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, NOVEMBER 7, 2005
EDUCATION CENTER BOARD ROOM
4850 Pedley Road, Riverside, CA
OPEN PUBLIC SESSION 6:00 P.M.

Call to Order in Public Session (President Chavez)

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

HEARING SESSION 6:00 P.M.

PUBLIC VERBAL COMMENTS

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

CLOSED SESSION 6:00 P.M.

The Board will adjourn to Closed Session in the Board Conference Room pursuant to Government/Education Codes listed below:

STUDENT DISCIPLINE: Pursuant to Education Code Sections 48900 and 48915, the Board will be discussing Discipline Cases #04-124, #06-047, #06-056, #06-057, #06-020, #06-022, #06-028, #06-052, #06-058, #06-061, #06-062, #06-040, #06-041, #06-042, #06-044.

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; Public Employee Appointments: Elementary Principal; Elementary Assistant Principal.

CONFERENCE WITH LABOR NEGOTIATOR: Pursuant to Section 54957.6, Name of Agency negotiator: Superintendent or Designee. Title of unrepresented employees: District Management Employees.

CONFERENCE WITH REAL PROPERTY NEGOTIATOR: Pursuant to Section 54956.8, Assessor's Parcel Numbers: 160-040-012 and 160-050-025. Negotiating parties: Agency: Superintendent or designee; Property owner: Rick Bondar.

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. Rodriguez)

1. **Report of Student Board Members**

   a. Welcome 2005-06 Student Board Members (Mr. Duchon)
   The Board welcomes Jessica Gwilt, Jurupa Valley High Student Board Member, and Kryzia Olsen, Rubidoux High Student Board Member. Student Board Members may wish to address the Board regarding student achievements, interests, or other matters.

2. **Recognition**

   a. Recognize Rubidoux High School Link Crew Program (Mr. Duchon)
   The Link Crew program began at Rubidoux High School approximately one year ago. Link Crew is an innovative, year-long program that provides a variety of support services to help freshmen succeed in high school. Link Crew sponsors freshman orientation, provides each 9th grader with a trained upperclassman mentor, delivers 10-15 peer lessons in 9th grade English classes, and coordinates a variety of social and school activities that bring freshmen and upperclassmen together. Link Crew has been operating at Rubidoux High School since the fall of 2004. A key to its success is the use of upperclassmen mentors who are enrolled in a year-long elective course at RHS. This evening, Ms. Roberta Pace and Ms. Kristin Podgorski, teachers from Rubidoux High, will be present along with Link Crew members to share concerning the successes of the program. Information only.

   b. Recognize AVID Senior Retreat (Mr. Duchon)
   This past weekend, November 4-6, 2005, Jurupa Valley High School's AVID seniors connected with their counterparts from Rubidoux High School and embarked upon the First Annual District AVID Senior Retreat. The AVID students enjoyed listening to Board member, Michael Rodriguez, as he spoke to the group at the retreat on Sunday afternoon.

   This evening, AVID advisors, Mr. Mark McFerren, Rubidoux High, and Ms. Jennifer Pfaff-Green and Ms. Julie Boswell, Jurupa Valley High, will be present along with two attendees of the retreat, Jurupa Valley High senior, Steven Masters, and Rubidoux High 2004-05 graduate, Christina Romero. They would like to acknowledge and thank Board members for their ongoing support of the AVID program. They will also highlight the benefits the AVID program provides its enrollees and emphasize the impact the program has made upon their personal lives. Finally, they want to stress the importance of the Board-approved junior college tour and senior retreat and again thank Board members for their continued support. Information only.

2. **Recognition** (Continued)

c. Recognize September/October "Best of the Best" Employees (Mrs. Fermandez)

Nominations were received from employees throughout the District recommending a colleague for September/October's "Best of the Best" employees. Selected as winners for the months of September and October are: Ms. Connie Kammerzell, Education Center Account Clerk; Mr. Javier Trevino, Troth Street Elementary Custodian; Ms. Julya Andersen, Sunnyslope Teacher, and Ms. AnnMarie McCoy, Jurupa Middle School Teacher.

Ms. Connie Kammerzell is an Account Clerk at the Education Center. Connie was nominated for Best of the Best for her quick thinking and great service skills during an emergency. A recent medical emergency occurred for a co-worker, and Connie used her experience as an LVN, assisted the employee and called for medical treatment. She was reassuring as she checked the employee's vital signs until emergency personnel arrived. While maintaining her composure, Connie acted quickly and efficiently. The District would like to offer a special thank you for her selfless deed. Connie is a true asset to the District.

Mr. Javier Trevino is a Custodian at Troth Street Elementary. Javier has been with the District since 1996. He is always willing to cheerfully assist anyone who needs his support. He maintains the Troth Street Elementary campus with pride and it certainly shows!! It is a true pleasure to have Javier on the Jurupa team. We are delighted to recognize him.

Ms. AnnMarie McCoy is an SDC Teacher at Jurupa Middle School. She works hard to ensure that her student population is regularly included in all campus activities. AnnMarie loves her students and works hard to diversify her teaching techniques. She is a positive resource for colleagues and administration. She is appreciated daily for her positive attitude and friendly smile! She is, in fact, one of Jurupa's Best of the Best!

Ms. Julya Andersen is a new SDC Teacher in Jurupa. She began her year at Granite Hill Elementary, where she quickly established a professional, cheerful learning environment for her students. When her class was recently dissolved due to small class size, and she was moved to Sunnyslope Elementary, Ms. Andersen exemplified professionalism and dedication throughout the experience. She is a valued teacher, and we are delighted to recognize her in her first year in Jurupa.

c. Recognize September/October "Best of the Best" Employees (Continued) (Mrs. Elzig)

Those selected for honorable mention are:

Debbie Brokar	Café Mgr.	Stone Ave.
Jackie Hook	Purchasing Clerk	Education Center
Gail O'Donnell	High School Asst. Princ. Secty.	Rubidoux
Maria Silvas	Translator Clerk Typist	Granite Hill
Michele Skidmore	Café Asst. II	Stone Ave.
Jennifer Todd	Instructional Materials Tech.	Textbook Center
Cynthia Karner	Teacher	Jurupa Middle
Connie Nagle	Teacher	Troth St.
Kathy Pedroza	Teacher	Stone Ave.
Kevin Roughton	Teacher	Jurupa Middle

Information only.

* d. Recognize Receipt of Grant Award (Dr. Jindra)

The California Department of Education recently notified the District that it will receive funds as part of the 2005-06 Budget Act with continuation funding for schools participating in the HPSGP and for schools that will be receiving their final 20 percent deferral for Cohort 3 of the II/USP. Granite Hill will receive $28,320, Jurupa Middle will receive $40,320, Mira Loma Middle will receive $46,640 and Troth Street will receive $35,040, for a total grant amount of $150,320. A copy of the grant award notification letter is included in the supporting documents. Information only.

* e. Recognize Continued Funding for School Assistance and Intervention Team (SAIT) Corrective Action at Rubidoux High School (Dr. Jindra)

The California Department of Education recently notified the District that Rubidoux High School would be receiving funding for the 2005-06 school year for the School Assistance and Intervention Team (SAIT) grant in the amount of $428,400.

This grant award reflects $150 per student to help support the continuation of corrective actions for the school. The District agrees to an in-kind match of services or a match of school district funds in an amount equal to the amount received. These funds are to be expended by September 29, 2006. A copy of the grant award letter is included in the supporting documents. Information only.

2. **Recognition** (Continued)

* f. Recognize Receipt of English Language Acquisition Program Grant Award (Dr. Jindra)
The California Department of Education recently notified the District that it will receive an apportionment for the English Language Acquisition Program (ELAP), for fiscal year 2005-06. The State Superintendent of Public Instruction (SSPI) is required to allocate to each participating LEA one hundred dollars annually for each pupil enrolled in any of grades four through eight, inclusive, and identified as an English learner (EL). The total amount the District will receive is $263,500.00. A copy of the grant award notification, the list of schools and the amounts allocated to each site is included in the supporting documents. Information only.

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

(a) If you would like to address the Board, please fill out a speaker card located on the table at the back of the Board Room and when completed, hand your card to the Superintendent's Assistant. Please submit your card at the start of the meeting. You are not, however, required to provide the information requested in the speaker card. If you choose not to provide this information, please inform the Superintendent's Assistant of your desire to address the Board prior to the start of the meeting. In this case, the Superintendent's Assistant will write a number on your card so that the Board President may call on you at the appropriate time.
(b) The Public Comment section of the Agenda is the time and place for members of the public to make comments or request that an item be placed on a future agenda, unless otherwise determined by the Board President.
(c) Generally, individual speakers will be limited to five continuous minutes. Depending on the number of items on the Agenda and the number of speaker cards, the Board President may establish shorter time limits for speakers. Speakers may not yield their time to others. The Board may terminate public comments when such comments become repetitious or when time is required by the Board for other business.
(d) Please wait until the Board President calls you to the microphone to speak. Unless recognized by the Board President, members of the public are requested to refrain from comment so as not to disrupt the Board's business.
(e) Under the provisions of the Brown Act, the Board is prohibited from taking action on oral requests not listed on the Agenda but the Board may refer the matter to staff or to a subsequent meeting.

4. Administrative Reports and Written Communications

* a. Announce Initial District Proposal for Negotiations with NEA-J (Mrs. Elzig)
The Board will have reviewed in Closed Session a preliminary proposal for re-opener negotiations with NEA-J. If the Board is prepared, this proposal will be publicized at this time to permit public comments in the verbal hearing session at the regular Board Meeting on November 21, 2005.

* b. Hear SAIT Progress Report (Dr. Jindra)
The latest SAIT Progress Reports for Rubidoux High School and Jurupa Valley High School are being submitted to the Board. The data indicates their progress as of June 30, 2005. This evening, Dr. Susan Jindra, Assistant Superintendent Education Services, will share briefly concerning the status of the reports. Information only.

c. Hear Presentation on Recycling Program (Mrs. Lauzon)
Business Services staff will be present to report on the current status of the District's recycling program and future program plans. Information only.

* d. Review Information Regarding Conflict of Interest (Mr. Duchon)
Trustee Burns was contacted regarding whether the vote on the contract with the Jurupa Lions Club might be a conflict of interest for Board members Chavez and Rodriguez and any staff member who are also members of the Lions Club. At Mrs. Burns' request, the Superintendent contacted legal counsel. Based on the opinion of counsel, it is recommended that the contract that was approved at the last meeting not be executed and replaced with a non-monetary contract. That contract is listed on the Agreement Page. Information only.

e. Review Request for Information from Board President (Mr. Duchon)
Based on Mrs. Burns' requests, Trustee Chavez has requested the following information be provided regarding the Jurupa Mountains Cultural Center because of Mrs. Burns' position at the Jurupa Mountains Cultural Center for any potential conflict of interest:

- A list of all field trips paid for by PTA, Booster Clubs or any other school organization paid directly to the Jurupa Mountains Cultural Center.
- The number of expelled students assigned to the Jurupa Mountains Cultural Center to do community service, and the number of these students who had not been recommended to return to the District.
- A list of Jurupa Unified School District staff who are members of the Jurupa Mountains Cultural Center.

Information only.

f. Other Administrative Reports and Written Communications (Mr. Duchon)

5. **Board Member Reports and Comments**
Individual Board members may wish to share information about topics not on the agenda, report on committee activities, or request items on a future agenda:

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

HEARING SESSION

***I. Hold Public Hearing on NEA-J Initial Negotiating Proposal** (Mrs. Elzig)
As required by law and Board policy, the Board should conduct a Public Hearing on the proposal from the National Education Association-Jurupa regarding re-opener negotiations for the 2005-2006 school year. The purpose of this public hearing is to provide an opportunity for the public to express its opinion to the Board concerning the NEA-J initial negotiating proposal, which is included in the supporting documents.

The Board President should formally open and close the public hearing on the proposal.

***II. Hold Public Hearing on Intent to Adopt Negative Declaration on School Readiness Center** (Mrs. Lauzon)
An Initial Study was performed indicating that the construction and operation of the School Readiness Center would not have a negative impact on the environment. This study and a Phase I Site Assessment have been available for public review for at least 30 days. After consideration of these documents and any comments received from the public, it is recommended that the Board of Education make certain findings and adopt a Negative Declaration in order to comply with the California Environmental Quality Act (CEQA), a necessary step in having the site approved by the California Department of Education. President Chavez should formally open the hearing on the intent to Adopt a Negative Declaration for the School Readiness Center. A copy of the Negative Declaration is included in the supporting documents.

ACTION SESSION

A. Approve Routine Action Items by Consent

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

* 1. Approve Minutes of October 17, 2005 Regular Meeting
* 2. Agreements (Mrs. Lauzon)
* 3. Notice of Completion for R.I.S. Electrical Contractors, Inc.– Contract #C-20425 for Theater Systems Package for Patriot High School (Mrs. Lauzon)
4. Accept Donations (Mrs. Lauzon)

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

Through a corporate school fundraising program whereby parents use a Target Guest Card for 1% of the purchase to go to a school, Target Stores raised funds to donate to the following schools for stated purchases.

$112.70	Mission Middle School	instructional materials
$91.13	Mira Loma Middle School	instructional materials
$203.83	TOTAL	

Access Computer Products, Inc., of Loveland, Colorado, wishes to donate $65.00, with the request the funds be used to purchase instructional materials and help pay expenses for field trips at Rustic Lane Elementary School.

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

* 5. Certification of Annual Organization Meeting of the Governing Board (Mr. Duchon)
In accordance with the Education Code, the Governing Board of each school district shall hold an Annual Organization meeting. In a year in which a regular election for governing board members is conducted, the meeting shall be held on a day within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Annual Organizational Meetings, in years in which no such regular election for governing board members is conducted, shall be held during the same 15-day period on the calendar. **This year, the dates are December 2 through December 16, 2005**, as outlined in the supporting documents. This simply formalizes the certification for purposes of notifying the County Office of Education. Administration recommends the Annual Organization of the Board be held at the December 5, 2005 regular meeting. At that meeting, the Board shall elect a President and a Clerk from among its members as prescribed in continuing policy.

* 6. Approve Non-Routine Student Field Trip Request from Mira Loma Middle (Dr. Jindra)
Mira Loma Middle School is requesting approval to travel to Alpine Meadows on Friday, December 2, 2005 through Sunday, December 4, 2005 with approximately thirty (30) students. The purpose of this trip is to allow students to develop and instill AVID team building skills. **Costs for the trip will be paid through the AVID Club, a car wash, dance ticket proceeds and fundraisers.** Transportation will be by district vehicle; supervision will be by staff members and lodging and accommodations will be provided by the Alpine Meadows Camp. 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 Mira Loma Middle School to travel to Alpine Meadows with approximately thirty (30) students December 2-4, 2005 to allow AVID students to develop and instill team building skills.

* 7. Approve Non-Routine Student Field Trip Request from Jurupa Valley High (Dr. Jindra)
Jurupa Valley High School is requesting approval for Mr. Anthony Williams, Girls' Basketball Head Coach at Jurupa Valley High, to travel to Las Vegas, Nevada on Friday, January 6, 2006 through Sunday, January 8, 2006 with approximately twelve (12) students. The purpose of the trip is to allow students to play basketball games against two of Nevada's top teams. **Costs for the trip will be paid through the Banner Sale and various fundraisers.** Transportation will be by district vehicle; supervision will be by staff members and lodging and accommodations will be at the Holiday Express. 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 Non-Routine Student Field Trip Request for Mr. Anthony Williams to travel to Las Vegas, Nevada with approximately twelve (12) students January 6-8, 2006 to allow students to play basketball games against two of Nevada's top teams.

* 8. Approve Non-Routine Student Field Trip Request from Stone Avenue (Dr. Jindra)
Ms. Rhonda Batterton, teacher at Stone Avenue Elementary School, is requesting approval to travel to Garner Valley on Tuesday, March 7, 2006 through Friday, March 10, 2006 with approximately one hundred twelve (112) students. The purpose of this trip is to allow students to attend the Pathfinder Outdoor Science School. The school provides a unique and challenging experience that utilizes a natural outdoor environment. This environment helps students develop a better appreciation with the current state standards for learning in science. **Costs for the trip will be paid from fundraisers.** Transportation will be by district vehicle; supervision will be by staff members and lodging and accommodations will be at the Pathfinder Ranch. Administration has been assured that no student will be denied an opportunity to participate in this activity due to the lack of funds. A copy of the Non-Routine Student Field Trip Request is included in the supporting documents. It is recommended that the Board approve the Non-Routine Student Field Trip Request from Ms. Batterton to travel to Garner Valley with approximately one hundred twelve (112) students March 7-10, 2006 to attend Pathfinder Outdoor Science School.

A. **Approve Routine Action Items by Consent** (Continued)

* 9. Approve Non-Routine Student Field Trip Request from Jurupa Middle (Dr. Jindra)
Mr. Jay Hakomaki, teacher at Jurupa Middle School, is requesting approval to travel to Venice, Florence, Verona, Rome, Sorrento and Italy on Saturday, April 1, 2006 through Monday, April 10, 2006 with approximately thirty-five (35) students. The purpose of this trip is to allow students to experience the places and events that formed the Roman Empire and the Renaissance. This trip also greatly enforces the seventh-grade History curriculum standards. **Costs for the trip will be paid through fundraisers and donations.** Transportation will be by district vehicle to the airport; supervision will be by staff members and lodging and accommodations will be provided by EF Tours. 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. Hakomaki to travel to Venice, Florence, Verona, Rome, Sorrento and Italy with approximately thirty-five (35) students on Saturday, April 1, 2006 through Monday, April 10, 2006 to allow students to experience the places and events that formed the Roman Empire and the Renaissance.

* 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 Revised Special Education Local Plan** (Mr. Duchon)
The Riverside County SELPA is in the process of revising it's Local Plan for Special Education due to the following activities, effective July 1, 2006: (a) the Administrative Unit for the Riverside County SELPA will transfer from the Riverside County Office of Education to the Val Verde Unified School District; (b) the SELPA will operate under a formal Joint Powers Agreement; and, (c) the five districts in the desert region plan to become a separate SELPA (Coachella Valley, Desert Center, Desert Sands, Palm Springs, and Palo Verde USDs).

Pursuant to Education Code (EC) 56202 and EC 56836.03, all Special Education Local Plan Areas (SELPA) must have an approved revised Local Plan that meets the requirements of EC 56205, including all signatures on file with the California Department of Education (CDE) no later than December 1, 2005. In order to meet this deadline, the Riverside County SELPA is submitting the Local Plan to all SELPA-member Boards of Education, of which Jurupa Unified School District is a member, for approval and signature. Once approved by the State Superintendent of Public Instruction (SPI), the Local Plan will be considered permanent.

