title 1 funding.
Finding 9.2	<p>SAIT concurs with the site finding of partial fulfillment for the content area of math for the following reasons:</p> <ol style="list-style-type: none"> 1. The mathematics department has sufficient textbook material. 2. Although the current adopted Algebra I textbooks were originally published by Addison Wesley, the textbooks being used in Algebra A are virtually the same as the SBE approved Prentice Hall Algebra I.

JURUPA UNIFIED SCHOOL DISTRICT
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RUBIDOUX HIGH SCHOOL
SCHOOL GOALS AND CONCLUSIONS
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School Action Plan to Increase Student Performance

Measurable School Goals

1. Academic Performance Index
Meet or exceed API school wide target
Meet or exceed API target for significant subgroup populations
2. Adequate Yearly Progress
Meet or exceed AYP school wide target
Meet or exceed API target for significant subgroup population

Note: Due dates with a line printed across indicate completion of correction action.

School Action Plan

- | | |
|--------------|--|
| Objective #1 | Provide state standards-aligned English and Math textbooks and intervention materials. |
| Objective #2 | Maximize effective use of instructional time/master schedule to provide all students access to the English Language Arts instruction and Math instruction to pass the CAHSEE |
| Objective #3 | School Principal and Assistant Principal in charge of Curriculum and Instruction complete AB 75 training. |
| Objective #4 | English and Math teachers complete AB 466 training. |
| Objective #5 | The school/district provides an assessment and monitoring system to inform teachers and principals on student progress and effectiveness of instruction. |
| Objective #6 | The school/district provides instructional assistance and support to English and Math teachers, as well as other core classes. |
| Objective #7 | School/district provides SBE-approved intervention programs for students working 2 or more grade-levels behind in English or Math, or who are at risk of passing CAHSEE. |
| Objective #8 | The school/district facilitates and supports teacher, department, subject matter collaboration to support standards mastery. |

Objective #9 The school/district general and categorical funds are used appropriately to support the school's action plan.

Other related goals:

- Improve campus safety for students and staff by reducing the number of fights and the incidence of drug and alcohol use by students.
- Increase the number and percentage of students pursuing post-secondary education/training opportunities.