* D. **Approve Revised Special Education Local Plan** (Continued) (Mr. Duchon)

The supporting documents contain a copy of an Executive Summary of the Riverside County SELPA Local Plan, the Local Educational Agency Assurance Statement indicating that the SELPA demonstrates, in conformity with the Individuals with Disabilities Education Act (IDEA) 1413(a), that it has policies, procedures, and programs that are consistent with state laws, regulations, and policies governing 22 required areas, and a Board Adoption document. The SELPA is requesting approval of the Draft Local Plan, and that the required signatures be returned to their office by November 28, 2005. Ms. Amy Foody, Interim Administrator of Education Support Services, reviewed all documents related to the Draft Local Plan and as a member district in the Riverside County SELPA, recommends approval of the Revised Special Education Local Plan. Administration recommends approval of the Revised Special Education Local Plan.

* E. **Approve Submittal of Carl D. Perkins Vocational and Technical Education Grant Application** (Dr. Jindra)

The Department of Education recently notified the district that it is eligible to receive a grant award in the amount of $177,225 through the 2005-2006 Carl D. Perkins Vocational and Technical Education Act of 1998. An application must be submitted to receive the funding and must contain the board approval date and signature of the superintendent or designee. A copy of the grant award application for funding is included in the supporting documents.

It is recommended that the Board approve submittal of the 2005-2006 Carl D. Perkins Vocational and Technical Education grant application.

* F. **Adopt Negative Declaration, California Environmental Quality Act Determination & Resolution #2006/14, Determinations and Findings on School Readiness Center** (Mrs. Lauzon)

Prior to the California Department of Education approving the school site for the School Readiness Center, the Jurupa Unified School District must meet the requirements of the California Environmental Quality Act (CEQA) in determining what, if any, effects building and operating a School Readiness Center will have upon the environment. The proposed site consists of 2.77 acres located north of Mission Boulevard on Mustang Lane.

In order to meet the requirements of CEQA, an Initial Study was drafted covering the construction and operation of the School Readiness Center site. The Study and Notice of Intent to Adopt a Negative Declaration were sent to the State and local agencies for a thirty-day review period. The Initial Study was available for public review at the District's Education Center; the review period ended on November 7, 2005.

* F. **Adopt Negative Declaration, California Environmental Quality Act Determination & Resolution #2006/14, Determinations and Findings on School Readiness Center**
(Continued) (Mrs. Lauzon)
In order to complete the CEQA process, the Governing Board must consider the Initial Study and any comments regarding environmental impacts received during the public review period. If the Board determines that the project will not have a significant effect on the environment, they may adopt the Negative Declaration on the proposed School Readiness Center site. This action will allow the District to file the Notice of Determination with the County Clerk and State Office of Planning and Research. Subsequently, this will enable the District to receive State Department of Education approvals for this site.

On the basis of the Initial Study, and considering all comments received in response to the Notice of Intent to Adopt a Negative Declaration, it is recommended that the Governing Board make the following findings:

- In light of the whole record and the Initial Study, the proposed project will not have a significant effect on the environment. The whole record consists of all the independent studies that took place to support the Initial Study. The Initial Study identifies a source for all of its findings.

- The Initial Study reflects the independent judgment of the Board of Trustees.

- The necessary consultation with the local planning authority has been completed.

- A Phase I Environmental Site Assessment has been conducted and the report was forwarded to the California Department of Education (CDE) and to the Department of Toxic Substances Control (DTSC) for review.

A copy of the Negative Declaration and Resolution are included in the supporting documents. The Board will receive under separate cover a copy of the "Initial Study for the School Readiness Program Facility."

Administration recommends the Board adopt the Negative Declaration and Resolution #2006/14, Determinations and Findings, covering the construction and operation of a School Readiness Center site, direct staff to file and post the Notice of Determination, and authorize staff to submit the necessary materials to the School Facilities Planning Division for site approval.

* G. **Approve Right of Entry and Temporary Construction Agreement to the Redevelopment Agency for the County of Riverside, Rubidoux Area 3 Sidewalks Project** (Mrs. Lauzon)

The Redevelopment Agency for the County of Riverside will be constructing sidewalks, installing street lights and improving the streets within the Rubidoux area. The project has been developed to improve safety conditions for pedestrians and automobile traffic, and to contribute to the visual attractiveness of the Rubidoux area. In order to accomplish these improvements, the designated contractor will be required to enter upon a portion of District property, Pacific Avenue Elementary School, to grade the driveway to meet the new street right of way, or to do such other work as may be necessary. **There will be no cost to the District.**

The Redevelopment Agency for the County of Riverside is requesting the District grant a Right of Entry and Temporary Construction Agreement from November 7, 2005 until December 31, 2006, or until completion of the Rubidoux Area 3 Sidewalks Project, whichever shall be sooner. A copy of the agreement is included in the supporting documents. Administration recommends the Board approve the Right of Entry and Temporary Construction Agreement, Rubidoux Area 3 Sidewalks Project, to the Redevelopment Agency for the County of Riverside.

* H. **Approve Change Order # 8 – Off Site Improvements - Construction of Patriot High School** (Mrs. Lauzon)

Administration is submitting to the Board for review and approval Change Order #8, in the amount of $473,635.58 for the construction of Patriot High School. As noted in the annotation for Change Order #7, this is the final change order for Patriot High School. The District is acting as the agent for the off-site improvements. **The costs associated with the off-site improvements are shared with the County of Riverside as follows - County of Riverside Transportation $67,921.97; Riverside County Flood Control $263,005.98 and Jurupa Unified $142,707.63.** The contract adjustments included verification of area footages, lineal footages and quantities by both District and County representatives. A detailed report, which includes all changes, has been provided to the Board under separate cover. This change order will increase the total amount of the construction bids by $473,635.58 or from $47,777,333.59 to $48,250,969.17. The contract is modified as follows:

Contract #	Category	Contractor	Change Order Amount
C20293	33	Sequel Contractors, Inc.	$473,635.58

COST DISTRIBUTION

JUSD	Rvsd. County Flood Control	Rvsd. County Transportation
$142,707.63	$263,005.98	$67,921.97

Total Change Order Amount: $473,635.58

* H. **Approve Change Order # 8 – Off Site Improvements - Construction of Patriot High School** (Continued) (Mrs. Lauzon)

Change Order Explanation:
Many items were included in the off-site improvements. Some of these are - the installation of pipe sleeves per Jurupa Community Services District, adding phone conduit per SBC, traffic signal revisions per County Transportation, pipe bollards at vault per County Transportation, removing encasement and repairing water lines, relocation of sewer lines, unanticipated soil conditions, revise catch basin on Jurupa Road, relocate storm drain on Jurupa Road, relocation of sewer lines on Jurupa Road and Mission Blvd., and pavement removal for storm drain per Transportation.

Project Information

Project Income	$61,864,743.49
Project Budget	$60,174,333.09
Project Savings	$ 1,690,410.40
Project Construction Cost	$48,250,969.17
Change Order Contingency	$ 2,432,869.05
Change Orders Issued to Date	$ 2,312,881.94
Less reimbursement from ROP	(50,000.00)
Change Order #8	$ 473,635.58
Less County Reimbursement	$ (330,927.95)
Remaining Contingency	$ 27,279.48

Administration recommends approval of Change Order #8 for the construction of Patriot High School in the amount of $473,635.58 which brings the total cost of the construction contracts to $48,250,969.17.

** I. **Act on Student Discipline Cases** (Mr. Duchon)

The Board of Education hereby accepts and adopts as its own the Findings of Fact and the Conclusions of Law submitted by the Administrative Hearing Panel or the Agreement and Stipulation to Student Expulsion in the following discipline cases. These cases will be referred to the *Student Assistance Program* and *(SCORE)* the ***S**chool and **C**ommunity **OutRE**ach **T**eam* for follow-up:

REVOKE - SUSPENDED EXPULSION:

1. It is recommended that the Board of Education revoke the Suspended Expulsion Order of the following pupil in Discipline Case **#04-124** for violation of Education Code Sections 48900 (a)(1), (k) and expel the pupil under the terms of the original expulsion order. The pupil will be referred to the Community Day School, operated at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before June 19, 2006.

** I. **Act on Student Discipline Cases** (Continued) (Mr. Duchon)

EXPULSION / SUSPENDED EXPULSION CASE – AGREEMENT AND STIPULATION:

1. Discipline Case **#06-047** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (a)(1), (a)(2), (k) and 48915 (a)(1), (b), (e) for the Fall Semester 2005 and Spring Semester 2006. However, the Board of Education may wish to consider that the enforcement of the expulsion be suspended for the Spring 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 January, for educational placement, for the Spring Semester 2006 and reviewed for possible reinstatement to the Jurupa Unified School District on or before June 19, 2006.

2. Discipline Case **#06-056** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (a)(2), (k) and 48915 (b), (e) for the Fall Semester 2005 and Spring Semester 2006. However, the Board of Education may wish to consider that the enforcement of the expulsion be suspended for the Spring 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 January, for educational placement at Jurupa Valley High School, for the Spring Semester 2006 and reviewed for possible reinstatement to the Jurupa Unified School District on or before June 19, 2006.

3. Discipline Case **#06-057** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (a)(2), (k) and 48915 (a)(1), (b), (e) for the Fall Semester 2005 and Spring Semester 2006. However, the Board of Education may wish to consider that the enforcement of the expulsion be suspended for the Spring 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 January, for educational placement at Jurupa Valley High School, for the Spring Semester 2006 and reviewed for possible reinstatement to the Jurupa Unified School District on or before June 19, 2006.

EXPULSION / SUSPENDED EXPULSION CASES - ADMINISTRATIVE HEARING PANEL:

1. Discipline Case **#06-020** is recommended for expulsion by the Administrative Hearing Panel for violation of Education Code Sections 48900 (a)(1), (k) and 48915 (b), (e) for the Fall Semester 2005 and Spring Semester 2006. However, the Board of Education may wish to consider that the enforcement of the expulsion be suspended for the Spring 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 January, for educational placement for the Spring Semester 2006 and reviewed for possible reinstatement to the Jurupa Unified School District on or before June 19, 2006.

** I. **Act on Student Discipline Cases** (Continued) (Mr. Duchon)

2. Discipline Case **#06-022** is recommended for expulsion by the Administrative Hearing Panel for violation of Education Code Sections 48900 (b), (k) and 48915 (b), (e) for the Fall Semester 2005 and Spring Semester 2006. However, the Board of Education may wish to consider that the enforcement of the expulsion be suspended for the Spring 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 January, for educational placement for the Spring Semester 2006 and reviewed for possible reinstatement to the Jurupa Unified School District on or before June 19, 2006.

3. Discipline Case **#06-028** is recommended for expulsion by the Administrative Hearing Panel for violation of Education Code Sections (k), (.4) and 48915 (b), (e) for the Fall Semester 2005 and Spring Semester 2006. However, the Board of Education may wish to consider that the enforcement of the expulsion be suspended for the Spring 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 January, for educational placement for the Spring Semester 2006 and reviewed for possible reinstatement to the Jurupa Unified School District on or before June 19, 2006.

EXPULSION CASES – AGREEMENT AND STIPULATION:

1. Discipline Case **#06-052** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (a)(2), (k) and 48915 (b), (e) for the Fall Semester 2005 and Spring Semester 2006. The pupil shall be assigned to the Community Day School, operated at the District Learning Center, for the term of the expulsion order. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before June 19, 2006.

2. Discipline Case **#06-058** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (a)(2), (k) and 48915 (a)(1), (b), (e) for the Fall Semester 2005 and Spring Semester 2006. The pupil shall be assigned to the Community Day School, operated at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before June 19, 2006.

3. Discipline Case **#06-061** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (k), (s) and 48915 (b), (e) for the Fall Semester 2005 and Spring Semester 2006. The pupil shall be assigned to the Community Day School, operated at the District Learning Center for the term of the expulsion order. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before June 19, 2006.

** I. **Act on Student Discipline Cases** (Continued) (Mr. Duchon)

4. Discipline Case **#06-062** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (a)(1), (k) and 48915 (b), (e) for the Fall Semester 2005 and Spring Semester 2006. The pupil shall be assigned to the Community Day School, operated at the District Learning Center for the term of the expulsion order. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before June 19, 2006.

EXPULSION CASE- ADMINISTRATIVE HEARING PANEL:

1. Discipline Case **#06-040** is recommended for expulsion by the Administrative Hearing Panel for violation of Education Code Sections 48900 (b), (k), (m) and 48915 (a)(2), (b), (e) for the Fall Semester 2005 and Spring Semester 2006. 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 June 19, 2006.
2. Discipline Case **#06-041** is recommended for expulsion by the Administrative Hearing Panel for violation of Education Code Sections 48900 (b), (k), (m) and 48915 (a)(2), (b), (e) for the Fall Semester 2005 and Spring Semester 2006. 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 June 19, 2006.
3. Discipline Case **#06-042** is recommended for expulsion by the Administrative Hearing Panel for violation of Education Code Sections 48900 (b), (k), (m) and 48915 (a)(2), (b), (e) for the Fall Semester 2005 and Spring Semester 2006. 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 June 19, 2006.
4. Discipline Case **#06-044** is recommended for expulsion by the Administrative Hearing Panel for violation of Education Code Sections 48900 (b), (k), (m) and 48915 (a)(2), (b), (e) for the Fall Semester 2005 and Spring Semester 2006. 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 June 19, 2006.

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

J. **Approve Personnel Matters**

* 1. Approve Personnel Report #8 (Mrs. Elzig)
Administration recommends approval of Personnel Report #8 as printed subject to corrections and changes resulting from review in Closed Session.

J. **Approve Personnel Matters** (Continued)

* 2. Approve District "Committee on Assignments" (Ed. Code Section 44258.7)(Mrs. Elzig)

On September 6, 1988 the Board approved the establishment of a District "Committee on Assignments." The Committee approves teacher assignments in elective courses (i.e. no Math, Science, English or Social Science) where the teacher has special skills or preparation. The committee will now consist of the Assistant Superintendent of Personnel Services, Ms. Tamara Elzig, and the President of NEA-J, Mr. John Hill. Because of changes in committee members, the Board should reauthorize the Committee.

It is recommended that the Board reauthorize the "Committee on Assignments" as provided in Education Code Section 44258.7 due to changes in the committee members.

3. Approve Salary Increase for Management and Confidential Employees (Mrs. Elzig)

Classified Management and Management/Confidential positions that are held by certificated and confidential employees are not represented by an association. We have generally recommended increases for these employees in amounts comparable to those employees who engage in formal collective bargaining.

Administration recommends salary enhancement for Management and Confidential employees for the 2004-2005 school year commencing February 1, 2005 and thereafter. This amount equals 3% on the salary schedule.

* 4. Adopt Revised 2005/2006 School Calendar (Mrs. Elzig)

It is recommended that the Board adopt the revised 2005/2006 School Calendar as shown in the supporting documents. Appropriate agreements exist with employee organizations on areas that affect them.

K. **Review Informational Reports**

* 1. Review Williams Settlement Quarterly Uniform Complaint Report Summary (Mr. Duchon)

Education Code 35186 and Board Policy 1902 requires a report of summarized data on the nature and resolution of all complaints on a quarterly basis to the Board and the County Superintendent of Schools. This report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. Information only.

ADJOURNMENT

California Department of Education
1430 N Street, Sacramento, CA 95814

School Improvement Division

GRANT AWARD NOTIFICATION

AO-400 (05/09/05)

GRANTEE NAME AND ADDRESS:

RECEIVED
OCT 1 1 2005
JURUPA UNIFIED SCHOOL DISTRICT
SUPERINTENDENT

Elliott Duchon, Superintendent
Jurupa Unified
4850 Pedley Road
Riverside, CA 92509-6611

CDE GRANT NO.			
FY	PCA	VENDOR NO.	SUFFIX
04	See below	6709	00
County		SACS CODES	
33		Resource: See below	Revenue Object: **8590**

Attention	Program Office	Telephone
Elliott Duchon	Office of the Superintendent	(909) 360-4168

Name of Grant Program: High Priority Schools Grant Program (HPSGP) and the Immediate Intervention/Underperforming Schools Program (II/USP)

AWARD INFORMATION				CDE USE ONLY	
	Original/Prior Amendments	Amendment No.	Total	State Index	0630
Grant Amount	**$150,320**	**$**	**$150,320**	Project W/P	
Award Dates	Starting: July 1, 2005	Ending: June 30, 2006		Federal Catalog No.	

Dear Superintendent Duchon:

I am pleased to inform you that the 2005-06 Budget Act contains continuation funding for schools participating in the HPSGP and for schools that will be receiving their final 20 percent deferral for Cohort 3 of the II/USP. Enclosure 1 lists applicable grant conditions. Enclosure 2 lists the funding levels for fiscal year 2005-06.

Funds for the district will be paid as follows:

PCA 24030	**$150,320**	**Resource Code 7255**
PCA 24192	**$ 0**	**Resource Code 7258**

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

Page two of this Grant Award Notification (AO-400) must be signed and returned with an original signature within ten days of receipt to:

Valarie Bliss, Staff Services Manager
High Priority Schools Office
California Department of Education
1430 N Street, Suite 4401
Sacramento, CA 95814-5901

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Grants will be paid in three installments of 50, 40, and 10 percent of the grant amount. The final 10 percent payment will be made after review and approval of the End-of-Year Expenditure Report that is due to the California Department of Education on August 31, 2006.

Please note that all expenditures must be made to support activities in your approved Action Plan application and must meet applicable federal and state regulations, administrative guidelines, and the *California School Accounting Manual* procedures.

If you have program-related questions or concerns, please contact Valarie Bliss, Staff Services Manager, High Priority Schools Office, at (916) 324-3236.

CERTIFICATION OF ACCEPTANCE OF GRANT CONDITIONS AND GENERAL ASSURANCES

On behalf of the grantee named above, I accept this grant award. I have read the conditions contained in this grant notification letter, and I agree to comply with all requirements as a condition of grant funding.		
Printed Name of Authorized Agent	Title	Telephone ( )
Signature ▶		Date
California Department of Education Contact Valarie Bliss, Staff Services Manager		Telephone (916) 324-3236
Signature of the State Superintendent of Public Instruction ▶ Jack O'Connell		Date September 29, 2005

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California Department of Education
1430 N Street, Sacramento, CA 95814

GRANT AWARD NOTIFICATION

AO-400 (05/09/05)

GRANTEE NAME AND ADDRESS:

Elliott Duchon, Superintendent
Jurupa Unified School District
4850 Pedley Road
Riverside, CA 92509

CDE GRANT NO.			
FY	PCA	VENDOR NO.	SUFFIX
05	24369	6709	
		SACS CODES	
33		Resource	Revenue Object
		7256	8590

Attention	Program Office	Telephone
Elliott Duchon, Superintendent	Curriculum and Instructional Services	(951) 360-4100

Name of Grant Program
School Assistance and Intervention Team (SAIT) Corrective Actions

AWARD INFORMATION				CDE USE ONLY	
	Original/Prior Amendments	Amendment No.	Total	State Index	0630
Grant Amount	**$428,400**	**$**	**$428,400**	Project W/P	
Award Dates	Starting September 8, 2005	Ending September 29, 2006		Federal Catalog No.	

Dear Superintendent Duchon:

This grant award letter allocates $150 per student to help support the continuation of corrective actions for the school that was required to enter into a contract for a School Assistance and Intervention Team (SAIT) in 2003-04. The school(s) that were funded last year are:

School	Amount of Grant
Rubidoux High	**$428,400**

The following CONDITIONS apply:

The district shall provide an in-kind match of services or a match of school district funds in an amount equal to the amount received.

All approved funds in this grant award must be expended by **September 29, 2006,** and an expenditure report is due and must be postmarked no later than **October 16, 2006**.

The Certification of Acceptance of Grant Conditions and General Assurances, General Assurances (Attachment A), and Drug-Free Workplace Certification (Attachment B) must be signed by the district superintendent or his/her designee and returned within ten days after receipt of this Grant Award Notification (AO-400). Please return the signed documents to:

Clifton Davis, Jr., Staff Services Analyst
Intervention Assistance Office
California Department of Education
1430 N Street, Suite 4401
Sacramento, CA 95814-5901

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pg. 1

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

The district shall submit a District End-of-Year Financial Expenditure Report (Attachment C) specifying how the district expended the grant award. The report must be postmarked no later than **October 16, 2006,** to the California Department of Education (CDE).

Failure to comply with these conditions may result in suspension of payments under the grant award, termination of the grant award or both. The grantee may be ineligible for award of any future state grant awards, if the CDE determines that the grantee violated the certification by failing to carry out the conditions as specified. In addition, failure to comply with the conditions of this grant may result in a billing from the CDE for the entire amount of any grant award funds advanced.

Please inform appropriate individuals, including your county superintendent, county treasurer, auditors, principals, accounting, and program staff of all pertinent information regarding this grant.

It is not necessary for principals to sign this form, as only the district level signature is required. Upon receipt of the items listed below, 25 percent of the original grant amount will be released. A second and third payment of 25 percent each will be issued in December 2005 and the March 2006 and the final 25 percent will be released upon receipt of the End-of-Year Financial Expenditure Report. Please allow six to eight weeks for processing.

CERTIFICATION OF ACCEPTANCE OF GRANT CONDITIONS AND GENERAL ASSURANCES

On behalf of the grantee named above, I accept this grant award. I have read the conditions contained in this grant notification letter, and I agree to comply with all requirements as a condition of grant funding.		
Printed Name of Authorized Agent	Title	Telephone ( )
Signature		Date
California Department of Education Contact Clifton Davis, Jr., Staff Services Analyst		Telephone (916) 319-0235
Signature of the State Superintendent of Public Instruction Jack O'Connell		Date October 5, 2005

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CALIFORNIA
DEPARTMENT OF
EDUCATION

1430 N STREET
SACRAMENTO, CA
95814-5901

JACK O'CONNELL
State Superintendent of
Public Instruction
PHONE: (916) 319-0800

October 4, 2005

Dear Select County and District Superintendents and Charter School Administrators:

GRANT AWARD NOTIFICATION
ENGLISH LANGUAGE ACQUISITION PROGRAM

We are pleased to inform you that your local educational agency (LEA) will receive an apportionment for the English Language Acquisition Program (ELAP), fiscal year 2005-06. Enclosed is a list of schools and the amounts allocated to each one. **This letter confers spending authority to use the funds immediately.**

The State Superintendent of Public Instruction (SSPI) is required to allocate to each participating LEA one hundred dollars annually for each pupil enrolled in any of grades four through eight, inclusive, and identified as an English learner (EL). This program is subject to funds appropriated in the annual Budget Act.

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

Warrants will be mailed to each county treasurer approximately six to eight weeks from the date of this letter. The treasurer of each county is requested to immediately deposit the amount received for each LEA to Income Account Number 8590 of the general fund of the LEA. For districts using the Standardized Account Code Structure (SACS), the Resource Code is 6286 and the Revenue Object Code is 8590. County Superintendents are requested to inform LEAs immediately of all pertinent data regarding this apportionment.

Due to increased accountability requirements, and to justify continued support for ELAP, LEAs may be contacted to submit a budget plan for the 2005-06 cycle. In addition, **all** LEAs will now be required to submit a fiscal report with a one or two page explanation of expenditures. LEAs are encouraged to keep abreast of changes to the ELAP Web site, *http://www.cde.ca.gov/sp/el/ii/*, where they will soon be able to download documents for

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reporting purposes. Compliance with these requirements will be essential for subsequent funding opportunities.

Guidance in the use of funds and Frequently Asked Questions can be obtained at the ELAP Web site listed above. If you have any further questions about this apportionment, please contact Pamela Lucas, Analyst, Language Policy and Leadership Office (LPLO), at (916) 319-0610 or by e-mail at *plucas@cde.ca.gov*. For program questions, please contact Michele Anberg-Espinosa, Consultant, LPLO, at (916) 323-4872 or by e-mail at *manbergespinosa@cde.ca.gov*.

Communication from the LPLO regarding the ELAP grant will be sent to the primary contact person indicated on your application. If that contact information has changed, or the contact person indicated is not involved directly in the coordination of programs for ELs, please provide the new contact information to Pamela Lucas, Consultant, LPLO, at *plucas@cde.ca.gov*.

We ask that you forward this message to the appropriate personnel to ensure that funds are used appropriately and expeditiously. Thank you very much for your continued interest and support of the education of ELs.

Sincerely,

Jack O'Connell

JACK O'CONNELL

JO:mae
Enclosure

California Department of Education
English Language Acquisition Program (ELAP)
Fiscal Year 2005-06 Grant Award

	County	District	CDS Code	School	Amount
1	RIVERSIDE	JURUPA UNIFIED	33670903330784	STEPS COMMUNITY DAY	$500.00
2	RIVERSIDE	JURUPA UNIFIED	33670906032163	GLEN AVON ELEMENTARY	$11,100.00
3	RIVERSIDE	JURUPA UNIFIED	33670906032171	INA ARBUCKLE ELEMENTARY	$13,600.00
4	RIVERSIDE	JURUPA UNIFIED	33670906032189	MISSION BELL ELEMENTARY	$12,200.00
5	RIVERSIDE	JURUPA UNIFIED	33670906032197	PACIFIC AVENUE ELEMENTARY	$8,400.00
6	RIVERSIDE	JURUPA UNIFIED	33670906032205	PEDLEY ELEMENTARY	$8,900.00
7	RIVERSIDE	JURUPA UNIFIED	33670906032213	RUSTIC LANE ELEMENTARY	$15,800.00
8	RIVERSIDE	JURUPA UNIFIED	33670906032221	TROTH STREET ELEMENTARY	$22,600.00
9	RIVERSIDE	JURUPA UNIFIED	33670906032239	VAN BUREN ELEMENTARY	$13,300.00
10	RIVERSIDE	JURUPA UNIFIED	33670906032247	WEST RIVERSIDE ELEMENTARY	$21,600.00
11	RIVERSIDE	JURUPA UNIFIED	33670906059075	JURUPA MIDDLE	$21,300.00
12	RIVERSIDE	JURUPA UNIFIED	33670906061774	MISSION MIDDLE	$29,800.00
13	RIVERSIDE	JURUPA UNIFIED	33670906104491	SKY COUNTRY ELEMENTARY	$5,400.00
14	RIVERSIDE	JURUPA UNIFIED	33670906105837	INDIAN HILLS ELEMENTARY	$5,300.00
15	RIVERSIDE	JURUPA UNIFIED	33670906106835	CAMINO REAL ELEMENTARY	$2,800.00
16	RIVERSIDE	JURUPA UNIFIED	33670906106843	SUNNYSLOPE ELEMENTARY	$11,500.00
17	RIVERSIDE	JURUPA UNIFIED	33670906110548	GRANITE HILL ELEMENTARY	$11,600.00
18	RIVERSIDE	JURUPA UNIFIED	33670906111280	STONE AVENUE ELEMENTARY	$6,900.00
19	RIVERSIDE	JURUPA UNIFIED	33670906112858	MIRA LOMA MIDDLE	$30,600.00
20	RIVERSIDE	JURUPA UNIFIED	33670906113518	PERALTA ELEMENTARY	$10,300.00
				Total:	**$263,500.00**

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RESPONSE TO NEA-J COLLECTIVE BARGAINING PROPOSAL
November 7, 2005

NEA-J has notified the Board of its intent to reopen Article XIV, Basic Compensation and Article XVIII, Health and Welfare Benefits. The District proposes that the Certificated Collective Bargaining Agreement be continued as it stands except for the following adjustments as follows:

1. Adjust 2005-2006 salaries and health and welfare benefits in amounts to be determined when information about the District's financial condition is clearer.

Department of EDUCATION

School Improvement Online Systems
Progress Report

(Report List)

Hello, Mike Jones

School Name: Rubidoux High

Progress Reporting Number: Fifth Report

Essential Component
1. Instructional Program

Finding # 1.1. SAIT concurs with the site's finding of partial fulfillment for the following reasons: 1. Standards-aligned textbooks are not provided for all ninth and tenth grade students in core English classes. 2. Standards-aligned textbooks are not provided for all ninth and tenth grade students in intervention classes. 3. Standards-aligned textbooks are not provided for all ninth and tenth grade students in English Language Development classes.

Corrective Action:
1.1.2. Select and purchase standards-aligned language arts textbooks for ninth and tenth grade intervention classes.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
1.1.2.1.The site will project intervention enrollment and order all components of a standards-aligned program for ninth and tenth grades.	5/1/2004	Fully (3)	As the population of the school increases, new intervention books are ordered so that all students have the books they need.

Corrective Action:
1.1.3. Select and purchase standards-aligned language arts textbooks for ninth and tenth grade English Language Development classes.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
1.1.3.1.The site will project enrollment and order one standards-aligned textbook for each student in ninth and 10th grade English Language Development classes.	5/1/2004	Fully (3)	As the EL population at Rubidoux High School increases, additional EL books

Finding # 1.2. SAIT concurs with the site's finding of partial fulfillment for the following reasons: 1. SBE-approved textbooks are not being used in all Algebra I mathematics courses. 2. The SAIT team recognizes that Algebra A classrooms are not using a SBE-approved textbook. We have done an analysis of the two books and the textbook being used is virtually the same as the SBE-approved textbook. 3. In other math programs (Algebra II and Geometry) there are not sufficient standards-aligned textbooks.

Corrective Action:
1.2.2. Provide each Algebra II and each Geometry class with standards-aligned texts for use by each student and teacher.

Overall Concerns:

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Benchmark	Due Date	Progress	Benchmark Comments
1.2.2.1.Standards-aligned textbooks will be in all Algebra II and Geometry classrooms.	9/1/2004	Fully (3)	The district has been proactive in getting standard aligned textbooks for all students.

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.

Corrective Action:
2.1.1. To increase the effective use of instructional time, modify the current use of Silent Sustained Reading (SSR) by implementing research-based strategies, and/or implementing effective elements of SSR, and/or eliminating the reading period (12 minutes).

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
2.1.1.1.The use of 12-minute reading period will be modified by implementing one of the recommendations.	8/15/2004	Fully (3)	Positive feedback has been received from faculty. Staff trained in SSR will provide staff development for other faculty. An SSR Handbook has been developed for staff.

Essential Component
3. School Principals Instructional Leadership Training

Finding # 3.1. SAIT concurs with the site's finding of minimal fulfillment for the following reasons: 1. Neither the principal nor assistant principal for curriculum has completed AB 75.

Corrective Action:
3.1.1. Find and select AB 75 provider.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
3.1.1.1.Registration for AB 75 training module one will be done.	6/30/2005	Minimally (0)	Neither the principal nor vice principals have made arrangement to take the AB 75 Module I training. They are currently trying to find one they will be able to attend.

Essential Component
4. Teacher professional development opportunity

Finding # 4.2. SAIT concurs with the site's finding of minimal fulfillment for the following reason: 1. English/language teachers have not participated in AB 466 training.

Corrective Action:
4.2.2. Complete AB 466 training.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
4.2.2.1.English/Language Arts teachers will complete first 40 hours of AB 466.	8/30/2005	Fully (3)	Another 4 students attended this summer. The commitment is ongoing and continuing to assure that all are trained.

Benchmark	Due Date	Progress	Benchmark Comments
4.2.2.2.English/Language Arts teachers will complete	6/30/2007	Substantially (2)	Over 75% of the 9th and 10th grade teachers have

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the remaining hours of AB 466			completed AB466 including the practicu m.

Finding # 4.3. SAIT concurs with the site's finding of minimal fulfillment for the following reasons: 1. Mathematics teachers have not participated in AB 466 training.

Corrective Action:
4.3.2. Complete AB 466 training.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
4.3.2.1.Algebra I and intervention mathematics teachers will complete first 40 hours of AB 466.	8/30/2005	Fully (3)	All of the Algebra I and remedial math teachers have completed AB 466. As new teachers are hired, they are also sent to the training. This summer 4 of the newly hired teachers attended.

Benchmark	Due Date	Progress	Benchmark Comments
4.3.2.2.Algebra I and intervention mathematics teachers will complete the remaining hours of AB 466.	6/30/2007	Substantially (2)	75% the teachers have completed the remaining hours of AB466.

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.

Corrective Action:
5.1.1. Analyze and disaggregate state assessment (CSTs) data by teacher in order to make informed decisions.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
5.1.1.1.Department has data disaggregated by teacher.	9/1/2004	Partially (1)	District office has hired a new data person and has purchased a new software program that will make the disaggretation of the data accessible to teachers when all is in place.

Corrective Action:
5.1.3. Analyze data from pre-assessment to focus on particular skill instruction needed.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
5.1.3.1.Student roster of identified skills needed for each student, especially students identified as Benchmark Students, or Basic Students on the CST is done. These students usually are below grade level but are served in the core language arts program.	9/1/2004	Substantially (2)	

Corrective Action:
5.1.5. Analyze data from quarterly assessments.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
5.1.5.1.Student roster of identified skills needed for student is done.	6/1/2005	Fully (3)	Data Teams regularly review and identify the skills students need.

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Finding # 5.2. SAIT concurs with the site's finding of partial fulfillment for the following reason: 1. Data that was to be used by teachers for instructional decisions was not received from the district office in a timely manner.

Corrective Action:
5.2.5. Evaluate the effectiveness of the week-long intervention program.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
5.2.5.1.Data analysis of the effectiveness of the week-long intervention program has been made.	9/1/2004	Fully (3)	Effectiveness of the intervention program has been evaluated and replaced.

Essential Component
6. On-going Instructional Assistance and Support for Teachers

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.

Corrective Action:
6.1.4. Contract with an external expert to provide appropriate training and support to improve teachers' efforts to align curriculum to state standards and to develop appropriate assessments in English/language arts.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
6.1.4.1.N/A	6/1/2004	Fully (3)	

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.

Corrective Action:
6.2.3. Develop a multi-year comprehensive staff development plan.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
6.2.3.1.Calendar of department collaboration and examination of student work related to staff development content is created.	9/1/2004	Fully (3)	Data Teams use established late start dates to collaborate and examine student work.

Corrective Action:
6.2.4. Contract with an external expert to provide appropriate training and support to improve teachers' efforts to align curriculum to state standards and to develop appropriate assessments in mathematics.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
6.2.4.1.N/A	6/1/2004	Fully (3)	

Essential Component
7. Teacher department and subject matter collaboration

Finding # 7.1. SAIT concurs with the site's finding of partial fulfillment for the following reasons: 1. Little evidence that meetings are focused around student achievement, mastery, data analysis, instructional planning or lesson delivery. 2. Minimal collaboration time structured for

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which teachers are accountable. 3. Teams are not in place for specific objectives, such as vertical articulation, course planning, assessment.

Corrective Action:
7.1.1. Create time for effective teacher collaboration.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
7.1.1.1.Periods of time of at least 45 minutes during the school day are established for teacher collaboration.	8/1/2004	Fully (3)	Number of collaborative days have been increased for this school year.

Finding # 7.2. SAIT concurs with the site's finding of substantial fulfillment for the following reasons: 1. Meetings are at times focused around student achievement, mastery, data analysis, instructional planning, or lesson delivery. 2. Some collaboration time structured for which teachers are accountable. 3. Teams are being put in place for specific objectives, such as vertical articulation, course planning, assessment.

Corrective Action:
7.2.1. Create time for effective teacher collaboration.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
7.2.1.1.Periods of time of at least 45 minutes during the school day are established for teacher collaboration.	8/1/2004	Fully (3)	Number of collaborative days have been increased this school year.

Corrective Action:
7.2.3. Analyze data to inform and change lesson delivery.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
7.2.3.1.Lessons target student learning deficiencies.	9/1/2004	Fully (3)	Intervention students are monitored using data analysis and placed in appropriate classes according to their skill needs.

Essential Component
8. Intervention programs for students below grade level

Finding # 8.1. 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.

Corrective Action:
8.1.2. Add at least one FTE to provide additional intervention class.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
8.1.2.1.At least one additional teacher to teach intervention class is hired.	8/1/2004	Fully (3)	3 CAHSEE classes have been added for Special Education students as well as additional sections of Reading LABA and 3 CAHSEE intervention classed.

Corrective Action:
8.1.4. Use a two-tier assessment system to identify intervention students.

Overall Concerns:

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Benchmark	Due Date	Progress	Benchmark Comments
8.1.4.1.Tier 1: Use two of the following assessments to identify possible intervention students: -Springs CRT (identify cut points) -CST (intervention to be provider for all Below Basic and Far Below Basic students) -Placement test for Prentice-Hall Tier 2: Administer intervention tests to students who do not show mastery on Tier 1 test. Diagnose instructional needs of intervention students: decoding, comprehension, writing, EL issues, other.	5/30/2004	Fully (3)	Student scores ar examined in an 8th grade assessment and SRA is used to place in Lab A or Lab B classes.

Corrective Action:
8.1.5. Select and administer benchmark assessments.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
8.1.5.1.Use at least four benchmark assessments during the school year to determine progress and plan instruction.	6/1/2005	Fully (3)	Four benchmark tests have been developed by the teachers to be given throughout the year.

Finding # 8.2. 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.

Corrective Action:
8.2.1. Identify prerequisite skills for CAHSEE standards and remediate for success in intervention class.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
8.2.1.1.Lessons are aligned to the CAHSEE standards and prerequisite skills for the intervention class.	9/1/2004	Fully (3)	Teachers meet regularly to align lessons to CAHSEE standards and skills needed.

Corrective Action:
8.2.2. Analyze the effectiveness of the week-long intervention.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
8.2.2.1.Using the assessment data, evaluate the effectiveness of intervention program.	9/1/2004	Fully (3)	The intervention program was evaluated and determined to be not as effective as needed, so another program has been chosen.

Corrective Action:
8.2.3. Provide support for students not succeeding in Algebra A and Algebra I.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
8.2.3.1.Students are enrolled in an intervention class where the teacher is using strategies different than the textbook.	9/1/2004	Fully (3)	Intervention and shadow classes are being used to prepare students for success using various strategies.

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Essential Component
9. Fiscal Support

Finding # 9.1. SAIT concurs with the site's finding of partial fulfillment for the content area of reading/language arts following reasons: 1. Textbook funds were frozen for 2003-2004. 2. There are not state approved language arts materials for ninth grade. 3. A limited number of staff development opportunities were funded for 2003-2004. 4. There are insufficient intervention textbooks available for the number of intervention students. 5. There is a limited amount of categorical funding apportioned to support the high school. They are not a Title I school and receive no Title I funding.

Corrective Action:
9.1.1. If Rubidoux High School qualifies for Title I, then the district will support Rubidoux High School with Title I funding.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.1.1.1.The district will analyze poverty feeder patterns to determine if Rubidoux is entitled to Title I funding by virtue of a student poverty level that exceeds 75%.	1/1/2005	Substantially (2)	District is not at this time considering poverty patterns to determineTitle I possibilities.

Corrective Action:
9.1.2. Purchase standards aligned language arts core textbooks for ninth grade. (Corrective Action 1.1.)

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.1.2.1.Textbooks will be ordered, delivered, distributed such that teachers have them in their hands prior to the start of the 2004-2005 academic year.	8/30/2004	Fully (3)	

Corrective Action:
9.1.3. Purchase standards-aligned language arts textbooks for ninth and tenth grade intervention classes. (Corrective Action 1.2.)

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.1.3.1.Textbooks will be ordered, delivered, distributed such that teachers have them in their hands prior to the start of the 2004-2005 academic year.	8/30/2004	Fully (3)	

Corrective Action:
9.1.4. Purchase standards-aligned language arts textbooks for ninth and tenth grade English Language Development classes. (Corrective Action 1.3.)

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.1.4.1.Textbooks will be ordered, delivered, distributed such that teachers have them in their hands prior to the start of the 2004-2005 academic year.	8/30/2004	Fully (3)	

Corrective Action:
9.1.5. Budget and expend sufficient funds such that English language arts teachers who voluntarily participate in an AB 466 (40 hour) summer institute are paid for their attendance. Payment is to be in accordance with local bargaining agreement. (Corrective Action 7.1.)

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Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.1.5.1.Establish budget; Expend funds. Establish budget by 5/04; Expend funds by 9/30/04)	5/1/2004	Fully (3)	

Corrective Action:
9.1.6. Budget and expend sufficient funds to provide for substitute coverage for teachers participating in AB 466 during the school year. (Corrective Action 7.2.)

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.1.6.1.Establish budget by 5/04; Expend funds by 6/05.	5/1/2004	Fully (3)	

Corrective Action:
9.1.7. For Corrective Action 9.1., 9.2., 9.3., 9.4., 9.5., establish a budget with expenditures through 9/30/04 and an additional budget for 2004-2005 that will cover the costs of addressing these corrective actions (i.e., teacher release time if necessary).

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.1.7.1.Establish budget.	5/1/2004	Fully (3)	

Corrective Action:
9.1.9. For corrective Action 11.2., estimate the costs of providing an ELA coach.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.1.9.1.Establish budget.	5/1/2004	Fully (3)	

Corrective Action:
9.1.10. Hire one new FTE to accommodate a full intervention program for ELA. (Corrective Action 13.2.)

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.1.10.1.Establish budget.	5/1/2004	Fully (3)	

Corrective Action:
9.1.12. Budget and expend sufficient funds to provide for language arts teachers participating in AB 466 during the school year. (Corrective Action 7.1.)

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.1.12.1.Establish budget by 05-04; Expend funds from 06-07.	5/1/2004	Fully (3)	

Corrective Action:
9.1.13. Budget and expend sufficient funds to contract with an outside expert to enhance teachers' expertise with standards-alignment and assessment. (Corrective Action 11.4.)

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B.8

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.1.13.1.Establish a contract with external expert.	6/1/2004	Fully (3)	

Finding # 9.2. SAIT concurs with the site funding of partial fulfillment for the content area of math for the following reasons: 1. The mathematics department has sufficient textbook mateial. 2. Although the current adopted Algebra I textbooks were origninally published by Addison Wesley, the textbooks being used in Algebra A are virtually the same as the SBE approved Prentice Hall Algebra I.

Corrective Action:
9.2.1. Hire two new FTEs to accommodate a full intervention program for CAHSEE and Algebra I support. (Corrective Action 4.1.)

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.2.1.1.Establish budget.	5/1/2004	Fully (3)	

Corrective Action:
9.2.2. Purchase CAHSEE materials for all students in Algebra A and tutorial classes. (Corrective Action 14.4.)

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.2.2.1.Purchase, deliver, and distribute CAHSEE materials to all students in Algebra A and tutorial classes.	9/1/2004	Fully (3)	

Corrective Action:
9.2.4. Allocate sufficient funding to support intervention classes per Corrective Action 14.3.)

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.2.4.1.Establish budget.	9/1/2004	Partially (1)	

Corrective Action:
9.2.5. Budget and expend sufficient funds such that mathematics teachers who voluntarily participate in an AB 466 (40 hour) summer institute are paid for their attendance. Payment is to be in accordance with local bargaining agreement. (Corrective Action 7.1.)

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.2.5.1.Establish budget by 05-04; Expend Funds by 06-07.	5/1/2004	Fully (3)	

Corrective Action:
9.2.6. Budget and expend sufficient funds to provide for mathematics teachers participating in AB 466 during the school year. (Corrective Action 8.2.)

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.2.6.1.Establish by 05-04; Expend funds by 06-07.	5/1/2004	Fully (3)	

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Corrective Action:
9.2.7. Purchase standards- aligned textbooks in Algebra II and Geometry (18.3)

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.2.7.1.Textbooks will be ordered, delivered and distributed such that teachers have them in their hands prior to the 04-05 school year.	8/30/2004	Fully (3)	

Questions: Intervention Assistance C

California Department of Education
1430 N Street
Sacramento, CA 95814

Department of EDUCATION

School Improvement Online Systems
Progress Report

(Report List)

Hello, Mike Jones

Main Menu - Report Manage

School Name: Jurupa Valley High

Progress Reporting Number: First Report

Essential Component
1. Instructional Program

Finding # 1.1. SAIT concurs with the site's finding of partial fulfillment. 1. Standards-aligned textbooks are not provided for all ninth and tenth grade students in core English classes.

Corrective Action:
1.1.1. Project enrollment and provide a standards-aligned textbook for each student in core 9th and 10th grade ELA classes. Also provide a teachers edition for each teacher.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
1.1.1.1.Each 9th and 10th grade student will have a standards-aligned textbook i8n 9th and 10th grade ELA core class.	9/30/2005	Substantially (2)	Textbooks have arrived on site in sufficient quantities. Students are having books checked out at this time.

Finding # 1.2. SAIT concurs with the site's finding of minimal fulfillment. 1. There are no intervention classes as defined by SAIT.

Corrective Action:
1.2.1. Create intervention classes for appropriate students using SBE approved intervention program.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
1.2.1.1.Intervention classes will appear on the master schedule.	8/31/2005	Partially (1)	Read 180 classes have been added to the master schedule. Seniors who have not passed CAHSEE have had first priority for placement in the eight sections. A plan is being developed to place other students into the classes as seniors exit the program. SAIT recommends that by second semester the focus of the intervention becomes 9th and 10th graders.

Finding # 1.3. SAIT concurs with the site's finding of partial fulfillment. 1. Standard-aligned textbooks are not provided for the Algebra A classes. 2. There are no math intervention classes.

Corrective Action:
1.3.1. Provide each Algebra A classroom with SBE-approved textbooks for use by each student and teacher.

Overall Concerns:

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Benchmark	Due Date	Progress	Benchmark Comments
1.3.1.1.SBE approved Algebra textbook used in all Algebra A classrooms.	9/30/2005	Partially (1)	Students in Algebra A still need SBE-adopted texts. Currently they are using non-adopted materials (CMR workbook) for the first semester.

Corrective Action:
1.3.2. Create math intervention class based on the CAHSEE skills.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
1.3.2.1.Intervention classes will appear on the master schedule.	8/31/2005	Partially (1)	Math intervention classes currently on the master schedule will be using the PLATO computer program. SAIT recommends that students at risk of failing mathematics classes be placed in double blocked periods, enabling their teachers to utilize SBE-

Essential Component
2. Student access to high school standards-aligned core courses

Finding # 2.1. SAIT does not concur with the site's finding of substantial fulfillment, but rather finds minimal fulfillment. 1. The master schedule does not reflect classes specifically for instruction needed to master the required skills to pass the language arts and writing components of the CAHSEE. 2. There are no pacing guides.

Corrective Action:
2.1.1. Create a plan for addressing needs of students who do not have skills to pass CAHSEE.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
2.1.1.1.A CAHSEE class on the master schedule and/or a written plan for insuring that all 10th grade students pass the CAHSEE is available.	8/31/2005	Substantially (2)	Master schedule reflects 9-12 grade ELA classes using SBE-adopted texts, with pacing guides developed and distributed to all teachers including Opportunity. Read 180 classes have been added for seniors who have not passed CAHSEE. SAIT recommends that by second semester, the plan is revised to provide priority to 10th grade students who need to pass CAHSEE, and 9th grade students at risk of not passing.

Essential Component
3. School Principals Instructional Leadership Training

Finding # 3.1. SAIT concurs with site's finding of minimal fulfillment.

Corrective Action:
3.1.1. Find and select AB75 provider

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
3.1.1.1.Registration for AB75 training.	6/30/2005	Minimally (0)	Not yet registered.

Essential Component
4. Teacher professional development opportunity

Finding # 4.3. SAIT concurs with the site's finding of minimal fulfillment for the following reason: 1. English/LA teachers have not participated in AB466 training.

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Corrective Action:
4.3.1. Find and select a English/Language Arts AB466 provider.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
4.3.1.1.Registration for AB466 training. Maintain log of AB466 participants.	6/30/2005	Minimally (0)	A few teachers have attended the 5-day institute for AB 466.

Finding # 4.4. SAIT concurs with the site's finding of minimal fulfillment for the following reason: 1. Mathematics teachers have not participated in AB466 training.

Corrective Action:
4.4.1. Find and select an Algebra I AB466 provider.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
4.4.1.1.Registration for AB466 training.	6/30/2005	Minimally (0)	A few teachers have attended the 5-day AB 466 institute.

Essential Component
5. Student Achievement Monitoring System

Finding # 5.1. SAIT concurs with the site's finding of minimal fulfillment. 1. ELA does not have an ongoing assessment and monitoring system in place. 2. Curriculum embedded assessments are not utilized to monitor the system. 3. There is no system in place for remediation.

Corrective Action:
5.1.2. Analyze and disaggregate state assessment (CSTs), district CRT, and curriculum embedded assessments for data driven decisions.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
5.1.2.1.Department has data disaggregated by teacher and has a student roster of identified skilled needed for each student.	6/30/2005	Minimally (0)	District is working to put a data system in place to support this area of need.

Corrective Action:
5.1.3. Create system for remediation, including shadow courses, double classes, and strategies for differentiation.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
5.1.3.1.Written copy of plan and master schedule.	8/31/2005	Minimally (0)	To date, no shadow classes, double classes, and strategies for differentiation as required by the Corrective Action.

Finding # 5.2. SAIT does not concur with the site's finding of substantial fulfillment, but rather partial fulfillment. 1. Algebra A does not have standardized curriculum. 2. Data from the district assessment does not come in a manner organized to be used sufficiently as a monitoring system. 3. There is no system in place for remediation.

Corrective Action:
5.2.1. Create a standards-based curriculum for use in all Algebra A classes.

Overall Concerns:

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Benchmark	Due Date	Progress	Benchmark Comments
5.2.1.1.Written curriculum outline for Algebra A.	9/30/2005	Minimally (0)	Algebra A is not using an SBE adopted program during first semester. Students will be provided SBE-approved Prentice Hall beginning second semester. SAIT recommends that if CMR is continued, it be used during an additional period or after school intervention outside the core.

Corrective Action:

5.2.3. Create a system for remediation, including shadow courses, double classes, restarts, opportunities, and strategies for differentiation.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
5.2.3.1.Writtem copy of plan and master schedule.	8/31/2005	Minimally (0)	To date, no shadow classes, double periods, restarts, and other opportunities for support of the core are currently in place.

Essential Component

6. On-going Instructional Assistance and Support for Teachers

Finding # 6.1. SAIT concurs with site's finding of partial fulfillment. 1. Some voluntary formal training has been provided, but no comprehensive staff development plan is in place. 2. No formal coaching assistance provided. 3. Minimal alignment of standards with assessments.

Corrective Action:

6.1.3. Contact with an external expert to provide appropriate training and support to improve teacher effort to align standards to develop appropriate assessments in ELA.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
6.1.3.1.Contract	6/30/2005	Fully (3)	Contract is in place.

Finding # 6.2. SAIT concurs with the site's finding of minimal fulfillment. 1. No formal training has been provided, and no comprehensive staff development plan is in place. 2. No formal coaching assistance provided. 3. Minimal alignment of standards and assessments.

Corrective Action:

6.2.3. Contract with an external expert to provide appropriate training and support to improve teacher effort to align standards to develop appropriate assessments in Mathematics.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
6.2.3.1.Contract	6/30/2005	Fully (3)	Contract is in place.

Essential Component

7. Teacher department and subject matter collaboration

Finding # 7.1. SAIT concurs with the site's finding of minimal fulfillment. 1. Little evidence that meetings are focused around student achievement, mastery, data analysis, instructional planning or lesson delivery. 2. Minimal collaboration time structured for which teachers are accountable. 3. Teams are not in place for specific objectives, such as vertical articulation, course planning, and assessment. 4. Regular attendance is not apparent for scheduled department meetings.

Corrective Action:

7.1.2. Collaboration time built into the school day.

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Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
7.1.2.1.Master schedule showing collaborative time, not less than 2 hours/month.	8/31/2005	Substantially (2)	

Corrective Action:
7.1.4. Attendance at department meetings, collaboration meetings, and team meetings will be mandatory and monitored.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
7.1.4.1.Sign-in sheet/meeting	9/30/2005	Partially (1)	Meeting dates have been set aside, but none have taken place.

Finding # 7.2. SAIT concurs with the site's finding of minimal fulfillment. 1. Little evidence that meetings are focused around student achievement, mastery, data analysis, instructional planning or lesson delivery. 2. Minimal collaboration time structured for which teachers are accountable. 3. Teams are not in place for specific objectives, such as vertical articulation, course planning, and assessment.

Corrective Action:
7.2.1. Department meetings will focus on student achievement, mastery, data-driven decision making, instructional planning or lesson delivery, and issues around curriculum embedded assessments.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
7.2.1.1.Agenda and meeting summary/meeting relating to student achievement, mastery, data-driven decision making, instructional planning or lesson delivery, and issues around curriculum embedded assessments.	9/30/2005	Minimally (0)	Meetings have not begun.

Corrective Action:
7.2.2. Collaboration time built into the school day.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
7.2.2.1.Master schedule showing collaborative time, not less than 2 hours/month.	8/31/2005	Partially (1)	Collaborative time set aside

Essential Component
8. Intervention programs for students below grade level

Finding # 8.1. SAIT concurs with the site's finding of minimal fulfillment. 1. There is no state approved intervention program. 2. There is no diagnostic testing used to determine the need for intervention. 3. The master schedule does not reflect classes specifically for instruction needed to master the required skills to pass the language arts and writing components of theCAHSEE. 4. There is no data to support the efficacy of the Opportunity School.

Corrective Action:
8.1.1. Select and provide SBE approved intervention program for ELA.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
8.1.1.1.Project enrollment and purchase SBE intervention materials/program.	8/31/2005	Partially (1)	Read 180 has been selected. Computers for the program have not yet been approved from Board.

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Corrective Action:
8.1.2. Design/select and implement a placement test for ELA intervention class/program for 9th and 10th grade, who need support for reading.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
8.1.2.1.Test or review test results for each incoming 9th and 10th grade student.	8/31/2005	Partially (1)	Formation and training of Data Teams is in the beginning stages.

Corrective Action:
8.1.3. Create a class or plan of remediation for all students who do not hve the skills to pass the CAHSEE.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
8.1.3.1.The master schedule will show a CAHSEE class or a plan will be made available showing how students will be supported to pass the CAHSEE.	8/31/2005	Substantially (2)	

Corrective Action:
8.1.4. Create action research to test the effectiveness of the Opportunity Progrm in relation to the SAIT corrective actions.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
8.1.4.1.Action research plan and results	8/31/2005	Partially (1)	Plan to examine data at 6 weeks is in place. A counselor has been designated to monitor the progress of the students in the opportunity class.

Finding # 8.2. SAIT concurs with the site's finding of minimal fulfillment. 1. Criteria for selection for Algebra A are not well-defined. 2. The master schedule does not reflect classes specifically for instruction needed to master the required skills to pass the CAHSEE. 3. There is no consistent support for students not succeeding in Algebra A or algebra I. 4. There is no data to support the efficacy of the Opportunity School.

Corrective Action:
8.2.1. Design/select and implement a placement test to place students in Algebra I, Algebra A, or Algebra A and an Algebra Intervention class.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
8.2.1.1.Appropriate placement and regular review of placement for reassignment.	8/31/2005	Minimally (0)	Placement assessment is being developed. Currently a non standards based workbook is being used in lieu of the SBE approved text for the 1st semester of the class.

Corrective Action:
8.2.2. Create a class or plan of remedition for all students who do not have the skills to pass the CAHSEE.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
8.2.2.1.The master schedule will show a CAHSEE class or a plan will be made available showing how students will be supported to pass the CAHSEE.	8/31/2005	Partially (1)	

Corrective Action:
8.2.3. Provide support for students not succeeding in Algebra A and Algebra I.

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Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
8.2.3.1.Students are enrolled in an intervention class where the teacher is using differentiated instruction.	8/31/2005	Minimally (0)	Staff development needed in differentiation.

Corrective Action:
8.2.4. Create action research to test the effectiveness of the Opportunity Program in relation to the SAIT corrective actions.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
8.2.4.1.Action research plan and results.	8/31/2005	Partially (1)	Six week data to be evaluated. A counselor has been assigned to the students in the opportunity school.

Essential Component
9. Fiscal Support

Finding # 9.1. SAIT concurs with the site's finding of minimal fulfillment. 1. There are not enough textbooks for each 9th and 10th grade ELA student. 2. A limited number of staff development opportunities were funded for 2004-05. 3. There is minimal staff development based on alignment between standards and assessments. 4. There is no state adopted intervention program in place in ELA. 5. Categorical funding is generally not designated for students with the most need academically. 6. There are not ELA coaches. 7. Teachers have not participated in the AB466 trainings. 8. Administrators have not participated in AB75.

Corrective Action:
9.1.1. District purchase additional standards aligned ELA textbooks for 9th and 10th grade.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.1.1.1.Books ordered and received at site.	9/30/2005	Substantially (2)	

Corrective Action:
9.1.2. Fund staff development to support corrective actions.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.1.2.1.Staff development plan funding including in site/district budget.	7/1/2005	Minimally (0)	$400,000 available for staff development before the end of the year. No plans are currently available for use.

Corrective Action:
9.1.3. Contract with an external expert to provide appropriate training and support to improve teacher effort to align standards to develop appropriate assessments in ELA.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.1.3.1.Contract	6/30/2005	Fully (3)	

Corrective Action:
9.1.4. Purchase a SBE approved intervention materials for ELA.

Overall Concerns:

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Benchmark	Due Date	Progress	Benchmark Comments
9.1.4.1.Materials purchased and available for all intervention students.	7/29/2005	Partially (1)	

Corrective Action:
9.1.5. Revise categorical funding to support corrective actions.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.1.5.1.New categorical budget.	7/1/2005	Minimally (0)	Budget not available.

Corrective Action:
9.1.6. Identify and employ a site based ELA coach.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.1.6.1.ELA coach is employed and onsite.	7/29/2005	Fully (3)	

Corrective Action:
9.1.7. Site/District will be responsible for funding all costs for ELA AB466 training.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.1.7.1.Registration for AB466 ELA training.	6/30/2005	Minimally (0)	

Corrective Action:
9.1.8. Site/District will be responsible for funding all costs for AB75 training.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.1.8.1.Registration for AB75 training.	6/30/2005	Minimally (0)	

Finding # 9.2. SAIT concurs with the site's finding of minimal fulfillment. 1. Textbooks for Algebra A are not SBE adopted. 2. There are no mathematic staff development opportunities funded for 2004-05. 3. There is minimal staff development based on alignment between standards and assessments. 4. There are insufficient intervention textbooks available for the number of students in need. 5. Categorical funding is generally not designated for students with the most need academically. 6. There are no Mathematics coaches. 7. Teachers have not participated in the AB466 trainings. 8.Administrators have not participated in AB75.

Corrective Action:
9.2.1. District purchase standards aligned Mathematics textbooks for Algebra A.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.2.1.1.Books ordered and received at site.	9/30/2005	Substantially (2)	

Corrective Action:
9.2.2. Fund staff development to support corrective actions.

Overall Concerns:

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Benchmark	Due Date	Progress	Benchmark Comments
9.2.2.1.Staff development plan funding including in site/district budget.	7/1/2005	Minimally (0)	Plan is not evident.

Corrective Action:
9.2.3. Contract with an external expert to provide appropriate training and support to improve teacher effort to align standards to develop appropriate assessments in ELA.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.2.3.1.Contract	6/30/2005	Fully (3)	

Corrective Action:
9.2.4. Purchase intervention materials for Mathematics.

Overall Concerns:
Concern that this computer program will be used in lieu of intervention material and differentiated instruction.

Benchmark	Due Date	Progress	Benchmark Comments
9.2.4.1.Materials purchased and available for all intervention students.	7/1/2005	Partially (1)	PLATO ordered. Computers ordered.

Corrective Action:
9.2.5. Revise categorical funding to support corrective actions.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.2.5.1.New categorical budget.	7/1/2005	Minimally (0)	No Budget available

Corrective Action:
9.2.6. Identify and employ a site based Mathematics coach.

Overall Concerns:
Concern that three math teachers are to use their prep periods to act as SAIT coaches. There should be one to two coaches who are given the time to coach and to monitor progress of corrective actions.

Benchmark	Due Date	Progress	Benchmark Comments
9.2.6.1.Math coack is employed and onsite.	7/1/2005	Minimally (0)	

Corrective Action:
9.2.7. Site/District will be responsible for funding all costs for Math AB466 training.

Overall Concerns:

Benchmark	Due Date	Progress	Benchmark Comments
9.2.7.1.Registration for AB466 Mathematics Training.	6/30/2005	Minimally (0)	

Corrective Action:
9.2.8. Site/District will be responsible for funding all costs for AB75 training.

Overall Concerns:

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Benchmark	Due Date	Progress	Benchmark Comments
9.2.8.1.Registration for AB75 training.	6/30/2005	Minimally (0)	

Questions: Intervention Assistance C

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CONFLICT OF INTEREST

Conflict of Interest laws are complex and governed by a number of Government Code sections including those contained in the Political Reform Act. The following provides general guidance on how Board members should evaluate potential conflicts of interest[1]. However, if Board members have any specific or individual questions, a meeting should be arranged with legal counsel. Government Code Section 1090 prohibits Board members from having a financial interest in contracts made by them or the Board of which they are members. Government Code 1091 sets forth the "remote interest" exemption and provides that Board members who have only a remote interest in a contract may disclose their interest in the contract and excuse themselves from participation in the relevant decision, thus allowing their Board to enter into the contract without their participation.

One question that has been brought up is whose responsibility it is to report remote interests which require such disclosure and abstention. Below is the pertinent code section EC 1091 (d):

(d) The willful failure of an officer to disclose the fact of his or her interest in a contract pursuant to this section is punishable as provided in Section 1097. That violation does not void the contract unless the contracting party had knowledge of the fact of the remote interest of the officer at the time the contract was executed.

As such it is the responsibility of the members themselves to disclose "remote interests" and excuse themselves when the law requires. Other Board members may point out remote interests as a courtesy; the burden to disclose or excuse oneself falls on the individual member. Board members may exercise their right not to act on any item which they believe might cause a conflict to occur.

[1] This outline is general in nature and does not address potential conflicts of interest under the Political Reform Act (Government Code Section 87000, *et. seq.*)

Please note Government Code 1090:

Members of the Legislature, state, county, district, judicial district, and city officers or employees shall not be financially interested in any contract made by them in their official capacity, or by any body or board of which they are members. Nor shall state, county, district, judicial district, and city officers or employees be purchasers at any sale or vendors at any purchase made by them in their official capacity.

As used in this article, "district" means any agency of the state formed pursuant to general law or special act, for the local performance of governmental or proprietary functions within limited boundaries.

Generally the following guidelines may help Board members in identifying conflicts of interest under section 1090, remote interests under section 1091, and non-interests under section 1091.5 and excusing themselves from a vote when appropriate.

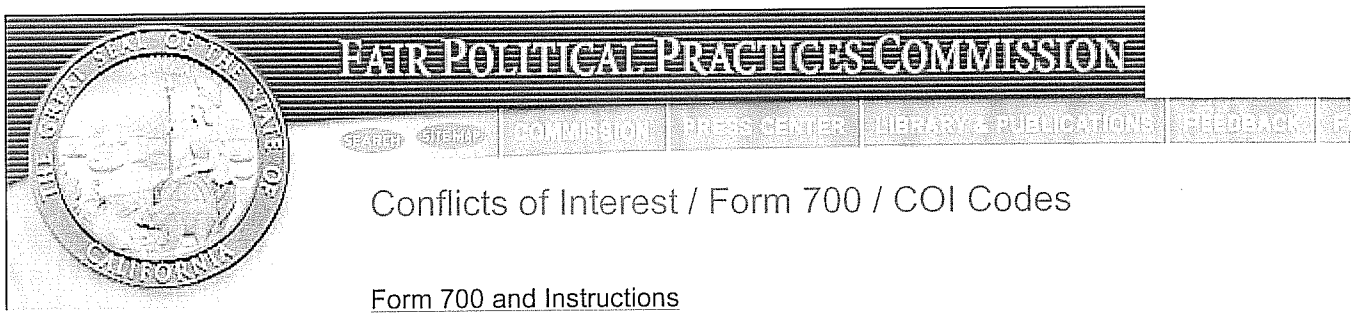
- When a contract is non-monetary and provides no actual or contingent possibility of financial or proprietary gain to the contractor; it is not a conflict of interest if the Board member is a member, employee, or officer of the contractor. Therefore, in this case the Board member need not disclose his or her interest in the contractor nor excuse him or herself from participation in the decision.

- If a contract is monetary or provides the possibility of financial or proprietary gain to a non-profit entity, and a Board member is also a member of the non-profit entity, the Board member has what is considered a "non-interest" under section 1091.5. In this case, the Board member must disclose his or her interest in the organization and may still participate in the decision.

- If a contract is monetary or provides the possibility of financial or proprietary gain to a non-profit entity, and a Board member is an employee or officer of the non-profit entity, the Board member must note for the record his or her interest in the organization and must excuse him or herself from participating in or voting on the contract and must leave the room in accordance with the Political Reform Act.

- If a contract is monetary or provides the possibility of financial or proprietary gain to a for-profit entity and a Board member receives compensation from the company by means of a business arrangement with the contractor, is an employee of the contractor, or otherwise has a remote financial interest in the contract, the Board member may likely have a conflict of interest under section 1091 and/or the Political Reform Act. The Board member will be able to disclose his or her interest in the entity and excuse him or herself from participating in or voting on the contract, thus allowing the Board to enter into the contract. In accordance with the Political Reform Act, the Board member should leave the room.

  Specifically, if a "remote-interest" exemption applies, the Board may contract or approve a transaction with any organization of which an individual Board member is a member, officer or employee so long as the Board member declares his or her conflict for the record and excuses him or herself from participating in the decision. The Board may not enter into a contract not exempted under the Government Code 1091.



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Conflicts of Interest / Form 700 / COI Codes

Form 700 and Instructions

Notification Guidelines for Form 700 Filing Officers

Click here for details of an FPPC staff study of proposals to merge section 1090 and other statutory and common law conflict of interest provisions into the Political Reform Act.

Click here for "Your Duty to File," a 9-page pamphlet describing state economic disclosure law and reporting requirements for public officials.

"Assets and income of public officials which may be materially affected by their official actions should be disclosed and in appropriate circumstances the officials should be disqualified from acting in order that conflicts of interest may be avoided."
Gov. Code section 81002(c)

"No public official at any level of state or local government shall make, participate in making or in any way attempt to use his official position to influence a governmental decision in which he knows or has reason to know he has a financial interest."
Gov. Code Section 87100

The Political Reform Act prevents conflicts of interest in two ways -- disclosure and disqualification. (See Gov. Code Sections 87100-87350.)

Disclosure

The purpose of financial disclosure is to alert public officials to personal interests that might be affected while they are performing their official duties, i.e., making governmental decisions. Disclosure also helps inform the public about potential conflicts of interest.

Public officials at every level of state and local government must disclose their personal financial interests. Elected officials, judges, and high-ranking appointed officials generally have the most comprehensive disclosure requirements. (Gov. Code Section 87200.) These include disclosure of:

- Investments in business entities (e.g., stock holdings, owning a business, a partnership)
- Interests in real estate (real property)
- Sources of personal income, including gifts, loans and travel payments
- Positions of management or employment with business entities

For most other officials, including employees of state and local government agencies, it is up to the agencies that employ them to decide what their disclosure requirements are. Each state and local agency must adopt a conflict of

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interest code tailoring the disclosure requirements for each position within the agency to the types of governmental decisions a person holding that position would make. For example, an employee who approves contracts for goods or services purchased by her agency should not be required to disclose real estate interests, but should be required to disclose investments in and income from individuals and entities that supply equipment, materials, or services to the agency. (Gov. Code Sections 87301 and 87302.)

Unpaid members of boards and commissions and consultants to state and local government agencies also may be required to disclose their personal financial interests if they make or participate in making governmental decisions that could affect their private financial interests.

Disclosure is made on a form called a "statement of economic interests" (Form 700). The form must be filed each year. Filed forms are public documents that must be made available to anyone who requests them.

Disqualification

If a public official has a conflict of interest, the official may be required to disqualify himself or herself from making or participating in a governmental decision, or using his or her official position to influence or attempt to influence a governmental decision.

See the fact sheet, Can I Vote? Conflicts of Interest Overview.

To determine whether an official has a conflict of interest many factors must be analyzed. For example, is it reasonably foreseeable that the official's interest will be affected by a particular decision? Will the decision have a significant monetary impact on the financial interest or is the impact minimal? Will the decision affect the official's interest differently than members of the general public? Is the official even making a governmental decision?

In many cases, an official will need guidance from the Commission or an attorney to determine whether disqualification is required.

Note: Although they are required to file statements of economic interests, judges and court commissioners are not subject to the Act's disqualification provisions.

Campaign Contributions

See the fact sheet, Campaign Contributions May Cause Conflicts for Appointees and Commissioners.

In most cases, the receipt of campaign contributions is not the basis for disqualification by a public official. However, certain public officials who make decisions in proceedings involving licenses, permits, or other entitlements for use (e.g., planning commissioners, board members of joint powers authorities and other regional governing or planning agencies, and members of other state and local boards and commissions) are subject to the restrictions of Gov. Code Section 84308. Section 84308 prohibits solicitation or receipt of campaign contributions from parties, participants, or their agents, in proceedings involving licenses, permits, or other entitlements for use. The law also requires an official's disqualification in those proceedings if the official has received campaign contributions of more than $250 from a party or participant within the 12 months preceding the decision. Finally, Section 84308 requires disclosure of such campaign contributions.

Elected state officers, judges, and members of local government agencies who are directly elected by the voters (e.g., board of supervisors, city council, school board) are exempt from Section 84308 when they are acting as members of the

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agency to which they are elected. However, if one of these individuals is also a voting member of another nonexempt body, such as a joint powers agency or regional planning agency, he or she is covered by the law with respect to license, permit or other entitlement for use proceedings before the nonexempt body. For example, if three city councilmembers and two county supervisors sit on a city-county joint powers authority, Section 84308 applies to the license, permit or other entitlement for use proceedings before the joint powers authority because the officials were not elected directly to the authority. It does not apply to the officials when they are voting on matters before the city council or board of supervisors.

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GOVERNMENT CODE SECTION 87100-87105

87100. No public official at any level of state or local government shall make, participate in making or in any way attempt to use his official position to influence a governmental decision in which he knows or has reason to know he has a financial interest.

87100.1. (a) A registered professional engineer or licensed land surveyor who renders professional services as a consultant to a state or local government, either directly or through a firm in which he or she is employed or is a principal, does not have a financial interest in a governmental decision pursuant to Section 87100 where the consultant renders professional engineering or land surveying services independently of the control and direction of the public agency and does not exercise public agency decisionmaking authority as a contract city or county engineer or surveyor.

(b) For purposes of this section, the consultant renders professional engineering or land surveying services independently of the control and direction of the public agency when the consultant is in responsible charge of the work pursuant to Section 6703 or 8703 of the Business and Professions Code.

(c) Subdivision (a) does not apply to that portion of the work that constitutes the recommendation of the actual formula to spread the costs of an assessment district's improvements if both of the following apply:

(1) The engineer has received income of two hundred fifty dollars ($250) or more for professional services in connection with any parcel included in the benefit assessment district within 12 months prior to the creation of the district.

(2) The district includes other parcels in addition to those parcels for which the engineer received the income.

The recommendation of the actual formula does not include preliminary site studies, preliminary engineering, plans, specifications, estimates, compliance with environmental laws and regulations, or the collection of data and information, utilized in applying the formula.

87101. Section 87100 does not prevent any public official from making or participating in the making of a governmental decision to the extent his participation is legally required for the action or decision to be made. The fact that an official's vote is needed to break a tie does not make his participation legally required for purposes of this section.

87102. The requirements of Section 87100 are in addition to the requirements of Articles 2 (commencing with Section 87200) and 3 (commencing with Section 87300) and any Conflict of Interest Code adopted thereunder. Except as provided in Section 87102.5, the remedies provided in Chapters 3 (commencing with Section 83100) and 11 (commencing with Section 91000) shall not be applicable to elected

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state officers for violations or threatened violations of this article.

87102.5. (a) The remedies provided in Chapter 3 (commencing with Section 83100) shall apply to any Member of the Legislature who makes, participates in making, or in any way attempts to use his or her official position to influence any of the following governmental decisions in which he or she knows or has reason to know that he or she has a financial interest:

(1) Any state governmental decision, other than any action or decision before the Legislature, made in the course of his or her duties as a member.

(2) Approval, modification, or cancellation of any contract to which either house or a committee of the Legislature is a party.

(3) Introduction as a lead author of any legislation that the member knows or has reason to know is nongeneral legislation.

(4) Any vote in a legislative committee or subcommittee on what the member knows or has reason to know is nongeneral legislation.

(5) Any rollcall vote on the Senate or Assembly floor on an item which the member knows is nongeneral legislation.

(6) Any action or decision before the Legislature in which all of the following occur:

(A) The member has received any salary, wages, commissions, or similar earned income within the preceding 12 months from a lobbyist employer.

(B) The member knows or has reason to know the action or decision will have a direct and significant financial impact on the lobbyist employer.

(C) The action or decision will not have an impact on the public generally or a significant segment of the public in a similar manner.

(7) Any action or decision before the Legislature on legislation that the member knows or has reason to know will have a direct and significant financial impact on any person, distinguishable from its impact on the public generally or a significant segment of the public, from whom the member has received any compensation within the preceding 12 months for the purpose of appearing, agreeing to appear, or taking any other action on behalf of that person, before any local board or agency.

(b) For purposes of this section, all of the following apply:

(1) "Any action or decision before the Legislature" means any vote in a committee or subcommittee, or any rollcall vote on the floor of the Senate or Assembly.

(2) "Financial interest" means an interest as defined in Section 87103.

(3) "Legislation" means a bill, resolution, or constitutional amendment.

(4) "Nongeneral legislation" means legislation that is described in Section 87102.6 and is not of a general nature pursuant to Section 16 of Article IV of the Constitution.

(5) A Member of the Legislature has reason to know that an action or decision will have a direct and significant financial impact on a person with respect to which disqualification may be required pursuant to subdivision (a) if either of the following apply:

(A) With the knowledge of the member, the person has attempted to influence the vote of the member with respect to the action or decision.

(B) Facts have been brought to the member's personal attention indicating that the action or decision will have a direct and

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significant impact on the person.

(6) The prohibitions specified in subdivision (a) do not apply to a vote on the Budget Bill as a whole, or to a vote on a consent calendar, a motion for reconsideration, a waiver of any legislative rule, or any purely procedural matter.

(7) A Member of the Legislature has reason to know that legislation is nongeneral legislation if facts have been brought to his or her personal attention indicating that it is nongeneral legislation.

(8) Written advice given to a Member of the Legislature regarding his or her duties under this section by the Legislative Counsel shall have the same effect as advice given by the commission pursuant to subdivision (b) of Section 83114 if both of the following apply:

(A) The member has made the same written request based on the same material facts to the commission for advice pursuant to Section 83114 as to his or her duties under this section, as the written request and facts presented to the Legislative Counsel.

(B) The commission has not provided written advice pursuant to the member's request prior to the time the member acts in good faith reliance on the advice of the Legislative Counsel.

87102.6. (a) "Nongeneral legislation" means legislation as to which both of the following apply:

(1) It is reasonably foreseeable that the legislation will have direct and significant financial impact on one or more identifiable persons, or one or more identifiable pieces of real property.

(2) It is not reasonably foreseeable that the legislation will have a similar impact on the public generally or on a significant segment of the public.

(b) For purposes of this section and Section 87102.5, all of the following apply:

(1) "Legislation" means a bill, resolution, or constitutional amendment.

(2) The term "public generally" includes an industry, trade, or profession.

(3) Any recognized subgroup or specialty of the industry, trade, or profession constitutes a significant segment of the public.

(4) A legislative district, county, city, or special district constitutes a significant segment of the public.

(5) More than a small number of persons or pieces of real property is a significant segment of public.

(6) Legislation, administrative action, or other governmental action impacts in a similar manner all members of the public, or all members of a significant segment of the public, on which it has a direct financial effect, whether or not the financial effect on individual members of the public or the significant segment of the public is the same as the impact on the other members of the public or the significant segment of the public.

(7) The Budget Bill as a whole is not nongeneral legislation.

(8) Legislation that contains at least one provision that constitutes nongeneral legislation is nongeneral legislation, even if the legislation also contains other provisions that are general and do not constitute nongeneral legislation.

87102.8. (a) No elected state officer, as defined in subdivision (f) of Section 14 of Article V of the California Constitution, shall

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make or participate in the making of, or use his or her official position to influence, any governmental decision before the agency in which the elected state officer serves, where he or she knows or has reason to know that he or she has a financial interest.

(b) An elected state officer knows or has reason to know that he or she has a financial interest in any action by, or a decision before the agency in which he or she serves where either of the following occur:

(1) The action or decision will have a direct and significant financial impact on a lobbyist employer from which the officer has received any salary, wages, commissions, or similar earned income within the preceding 12 months and the action or decision will not have an impact on the public generally or a significant segment of the public in a similar manner.

(2) The action or decision will have a direct and significant financial impact on any person, distinguishable from its impact on the public generally or a significant segment of the public, from whom the officer has received any compensation within the preceding 12 months for the purpose of appearing, agreeing to appear, or taking any other action on behalf of that person, before any local board or agency.

(c) The definitions of "public generally" and "significant segment of the public" contained in Section 87102.6 shall apply to this section.

(d) Notwithstanding Section 87102, the remedies provided in Chapter 3 (commencing with Section 83100) shall apply to violations of this section.

87103. A public official has a financial interest in a decision within the meaning of Section 87100 if it is reasonably foreseeable that the decision will have a material financial effect, distinguishable from its effect on the public generally, on the official, a member of his or her immediate family, or on any of the following:

(a) Any business entity in which the public official has a direct or indirect investment worth two thousand dollars ($2,000) or more.

(b) Any real property in which the public official has a direct or indirect interest worth two thousand dollars ($2,000) or more.

(c) Any source of income, except gifts or loans by a commercial lending institution made in the regular course of business on terms available to the public without regard to official status, aggregating five hundred dollars ($500) or more in value provided or promised to, received by, the public official within 12 months prior to the time when the decision is made.

(d) Any business entity in which the public official is a director, officer, partner, trustee, employee, or holds any position of management.

(e) Any donor of, or any intermediary or agent for a donor of, a gift or gifts aggregating two hundred fifty dollars ($250) or more in value provided to, received by, or promised to the public official within 12 months prior to the time when the decision is made. The amount of the value of gifts specified by this subdivision shall be adjusted biennially by the commission to equal the same amount determined by the commission pursuant to subdivision (f) of Section 89503.

For purposes of this section, indirect investment or interest means any investment or interest owned by the spouse or dependent child of a public official, by an agent on behalf of a public

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official, or by a business entity or trust in which the official, the official's agents, spouse, and dependent children own directly, indirectly, or beneficially a 10-percent interest or greater.

87103.5. (a) Notwithstanding subdivision (c) of Section 87103, a retail customer of a business entity engaged in retail sales of goods or services to the public generally is not a source of income to an official who owns a 10-percent or greater interest in the entity if the retail customers of the business entity constitute a significant segment of the public generally, and the amount of income received by the business entity from the customer is not distinguishable from the amount of income received from its other retail customers.

(b) Notwithstanding subdivision (c) of Section 87103, in a jurisdiction with a population of 10,000 or less which is located in a county with 350 or fewer retail businesses, a retail customer of a business entity engaged in retail sales of goods or services to the public generally is not a source of income to an official of that jurisdiction who owns a 10-percent or greater interest in the entity, if the retail customers of the business entity constitute a significant segment of the public generally, and the amount of income received by the business entity from the customer does not exceed one percent of the gross sales revenues that the business entity earned during the 12 months prior to the time the decision is made.

(c) For the purposes of subdivision (b):

(1) Population in a jurisdiction shall be established by the United States Census.

(2) The number of retail businesses in a county shall be established by the previous quarter's Covered Employment and Wages Report (ES-202) of the Labor Market Information Division of the California Employment Development Department.

87103.6. Notwithstanding subdivision (c) of Section 87103, any person who makes a payment to a state agency or local government agency to defray the estimated reasonable costs to process any application, approval, or any other action, including but not limited to, holding public hearings and evaluating or preparing any report or document, shall not by reason of the payments be a source of income to a person who is retained or employed by the agency.

87104. (a) No public official of a state agency shall, for compensation, act as an agent or attorney for, or otherwise represent, any other person by making any formal or informal appearance before, or by making any oral or written communication to, his or her state agency or any officer or employee thereof, if the appearance or communication is made for the purpose of influencing action on a contract, grant, loan, license, permit, or other entitlement for use.

(b) For purposes of this section, a "public official" is any person defined in Section 82048, and every member of any advisory committee of a state agency, whether the committee is created by statute or otherwise.

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87104. (a) No public official of a state agency shall, for compensation, act as an agent or attorney for, or otherwise represent, any other person by making any formal or informal appearance before, or any oral or written communication to, his or her state agency or any officer or employee thereof, if the appearance or communication is for the purpose of influencing a decision on a contract, grant, loan, license, permit, or other entitlement for use.

(b) For purposes of this section, "public official" includes a member, officer, employee, or consultant of an advisory body to a state agency, whether the advisory body is created by statute or otherwise, except when the public official is representing his or her employing state, local, or federal agency in an appearance before, or communication to, the advisory body.

87105. (a) A public official who holds an office specified in Section 87200 who has a financial interest in a decision within the meaning of Section 87100 shall, upon identifying a conflict of interest or a potential conflict of interest and immediately prior to the consideration of the matter, do all of the following:

(1) Publicly identify the financial interest that gives rise to the conflict of interest or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required.

(2) Recuse himself or herself from discussing and voting on the matter, or otherwise acting in violation of Section 87100.

(3) Leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

(4) Notwithstanding paragraph (3), a public official described in subdivision (a) may speak on the issue during the time that the general public speaks on the issue.

(b) This section does not apply to Members of the Legislature.

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pg. 12

National Educational Association - Jurupa
9227 Orco Parkway, Suite E
Riverside, CA 92509 • (909) 681-7997
JURUPA

October 4, 2005

Ms. Tammy Elzig, Assistant Superintendent
Personnel Services
Jurupa Unified School District
4850 Pedley Road
Riverside, CA 92509

Dear Ms. Elzig,

The Association is submitting our 2005-06 Initial Bargaining Proposal to Jurupa Unified School District in order to begin the negotiation process. We would like to have the proposal presented to the JUSD School Board at its next scheduled meeting on October 17, 2005.

Sincerely,

John s. Hill
President

Attachment

NEA-J Initial Bargaining Proposal
Re-openers to the July 1, 2004 Collective Bargaining Agreement

Article XIV – Basic Compensation

- The Association proposes that the Basic Certificated Salary Schedule be increased by the percentage increase in the Base Revenue Limit for the 2005-06 school year.
- The Association proposes that the above increase be applied to the Basic Certificated Salary Schedule in a fashion that moves toward the establishment of a 2:1 ratio between steps G13 and B1.

Article XVIII – Health and Welfare Benefits

- The Association proposes that the District contribution to Health and Welfare benefits be increased by $500 per unit member.

JURUPA UNIFIED SCHOOL DISTRICT
RIVERSIDE, CALIFORNIA
MINUTES OF THE REGULAR MEETING
MONDAY, OCTOBER 17, 2005
OPEN PUBLIC SESSION

CALL TO ORDER	John Chavez, President of the Board, called the Regular Meeting of the Jurupa Unified School District Board of Education to order at 5:02 p.m. on Monday, October 17, 2005, in the Board Room at the Education Center, 4850 Pedley Road, Riverside, California.
ROLL CALL	Members of the Board present were: **John Chavez, President** **Sam Knight, Clerk** **Mary Burns, Member** **Carl Harris, Member** **Michael Rodriguez, Member**
STAFF PRESENT	Staff Advisers present were: **Elliott Duchon, Superintendent** **Tamara Elzig, 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**
	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 NOTED THAT THE BOARD WOULD ADJOURN TO CLOSED SESSION IN THE BOARD CONFERENCE ROOM TO DISCUSS: STUDENT DISCIPLINE CASES #06-023, #06-025, #06-029, #06-030, #06-032, #06-038; 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; PERSONNEL MATTERS AS SHOWN ON THE PERSONNEL REPORT TO INCLUDE PUBLIC EMPLOYEE DISCIPLINE/ DISMISSAL/ RELEASE/ NON-RENEWAL/ REASSIGNMENT/ RECLASSIFICATION/ RESIGNATION/ RETIREMENT/ SUSPENSION/ EVALUATION; PUBLIC EMPLOYEE APPOINTMENT: MIDDLE SCHOOL ASSISTANT PRINCIPAL; CONFERENCE WITH LABOR NEGOTIATOR: NAME OF AGENCY NEGOTIATOR: SUPERINTENDENT OR DESIGNEE. TITLE OF UNREPRESENTED EMPLOYEES: DISTRICT MANAGEMENT EMPLOYEES. CONFERENCE WITH REAL PROPERTY NEGOTIATOR: ASSESSOR'S PARCEL NUMBERS: 160-040-012 AND 160-050-025. NEGOTIATING PARTIES: AGENCY: SUPERINTENDENT OR DESIGNEE; PROPERTY OWNER: RICK BONDAR. At 5:03 p.m. the Board recessed to Closed Session in the Board Conference Room. At 6:55 p.m. the Board adjourned from Closed Session.
CALL TO ORDER	At 7:03 p.m. President Chavez called the meeting to order in Public Session.
ROLL CALL BOARD ROLL CALL STUDENTS	Mr. Chavez, Mr. Knight, Mrs. Burns, Mr. Harris, Mr. Rodriguez. Jessica Gwilt, Kryzia Olsen
FLAG SALUTE	Ms. Paula Ford, Education Technology Coordinator, and Ms. Paula Goldberg, teacher, led the audience in the Pledge of Allegiance.
INSPIRATIONAL COMMENT	Mr. Harris provided an inspirational comment

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	COMMUNICATIONS SESSION
HEAR REPORT – JURUPA VALLEY HIGH STUDENT BOARD MEMBER	Jessica Gwilt, Jurupa Valley High Student Board Member, reported on band and FFA activities as well as reviewing the activities leading up to Homecoming on October 28th.
HEAR REPORT – RUBIDOUX HIGH STUDENT BOARD MEMBER	Kryzia Olsen, Rubidoux High Student Board Member, reported on Homecoming activities that occurred last week and the new double lunch schedule that began at Rubidoux today.
RECOGNIZE JURUPA VALLEY BEST BUDDIES PROGRAM	The Superintendent, Mr. Elliott Duchon, and Board President, Mr. John Chavez, presented a certificate of appreciation to Ms. Robin Thompson, teacher at Jurupa Valley High, to acknowledge Jurupa Valley's Best Buddies chapter for being selected to received the prestigious Outstanding Chapter Award by the Best Buddies International, Inc.
RECOGNIZE ENGINEERING & CONSTRUCTION ACADEMY GRANT AWARD FOR JURUPA VALLEY	Dr. Susan Jindra, Assistant Superintendent Education Services, recognized a grant award that Jurupa Valley High School will receive for their Engineering and Construction Academy in the amount of $67,500.
RECOGNIZE ENHANCING EDUCATION THROUGH TECHNOLOGY FORMULA GRANT AWARDS	Dr. Susan Jindra, Assistant Superintendent Education Services, recognized two grant awards that the District will receive: $116,751 from the Enhancing Education Through Technology (EETT) formula grant, and $168,602 additional funding, due to redistribution of unclaimed EETT formula grant funds for the 2004-05 year.
PUBLIC VERBAL COMMENTS	President Chavez opened the Public Verbal Comments session.
OVERCROWDING – RHS CAMPUS	Ms. Judi Knowles, parent, expressed concern about overcrowding at the new Rubidoux High School campus. She said that the District now has 10½ months to develop a new plan for having all three high school campuses up and running in September.
ANNOUNCE INITIAL BOARD PROPOSAL FOR NEGOTIATIONS WITH NEA-J	The Board's preliminary proposal for reopener negotiations with NEA-J beginning in 2005-2006 was officially publicized by the Assistant Superintendent Personnel Services, Ms. Tamara Elzig. The public will have an opportunity to comment on the proposal in the verbal hearing session at the regular Board meeting on November 7, 2005.
HEAR REPORT ON DISTRICT DISASTER PREPAREDNESS PROGRAM	Mr. Bob Iverson, Business Assistant, reported on the current status of the District's disaster preparedness programs. Mr. Knight asked Mr. Iverson to follow up on providing an opportunity for Site Safety Coordinators to obtain CPR/First Aide Training. He also requested administration to incorporate into the budget purchasing updated emergency supplies each year for school sites.
HEAR REPORT ON STATUS OF EETT GRANT PROJECTS, COMPUTER INVENTORY SYSTEM AND FUTURE COMPUTER NEEDS	Ms. Paula Ford, Coordinator, Education Technology, provided a Power Point presentation on the successes of the EETT grant projects at the three middle schools as well as a showing a brief video of students involved in the program. Ms. Pam Lauzon, Business Manager, reviewed information on the computer inventory system and provided handouts for Board members to show them how equipment is identified, and Dr. Susan Jindra, Assistant Superintendent Education Services, presented information on future computer needs.
APPROVE RECORDING OF BOARD MEETINGS AND IMPLEMENTING PROCESS MINUTES	The Superintendent presented options for recording the vote at Board meetings; he recommended changing to process minutes with a tape recorded back up of the meeting. Following discussion, the Board approved recording Board meetings, using process minutes to record decisions at Board meetings, and requested that the Superintendent investigate the possibility of placing Board meetings on cable television. President Chavez said that he would like to see added to the process that if a Board member requests it, a verbatim section could be added to the minutes. The Superintendent said that he hoped to have equipment in place to tape record meetings by the second meeting in November.

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ADMINISTRATIVE REPORTS	The Superintendent reported that there is on-going dialogue with the Riverside County Office of Education about the possibility of some school districts in the area pulling out of the SELPA or considering taking back classes based on the cost effectiveness of each option while maintaining the quality of the program. The Superintendent has been involved with on-going discussions with the Alvord Superintendent about pulling out of the SELPA and forming their own programs together if it becomes prudent to leave the SELPA in the future.
BOARD MEMBER COMMENTS	Board members reported briefly on various school-related committee meetings and activities they have attended during the past few weeks and announced upcoming events which they believe will be of interest to their fellow Board members. Mr. Knight submitted copies of materials that he obtained from the recent Education Summit to be distributed to Dr. Susan Jindra, Assistant Superintendent Education Services, and Ms. Martha Gomez, Director of Language Services, Ms. Shelia Carpenter, Director of Centralized Support Services, and Mr. Bill Elzig, Senior Building Inspector. Mrs. Burns requested administration to send a letter to County Transportation requesting a stop sign on Granite Hill in order to slow traffic between Valley Way and Pyrite where students are walking with no sidewalks. Mr. Harris requested administration to look into re-implementing Math Field Day in the District. Mr. Chavez submitted material on Character Counts Week.
	HEARING SESSION
HOLD PUBLIC HEARING – PUPIL TEXTBOOK AND INSTRUCTIONAL MATERIALS SUFFICIENCY PROGRAM	Dr. Susan Jindra, Assistant Superintendent Education Services, provided handouts and a Power Point presentation on the status of textbooks. Administration addressed questions raised by Board members. Dr. Jindra distributed a revised Textbook and Instructional Materials Resolution for the Board to consider for Agenda Item G. She reviewed the plan of the Education Services division to begin the textbook process earlier to ensure that students have sufficient textbooks at the beginning of school. President Chavez formally opened a hearing on the Pupil Textbook and Instructional Materials Sufficiency Program grades K-12. Mr. Bruce Ravenscroft questioned the compliance of the District for elementary Social Studies textbooks, since students are using textbooks dated from 1992. Mrs. Paula Ford responded that because the District had purchased the Social Studies Lesson Planning Guides and there will be a new Social Studies adoption this year, the Riverside County Office of Education has allowed the District to wait for the new adoption, rather than purchase textbooks that will be outdated as soon as they arrive. President Chavez formally closed the Public Hearing on the Textbook and Instructional Materials Program.
	ACTION SESSION
APPROVE ROUTINE ACTION ITEMS A 1-8 -MOTION #99	MR. KNIGHT MOVED THE BOARD APPROVE ROUTINE ACTION ITEMS A 1-8 AS PRINTED. MR. HARRIS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY AS FOLLOWS: MINUTES OF OCTOBER 3, 2005 REGULAR MEETING; AGREEMENTS; PAYROLL REPORT; CERTIFY AUTHORIZED AGENTS FOR BUSINESS FUNCTIONS; DONATIONS; OUT-OF STATE TRAVEL REQUEST FOR MR. NEIL MERCURIUS, MS. PAULA FORD, MS. JOAN BOSZE, MS. LISA LEVINE-PERKINS, MS. STEPHANIE CUNNINGHAM, MS. TONI FLETCHER, AND MS. HILARY BARNETT TO ATTEND THE 2005 T+L² CONFERENCE IN DENVER, COLORADO OCTOBER 26-28, 2005; OUT-OF-STATE TRAVEL REQUEST FOR MS. THERESA WALLACE-KING AND MS. PENNY TRAVIS TO ATTEND THE HORIZON USER GROUP AND UPDATE TRAINING CONFERENCE IN ATLANTA, GEORGIA NOVEMBER 1-4, 2005; NON-ROUTINE STUDENT FIELD TRIP REQUEST FOR APPROXIMATELY THIRTY (30) STUDENTS FROM THE RUBIDOUX HIGH SCHOOL MADRIGALS TO TRAVEL TO HAWAII ON THURSDAY, MAY 25, 2006 THROUGH TUESDAY, MAY 30, 2006 TO PARTICIPATE IN AN EDUCATIONAL EXPERIENCE.

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APPROVE DISBURSEMENTS -MOTION #100	MR. KNIGHT MOVED THE BOARD APPROVE DISBURSEMENT ORDERS. MR. HARRIS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
APPROVE PURCHASE ORDERS -MOTION #101	MR. KNIGHT MOVED THE BOARD APPROVE PURCHASE ORDERS. MR. HARRIS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
ADOPT AT SECOND READING REVISED BOARD POLICY 1901, PUBLIC COMPLAINT PROCEDURE -MOTION #102	MR. RODRIGUEZ MOVED THE BOARD ADOPT AT SECOND READING REVISED BOARD POLICY 1901, PUBLIC COMPLAINT PROCEDURE. MR. HARRIS SECONDED THE MOTION, WHICH CARRIED 3-2, NAY, MR. KNIGHT, MRS. BURNS.
ADOPT AT FIRST READING REGULATION 1230 AND REGULATION 5152 -MOTION #103	MR. KNIGHT MOVED THE BOARD ADOPT AT FIRST READING BOARD REGULATIONS 1230 AND 5152, RECOGNIZED PARENT AND RECOGNIZED STUDENT ORGANIZATIONS. MR. HARRIS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
APPROVE EXTENSION OF COMPREHENSIVE TEACHER EDUCATION AGREEMENT -MOTION #104	MR. HARRIS MOVED THE BOARD APPROVE THE NO-COST EXTENSION OF THE COMPREHENSIVE TEACHER EDUCATION AGREEMENT #94-8-K, AMENDMENT #12. THROUGH SEPTEMBER 30, 2006. MR. KNIGHT SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
ADOPT RESOLUTION #2006/12, INSUFFICIENCY OF 2005-2006 PUPIL TEXTBOOKS -MOTION #105	MR. KNIGHT MOVED THE BOARD ADOPT RESOLUTION #2006/12, INSUFFICIENCY OF PUPIL TEXTBOOKS AND INSTRUCTIONAL MATERIALS FOR 2005-2006. MRS. BURNS SECONDED THE MOTION. Mr. Harris asked that the resolution on the status of textbooks be publicized, so that parents know the District has been proactive in identifying textbook shortages and making the necessary corrections. Mrs. Burns suggested placing the information in the next edition of the District News. A VOTE WAS TAKEN, WHICH CARRIED UNANIMOUSLY.
ADOPT RESOLUTION 2006/13, 2005-2006 AGREEMENT RIVERSIDE COUNTY HEAD START -MOTION #106	MR. KNIGHT MOVED THE BOARD ADOPT RESOLUTION 2006/13, AUTHORIZING EXECUTION OF DELEGATE AGENCY AGREEMENT FROM THE RIVERSIDE COUNTY HEAD START PROGRAM FOR 2005-2006. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
ESTABLISH CALIFORNIA HIGH SCHOOL EXIT EXAM COMMITTEE -MOTION #107	MR. KNIGHT MOVED THE BOARD APPROVE ESTABLISHING A CALIFORNIA HIGH SCHOOL EXIT EXAMINATION AD HOC COMMITTEE. MRS. BURNS SECONDED THE MOTION. PRESIDENT CHAVEZ APPOINTED HIMSELF AND CARL HARRIS TO SERVE ON THE AD HOC COMMITTEE. A VOTE WAS TAKEN, WHICH CARRIED UNANIMOUSLY.
APPROVE BID #06/03, CATEGORY 3 - ELECTRICAL, MODERNIZATION OF 5 SCHOOLS -MOTION #108	MR. HARRIS MOVED THE BOARD APPROVE BID #06/03, CATEGORY 3 – ELECTRICAL, MODERNIZATION OF MISSION BELL, TROTH STREET, PACIFIC AVENUE, PEDLEY ELEMENTARY SCHOOLS AND MISSION MIDDLE SCHOOL AND AWARD THE BID TO RIS ELECTRICAL CONTRACTORS, INC. IN THE AMOUNT OF $2,543,000.00. MR. KNIGHT SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
APPROVE PURCHASE 18 DELL COMPUTERS FOR JURUPA VALLEY HIGH SCHOOL MOTION #109	MR. HARRIS MOVED THE BOARD AUTHORIZE THE PURCHASE OF 18 DELL OPTIPLEX GX 620 COMPUTERS FROM DELL, IN THE AMOUNT OF $21,534.98 (TAX INCLUDED) FOR JURUPA VALLEY HIGH SCHOOL. MR. KNIGHT SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
APPROVE PURCHASE OF 2 HIGH JUMP STORAGE UNITS & 117 PROJECTOR CARTS FOR PATRIOT HIGH SCHOOL -MOTION #110	MR. KNIGHT MOVED THE BOARD AUTHORIZE THE PURCHASE OF 2 HIGH JUMP STORAGE UNITS FROM TOMARK IN THE AMOUNT OF $13,214.45 (TAX INCLUDED) AND THE 117 PROJECTOR CARTS FROM TROXELL IN THE AMOUNT OF $13,867.43 (TAX INCLUDED) FOR PATRIOT HIGH SCHOOL. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.

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ACT ON DISCIPLINE CASES -MOTION #111	There were no changes to the Discipline Cases listed as a result of review in Closed Session. PRESIDENT CHAVEZ MOVED THE BOARD APPROVE THE DISCIPLINE CASES AS LISTED. MR. RODRIGUEZ SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY AS FOLLOWS: EXPEL THE STUDENT IN DISCIPLINE CASE **#06-023** BY AGREEMENT AND STIPULATION FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1), (K) AND 48915 (B), (E) FOR THE FALL SEMESTER 2005 AND SPRING SEMESTER 2006. HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS SUSPENDED FOR THE SPRING SEMESTER AND THE STUDENT IS PLACED ON SCHOOL PROBATION. THE PUPIL SHALL BE ASSIGNED TO COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER AND THIS CASE WILL BE REVIEWED IN JANUARY, FOR EDUCATIONAL PLACEMENT, AT NUEVA VISTA HIGH SCHOOL, FOR THE SPRING SEMESTER 2006 AND REVIEWED FOR POSSIBLE REINSTATEMENT TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JUNE 19, 2006; EXPEL THE STUDENT IN DISCIPLINE CASE **#06-025** BY AGREEMENT AND STIPULATION FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A1), (K), (.4) AND 48915 (B), (E) FOR THE FALL SEMESTER 2005 AND SPRING SEMESTER 2006. THE PUPIL SHALL BE ASSIGNED TO THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER, FOR THE TERM OF THE EXPULSION ORDER. THIS CASE SHALL BE REVIEWED FOR POSSIBLE READMISSION TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JUNE 19, 2006; EXPEL THE STUDENT IN DISCIPLINE CASE **#06-029** BY AGREEMENT AND STIPULATION FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (C), (I), (K) AND 48915 (B), (E) FOR THE FALL SEMESTER 2005 AND SPRING SEMESTER 2006. THE PUPIL SHALL BE ASSIGNED TO THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER FOR THE TERM OF THE EXPULSION ORDER. THIS CASE SHALL BE REVIEWED FOR POSSIBLE READMISSION TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JUNE 19, 2006; EXPEL THE STUDENT IN DISCIPLINE CASE **#06-030** BY AGREEMENT AND STIPULATION FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (F), (G), (K) AND 48915 (E) FOR THE FALL SEMESTER 2005 AND SPRING SEMESTER 2006. THE PUPIL SHALL BE ASSIGNED TO THE JURUPA COMMUNITY SCHOOL, OPERATED BY THE RIVERSIDE COUNTY OFFICE OF EDUCATION, FOR THE TERM OF THE EXPULSION ORDER. THIS CASE SHALL BE REVIEWED FOR POSSIBLE READMISSION TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JUNE 19, 2006; EXPEL THE STUDENT IN DISCIPLINE CASE **#06-032** BY AGREEMENT AND STIPULATION FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A2), (K) AND 48915 (B), (E) FOR THE FALL SEMESTER 2005 AND SPRING SEMESTER 2006. THE PUPIL SHALL BE ASSIGNED TO THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER FOR THE TERM OF THE EXPULSION ORDER. THIS CASE SHALL BE REVIEWED FOR POSSIBLE READMISSION TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JUNE 19, 2006; EXPEL THE STUDENT IN DISCIPLINE CASE **#06-038** BY AGREEMENT AND STIPULATION FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A2), (K), (.4) AND 48915 (B), (E) FOR THE FALL SEMESTER 2005 AND SPRING SEMESTER 2006. THE PUPIL SHALL BE ASSIGNED TO THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER FOR THE TERM OF THE EXPULSION ORDER. THIS CASE SHALL BE REVIEWED FOR POSSIBLE READMISSION TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JUNE 19, 2006.
APPROVE PERSONNEL REPORT #7 -MOTION #112	Mrs. Tamara Elzig, Assistant Superintendent Personnel Services, recommended approval of Personnel Report #7 with one addition, appointment of Mr. Paul DeFoe as Assistant Principal of Mission Middle School. MR. HARRIS MOVED THE BOARD APPROVE PERSONNEL REPORT #7 WITH THE ADDITION OF THE APPOINTMENT OF MR. PAUL DEFOE AS ASSISTANT PRINCIPAL OF MISSION MIDDLE. MR. KNIGHT SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.

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RATIFY TENTATIVE AGREEMENT WITH CSEA -MOTION #113	Ms. Tamara Elzig, Assistant Superintendent Personnel Services, said that a tentative agreement has been reached with CSEA to continue the salary and health and welfare parity agreements that recently expired. The Agreement also includes criteria for disbursing monies from the classified employee health and welfare benefit pool to allow for a one-time 2% payment to eligible employees to offset the cost of rising health care. MR. KNIGHT MOVED THE BOARD RATIFY THE TENTATIVE AGREEMENT WITH CSEA. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
ADJOURNMENT	**ADJOURNMENT** There being no further business, President Chavez adjourned the Regular Meeting from Public Session at 10:12 p.m. **MINUTES OF THE REGULAR MEETING OF OCTOBER 17, 2005 ARE APPROVED AS** _____ _____ _____ **President** **Clerk** _____ **Date**

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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-Y	Jurupa District Lions' Club	N/A	N/A	Partner MOU to provide opportunities for youth to participate in community service events, with focus on character development and mentoring of youth under WIA program guidelines. 7/1/05 & annual renewal.
06-1-FF	Gregg Nelsen	NTE $7,500.00	S.I.P.	Provide approx. 18.75 days to assist and direct grade level teams and administration of Troth Street Elementary School in the analysis of school-wide and classroom data. 9/1/05 to 6/30/2006.
06-3	***Riverside County Schools Agreements***			
06-3-I	School Leadership Team Services (RCOE C-6903)	NTE $74,200.00	Program Improvement	RCOE to provide services through RCAT School Leadership Center for Data Team Training/Program Improvement. 9/14/2005 to 6/30/2006.
06-7	***Facility and Construction Agreements***			
06-7-O	Hancock and Gonos	Hourly Rate	School Facility Program	Technical Assistance for applications and funding under the State School building program. 11/8/05 & ongoing.

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

SC/et

A-2

11/7/2005

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:	Theater Systems Package at Patriot High School Category # 34
Date of completion:	November 7, 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:	R.I.S. Electrical Contractors, 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
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: November 7, 2005

By: _____
Elliott Duchon

Title: Secretary of the Board

County Counsel Form 1 (Rev. 5-71)

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

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

47-336 Oasis Street
Indio, California
92201-6998

24980 Las Brisas Road
Murrieta, California
92562

Riverside County
Board of Education

Gerald P. Colapinto

Lisa A. Conyers

Lynne D. Craig

Betty Gibbel

Vick Knight

William R. Kroonen

Adolfo Mediano, Jr.

RECEIVED
OCT 24 2005
JURUPA UNIFIED SCHOOL DISTRICT
SUPERINTENDENT

October 19, 2005

TO: District Superintendents

FROM: David Long, Riverside County Superintendent of Schools

SUBJECT: **Annual Organizational Meeting of Governing Board**

Enclosed is a Certification Form 3806 to report the selection of day, time, and place of your district board's Annual Organizational Meeting. **Please complete this form and return it to Tracey Richardson, Secretary to the Board of Education, on or before <u>November 21, 2005</u>.**

Responsibility of Governing Board

In accordance with the Education Code, the governing board of each school district shall hold an Annual Organizational Meeting. In a year in which a regular election for governing board members is conducted, the meeting shall be held on a day within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Annual Organizational Meetings, in years in which no such regular election for governing board members is conducted, shall be held during the same 15-day period on the calendar. **This year, the dates are December 2 through December 16, 2005.** Unless otherwise provided by rule of the governing board, the day and time of the Annual Organizational Meeting shall be selected by the board at its regular meeting held immediately prior to the first day of such 15-day period, and the board shall notify the County Superintendent of Schools of the day and time selected. The clerk of the board shall, within 15 days prior to the date of the Annual Organizational Meeting, notify in writing all members and members-elect of the date and time selected. If the board fails to select a day and time for the annual meeting, the County Superintendent of Schools shall designate, within the 15-day period, the day and time of the meeting. *(E.C. Section 35143)*

The Oath of Office must be administered before any officer enters on the duties of his/her office. *(E.C. Section 60 and Govt. Code Section 1360)* If the Oath of Office has been administered, the term of office for a newly elected board member begins **Friday, December 2, 2005**. *(E.C. Section 5017)* The Oath of

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B.1

Office may be administered at the organizational meeting. An Oath of Office form is furnished by the Registrar's Office.

Community College District

At the Annual Organizational Meeting, the governing board of a community college district shall organize by electing a president from its members and a secretary *(E.C. Section 72000(2))*.

City and Unified School District

At the Annual Organizational Meeting, each city board of education shall organize by electing a president from its members *(E.C. Section 35143)*. Whenever a unified school district has within its boundaries a chartered city with a population of more than 8,000 or whenever the average daily attendance of a unified school district is 1,500 or more, for all purposes the district shall be deemed a city school district governed by a city board of education, and the governing board thereof shall be deemed a city board of education *(E.C. Section 5206)*. The board of education of a unified school district that meets the standards of Education Code section 5206 is required to elect a president at the Annual Organizational Meeting. A unified school district with five board members that does not meet the standards of Education Code Section 5206 would be required to elect a president and a clerk *(E.C. Section 35022, 35143, and 5206)*.

High School District

At the Annual Organizational Meeting, the governing board of each high school district, union high school district, and joint union high school district shall organize by electing a president from its members and a clerk *(E.C. Section 35143)*.

Elementary School District

At the Annual Organizational Meeting, the governing board of an elementary school district with five or more board members shall elect a president and a clerk from among its members *(E.C. Section 35022 and 35143)*. At the Annual Organizational Meeting, the governing board of an elementary school district with less than five board members is required to elect one of its members as clerk *(E.C. Section 35143)*.

Selection of Representative to Vote in the Annual County Committee on School District Organization Election

The governing board of each school district of every kind or class shall annually, at its initial meeting, select one of its members as its representative, who shall have one vote for each member to be elected to the county committee. The

secretary or clerk of the district shall furnish the County Superintendent of Schools with a certificate naming the representative selected by the board *(E.C. Section 35023) (72403 community college district).*

After the Annual Organizational Meeting, please complete and return to Tracey Richardson, no later than December 16, 2005, the enclosed form 3807 relating to the election of the governing board president, vice president (if one is elected), and clerk, the member selected to represent the school district at the annual election of members of the county committee, and the date, time, and place of regular meetings.

For your convenience, we have enclosed a copy of Secretary of State Form LP/SF-405 Rev. 12/99, "Statement of Facts Roster of Public Agencies Filing" amendment to be filed with the Secretary of State within ten days after any change of facts required to be stated pursuant to *Government Code Section 53051(b).*

If you have any questions regarding the Annual Organizational Meeting, please call Tracey at (951) 826-6674.

tlr

Enclosures

RIVERSIDE COUNTY OFFICE OF EDUCATION

CERTIFICATION
SELECTION OF DAY, TIME AND LOCATION
OF ANNUAL ORGANIZATIONAL MEETING
(Education Code Sections 35143, 72000)

This is to certify that the governing board of the

Jurupa Unified

School District has selected the day, time and location of the **Annual Organizational Meeting** as follows:

Monday, December 5, 2005, 7:00 p.m.

Day and Time

Education Center Board Room
4850 Pedley Road, Riverside, CA 92509

Location

Date November 7, 2005 ***By*** _____

Secretary or Clerk of the Board

RETURN TO
TRACEY RICHARDSON

By November 21, 2005

Form 3806

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CERTIFICATION

ELECTION OF GOVERNING BOARD OFFICERS
(Education Code Sections 5206, 35022, 35143, 72000)

This is to certify that the officers of the governing board of the

_____

School District were elected at the Annual Organizational Meeting is follows:

_____
President

_____
Vice-President/Clerk (where applicable)

_____
Secretary (where applicable)

SELECTION OF REPRESENTATIVE FOR ANNUAL COUNTY COMMITTEE ON SCHOOL DISTRICT ORGANIZATION ELECTION
(Education Code Sections 35023, 72403)

This is to certify that _____ has been duly selected to represent the board at the annual election of the County Committee on School District Organization.

SELECTION OF DAY, TIME AND LOCATION OF REGULAR MEETINGS

This is to certify that the regular meetings of the governing board have been fixed as follows:

_____
Day or Days of the Month

_____
Time

_____
Location

This is to certify that the above action was taken at the Annual Organizational Meeting held on the _____ day of _____, 2005.

Date:_____ By:_____
Clerk of the Board

RETURN TO TRACEY RICHARDSON
BY DECEMBER 16, 2005

Form 3807

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pg. 5

State of California
Secretary of State

(Office Use Only)

STATEMENT OF FACTS
ROSTER OF PUBLIC AGENCIES FILING
(Government Code Section 53051)

Instructions:

1. Complete and mail to: Secretary of State, P.O. Box 942877, Sacramento, CA 94277-0001 (916) 653-3984
2. A street address must be given as the official mailing address or as the address of the presiding officer.
3. Complete addresses as required.
4. If you need additional space, please include information on an 8½ X 11 page.

New Filing ☐ Update ☐

Legal name of Public Agency: _____

_____

Nature of Update: _____

_____

County: _____

Official Mailing Address: _____

_____

Name and Address of each member of the governing board:

Chairman, President or other Presiding Officer (Indicate Title): _____

Name: _____ Address:

Secretary or Clerk (Indicate Title): _____

Name: _____ Address: _____

Members:

Name: _____ Address:
Name: _____ Address:
Name: _____ Address:
Name: _____ Address:
Name: _____ Address:

Date: _____

_____
Signature

_____
Typed Name and Title

SEC/STATE NP/SF 405 (REV. 03/2005)

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Jurupa Unified School District

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

DATE(S): December 2, 2005 - December 4, 2005

LOCATION: Alpine Meadows

TYPE OF ACTIVITY: Camping

PURPOSE/OBJECTIVE: AVID Team Building

NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.) Anne Cox, John Parker, Rudy Monge, Melissa Davis, Nancy Croxton (all teachers)

EXPENSES:

Transportation	$ 400.00	
Lodging	$2805.00 (93.50 x 30)	
Meals	$	
All Other	$	
TOTAL EXPENSE	$3205.00	

Number of Students 30

Cost Per Student $107.00
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
AVID Club	600.00	
Car Wash	300.00	
Dance	1000.00	
Fundraiser (Cookbooks)	2000.00	
TOTAL:	$3900.00	

Arrangements for Transportation: Bus

Arrangements for Accommodations and Meals: Alpine Meadows Camp provides

Planned Disposition of Unexpended Funds: AVID Club

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: C. Freeman (Instructor) Date: _____ School: _____

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

Approvals: Principal: C. Freeman Date: _____

Date approved by the Board of Education Date: _____

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

No. TS4

A-6

CB 10-6-05

Jurupa Unified School District

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

DATE(S): January 6 - 8, 2006

LOCATION: Las Vegas, NV

TYPE OF ACTIVITY: Basketball games

PURPOSE/OBJECTIVE: To play 2 games against two of Nevada's top teams

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

Anthony Williams - Head Coach Kelly Dodd - Athletic Director

Darvel Kennedy, Dario Frias, Doug Rogers - Assistant Coaches

EXPENSES:

Transportation	$ 460.00
Lodging	$ 1848.00
Meals	$ 1000.00
All Other	$
TOTAL EXPENSE	$ $3208.00

Number of Students 12

Cost Per Student $267.00
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
Banner Sale	$3000	$2500
Various Fundraisers	3000	
TOTAL:	$ 6000.00	

Arrangements for Transportation: Vans

Arrangements for Accommodations and Meals: Hotel (Holiday Express)

Planned Disposition of Unexpended Funds: back into Girls' Basketball Trust

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

Signature: Anthony Williams (Instructor) Anthony Williams Date: 10-6-05 School: Jurupa Valley High

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: 10-6-05

Date approved by the Board of Education Date:

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

No. TS4

A-7

Jurupa Unified School District

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

DATE(S): March 7, 2006 -- March 10, 2006

LOCATION: Pathfinder Ranch

TYPE OF ACTIVITY: Sixth Grade Science Camp

PURPOSE/OBJECTIVE: to provide a unique and challenging experience that utilizes a natural outdoor environment in order to develop a better appreciation with the current state standards for learning in science

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

Principal: Caron Winston Teachers: Rhonda Batterton, John Payne, Marcus Puccioni, and Kelly Scroggins

EXPENSES:

Transportation	$ 1200.00
Lodging	$
Meals	$ 13,200.00
All Other	$
TOTAL EXPENSE	$ 14,200.00

Number of Students 112

Cost Per Student $127.00
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
Fundraising	14,200.00	3,300.00
TOTAL:	$ 14,200.00	3,300.00

Arrangements for Transportation: JUSD Transportation

Arrangements for Accommodations and Meals: Provided by Pathfinder Ranch

Planned Disposition of Unexpended Funds: Carryover for next year

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: Rhonda Batterton (Instructor) Date: 9-20-05 School: Stone Avenue

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: Caron Winston Date: 21 Sept 2005

Date approved by the Board of Education Date: _____

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

No. TS4

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Jurupa Unified School District

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

DATE(S): 4/1/06 - 4/10/06

LOCATION: Venice, Florence, Verona, Rome, Sorrento, Italy

TYPE OF ACTIVITY: World History Tour

PURPOSE/OBJECTIVE: Study World History with a hands-on approach

NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.) Jay Hakomaki and 3 other teachers TBD

EXPENSES:

Transportation	$ All included
Lodging	$ through
Meals	$ EF Tours
All Other	$
TOTAL EXPENSE	$ 1,900.00

Number of Students 35

Cost Per Student $1,900.00
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
Parent / Community Donations	$1,300.00	
Candy Sales	$ 600.00	
TOTAL:	$ 1,900.00	

Arrangements for Transportation: EF Tours

Arrangements for Accommodations and Meals:

Planned Disposition of Unexpended Funds:

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

Signature: _____ (Instructor) Date: 8/3/05 School: Jurupa Middle School

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

Approvals: Principal: _____ Date: 8/3/05

Date approved by the Board of Education Date: _____

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

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JURUPA UNIFIED SCHOOL DISTRICT

Report of Disbursement Order Purchases

Purchases Over $1

10-03-05 thru 10-14-05

Line #	Fund	Schl	Resource	Vendor	Description	Amount
1	03	001	UNRESTRICTED	STATE BOARD OF EQUALIZATION	SALES TAX	5,497.79
2	03	105	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING SEPT	1,543.89
3	03	115	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER BILLING AUG-SEPT	1,103.13
4	03	130	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER BILLING AUG-SEPT	1,810.00
5	03	135	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING SEPT	2,154.01
6	03	135	DONATIONS	LAIDLAW TRANSIT, INC.	FEBRUARY 2005 BILLING	2,009.00
7	03	140	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER BILLING AUG-SEPT	1,057.60
8	03	145	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER BILLING AUG-SEPT	374.25
9	03	155	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING SEPT	1,794.05
10	03	160	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING SEPT	2,187.50
11	03	160	DISCRETIONARY	PATRICIA HALL	TXTBK. REFUND	9.95
12	03	160	DISCRETIONARY	RIVERSIDE CO. OFFICE OF EDUCA.	CONF.FEE SELPA (1) 1 DAY	10.00
13	03	160	DISCRETIONARY	SAN BERNARDINO COUNTY SCHOOLS	AUTISTIC DISORDERS (1) 1 DAY	10.00
14	03	165	DISCRETIONARY	CARMEN CASILLAS	TXTBK. REFUND	7.00
15	03	165	UNRESTRICTED	JURUPA UNIFIED SCHOOL DISTRICT	DISTRICT REPAY FOR DORIS SANCHEZ	919.81
16	03	165	UNRESTRICTED	SANTA ANA RIVER WATER	WATER BILL AUG-SEPT	2,144.00
17	03	170	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING SEPT	1,198.07
18	03	175	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER BILLING AUG-SEPT	1,778.37
19	03	199	UNRESTRICTED	LAIDLAW TRANSIT, INC.	FEBRUARY 2005 BILLING	9,610.00
20	03	200	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING SEPT	4,938.98
21	03	200	DISCRETIONARY	LANCASTER, WALTER	REIMB SUPPLIES	120.62
22	03	205	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING SEPT	4,283.66
23	03	205	DISCRETIONARY	KAREN KIMMELL	REIMB SUPPLIES	90.64
24	03	205	DISCRETIONARY	LAURA MAY	REIMB SUPPLIES	83.73
25	03	210	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER BILLING AUG-SEPT	4,895.70
26	03	300	DISCRETIONARY	COURTNEY JOHNSON - DIRECTOR	CIF INSTRUCTOR TRAINING (11) 1 DAY	395.00
27	03	300	UNRESTRICTED	JENNIFER GREEN	REIMB SUPPLIES	89.18
28	03	300	DISCRETIONARY	JOSTENS	SUPPLIES	7.51
29	03	300	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING SEPT	7,961.39
30	03	300	DISCRETIONARY	JURUPA UNIFIED	BULK MAILING	473.99
31	03	300	DISCRETIONARY	LAIDLAW TRANSIT, INC.	FEBRUARY 2005 BILLING	310.00
32	03	305	UNRESTRICTED	ANDREA BIGGS	REIMB MILEAGE/MEAL AVID INSTITUTE	187.28
81	03	503	DISCRETIONARY	BUSH, DEBBIE	REIMBURSE UC CONF (1) 1 DAY	55.00
33	03	305	UNRESTRICTED	CHEVRON, U S A	GASOLINE - SEPT	251.08
34	03	305	DISCRETIONARY	DENISE SQUIRES	REIMBURSE UC CONF (1) 1 DAY	55.00
35	03	305	DISCRETIONARY	JILL TROSPER	REIMBURSE UC CONF (1) 1 DAY	55.00
36	03	305	DISCRETIONARY	JURUPA UNIFIED	BULK MAILING	305.44
37	03	305	UNRESTRICTED	MOBIL BUSINESS	AUG-SEPT FUEL CHARGES	103.58

B-

JURUPA UNIFIED SCHOOL DISTRICT

Report of Disbursement Order Purchases

Purchases Over $1

10-03-05 thru 10-14-05

Line #	Fund	Schl	Resource	Vendor	Description	Amount
38	03	305	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER BILLING AUG-SEPT	4,465.11
39	03	305	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - SEPT	33.76
40	03	310	UNRESTRICTED	INDIAN HILLS CONSERVATION CORP.	WATER BILLING - SEPT	2,249.58
41	03	310	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING SEPT	12,346.97
42	03	405	UNRESTRICTED	CAEA	CONF FEES - CAEA (1) 4 DAYS	285.00
43	03	405	UNRESTRICTED	KATHRYN MCSKIMMING	REIMB SUPPLIES	30.13
44	03	405	UNRESTRICTED	PACIFIC TELEPHONE/WORLDCOM	PHONE BILL SEPT	92.27
45	03	405	UNRESTRICTED	SHERATON GRAND - SACRAMENTO	LODGING - CAEA STATECONF (1) 3 NIGHTS	445.74
46	03	410	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING SEPT	3,681.23
47	03	500	UNRESTRICTED	ACSA'S FOUNDATION FOR	ACSA ANNUAL CONF (1) 4 DAYS	357.00
48	03	500	SAFETY CREDIT	BANKCARD SERVICES	9 TALKABOUT RADIOS	775.70
49	03	500	UNRESTRICTED	BANKCARD SERVICES	SUBSCRIPTIONS AND MEAL	114.78
50	03	500	UNRESTRICTED	CARRANZA, MARIA	REIMBURSE TB TEST	30.00
51	03	500	UNRESTRICTED	CASBO	CONF. FEE	15.00
52	03	500	UNRESTRICTED	CODER, CANDY	REIMBURSE MILEAGE	111.39
53	03	500	UNRESTRICTED	COUNTY OF RIVERSIDE HEALTH	POOL PERMIT RHS	259.00
54	03	500	UNRESTRICTED	CSBA	CONF FEES - CSBA (1) 1 DAY	23.00
55	03	500	UNRESTRICTED	CSBA	CONF FEES - CSBA (1) 3 DAYS	427.00
56	03	500	UNRESTRICTED	DAVID FERNANDEZ	REIMBURSE MILEAGE	14.65
57	03	500	HEALTH & WELFARE CLEARING	DENISE HOPPER	REIMB PREMIUM OVERPAYMENT	167.62
58	03	500	UNRESTRICTED	EMPIRE OFFICE MACHINES	SUPPLIES	386.65
59	03	500	UNRESTRICTED	JENNIFER OWER	REIMBURSE TB TEST	20.00
60	03	500	UNRESTRICTED	JOHNSON, JULIUS	REIMB SUPPLIES	17.23
61	03	500	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING SEPT	1,788.00
62	03	500	UNRESTRICTED	LEVERS SHELLEY	REIMBURSE TB TEST	50.00
63	03	500	STAFF DEV. BUY OUT	LUCILE ARNTZEN	REIMB SUPPLIES	232.42
64	03	500	UNRESTRICTED	LUPE GOMEZ	REIMBURSE TB TEST	40.00
65	03	500	UNRESTRICTED	MARIA RODRIGUEZ-NUNEZ	REIMBURSE TB TEST	15.00
66	03	500	UNRESTRICTED	MARRIOTT - SAN DIEGO GASLAMP QRT	LODGING - CSBA (1) 2 NIGHTS	510.16
67	03	500	UNRESTRICTED	MATTHEW C. HAHN	REIMBURSE MILEAGE	125.46
69	03	500	UNRESTRICTED	MUKESH PATEL	REIMB SUPPLIES	1.19
70	03	500	UNRESTRICTED	MUNI FINANCIAL	ABRITRAGE CALCULATION FOR GO BOND	2,000.00
71	03	500	UNRESTRICTED	PACIFIC TELEPHONE/WORLDCOM	PHONE - AUG	4,939.57
72	03	500	UNRESTRICTED	RIVERSIDE CO. OFFICE OF EDUCA.	CONF. FEE ED.SUMMIT (1) 2 DAYS	149.00
73	03	500	UNRESTRICTED	RIVERSIDE CO. SHERIFF'S DEPT.	SHERRIFF SERVICES - PERALTA	245.21
74	03	500	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER BILLING AUG-SEPT	621.08
75	03	500	UNRESTRICTED	SBC	SBC-PHONE AUG	97.23
76	03	500	UNRESTRICTED	SBC-LONG DISTANCE	SBC LONG DIST. AUG	7.10

B
M.2

JURUPA UNIFIED SCHOOL DISTRICT

Report of Disbursement Order Purchases

Purchases Over $1

10-03-05 thru 10-14-05

Line #	Fund	Schl	Resource	Vendor	Description	Amount
77	03	500	UNRESTRICTED	SCHOOL SERVICES OF CALIFORNIA	AFTER THE ELECTION WORKSHOP (2) 1 DAY	225.00
78	03	500	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - SEPT	20.67
79	03	500	UNRESTRICTED	SUZANNE ALI	REIMBURSE TB TEST	50.00
80	03	500	UNRESTRICTED	VERIZON WIRELESS	CELL BILL 09/05	125.31
82					**TOTAL FUND 03**	**$ 97,472.41**
83						
84						
85	06	110	NCLB: TITLE I, PART A, BASIC GRANTS	EMBASSY SUITES HOTEL	LODGING - TESA (2) 1 NIGHT	162.48
86	06	110	NCLB: TITLE I, PART A, BASIC GRANTS	LOS ANGELES COUNTY OFF. OF ED.	TESA TRAINING (2)	600.00
87	06	110	SCHOOL AND LIBRARY IMPROVEMENT BLOC	SBCSS	MOVING BEYOND STANDARDS (1) 2 DAYS	135.00
88	06	115	NCLB: TITLE I, PART A, BASIC GRANTS	HOME DEPOT- MIRA LOMA	SUPPLIES	17.30
89	06	120	NCLB: TITLE I, PART A, BASIC GRANTS	RENAISSANCE ESMERALDA RESORT & SPA	LODGING - PROF LEARNING COMM. (3) 2 DAYS	404.54
90	06	120	NCLB: TITLE I, PART A, BASIC GRANTS	RIVERSIDE CO. OFFICE OF EDUCA.	PROF. LEARNING COMM (3)	1,050.00
91	06	145	NCLB: TITLE I, PART A, BASIC GRANTS	SAN DIEGO UNIVERSITY FOUNDATION	USING PARENTS TO SUCCEED (1) 2 DAYS	170.00
92	06	165	SCHOOL AND LIBRARY IMPROVEMENT BLOC	BERTHA LOPEZ	REIMB SUPPLIES	85.07
93	06	165	IMMEDIATE INTERVENTION/UNDERPERFORM	CAREY JAMES P.	REIMB TRAVEL EXPENSE	233.80
94	06	175	NCLB: TITLE I, PART A, BASIC GRANTS	SAN BERNARDINO COUNTY SCHOOLS	CONF FEE-AUTISIUM (1)	10.00
95	06	175	NCLB: TITLE I, PART A, BASIC GRANTS	SBCSS	CONF FEE-AUTISIUM (1)	10.00
96	06	205	NCLB: TITLE I, PART A, BASIC GRANTS	CEEA	DEALING W/DISRUPTIVE BEHAVIOR (3)	507.00
97	06	205	IMMEDIATE INTERVENTION/UNDERPERFORM	CMC-SOUTH	CALIF. MATH COUNCIL (6)	840.00
98	06	205	IMMEDIATE INTERVENTION/UNDERPERFORM	GRIFFIN, JENNIFER	REIMBURSE MILEAGE	98.21
99	06	205	IMMEDIATE INTERVENTION/UNDERPERFORM	GRIFFIN, JENNIFER	REIMBURSE SUPPLIES FOR AVID	63.77
100	06	205	NCLB: TITLE I, PART A, BASIC GRANTS	MARKERBOARD PEOPLE	SUPPLIES	223.00
101	06	205	NCLB: TITLE I, PART A, BASIC GRANTS	RESPONSE LAW, INC.	DEFUSE & MANAGE PROBLEM STUDENTS (1)	185.00
102	06	205	NCLB: TITLE I, PART A, BASIC GRANTS	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEE-IEP BOOTCAMP (1)	20.00
103	06	205	NCLB: TITLE I, PART A, BASIC GRANTS	WALKER, VERA	REIMB SUPPLIES	284.51
104	06	300	PARTNERSHIP ACADEMIES PROGRAM	CALIFORNIA DEPARTMENT OF EDUCATION	CALIFORNIA SCIENCE EDUCATION (1)	113.00
105	06	300	II/USP: SAIT CORRECTIVE ACTION GRAN	CMC-SOUTH	CALIFORNIA MATH COUNCIL (3)	375.00
106	06	300	AGRICULTURAL VOCATIONAL INCENTIVE G	CAL STATE UNIVERSITY - CHICO	FFA GREENHAND CONF (2)	20.00
107	06	305	VOCATIONAL PROGRAMS: VOC & APPL TEC	CONSTANCE HALLOWAY	REIMBURSE LODGING AND MEALS	109.43
108	06	500	GIFTED & TALENTED EDUCATION (GATE)	AGNEW JULIE	ADV.PLACEMENT PSYCH. CLASS	535.00
109	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	BALDWIN, DAN	REIMBURSE MILEAGE	639.23
110	06	500	SCHOOL COMMUNITY POLICING PARTNERSH	BETH BAUS	REIMB MILEAGE/MEALS	167.89
111	06	500	NCLB: TITLE II, PART A, TEACHER QUA	CDE CASHIER'S OFFICE	EVALUATORS MEETING (1)	60.00
112	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	CEJA, MARIA	CHILD CARE	850.00
113	06	500	NCLB: TITLE II, PART A, TEACHER QUA	CERA	CONF FEES - CERA (1)	175.00
114	06	500	SPECIAL EDUCATION	CLAUDER, LANA	REIMBURSE MILEAGE	89.01
115	06	500	WORKFORCE INVESTMENT ACT (WIA)	DANIELLE LEFRIDGE	REIMBURSE MILEAGE	34.92

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Pg. 3

JURUPA UNIFIED SCHOOL DISTRICT

Report of Disbursement Order Purchases

Purchases Over $1

10-03-05 thru 10-14-05

Line #	Fund	Schl	Resource	Vendor	Description	Amount
116	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	DAVE BARBER	REIMB WORK BOOTS	70.03
117	06	500	SPECIAL EDUCATION	DROST, KATHY	REIMBURSE MILEAGE	61.37
118	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	ELIZABETH DOMINGUEZ	CHILD CARE	1,000.00
119	06	500	NCLB: TITLE II, PART A, TEACHER QUA	ELIZABETH WEEKS	REIMB CSET EXAM	50.00
120	06	500	NCLB: TITLE III, LIMITED ENGLISH PR	ELVA SILVA	REIMBURSE MILEAGE	273.83
121	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	ELZIG, BILL	REIMBURSE MILEAGE	538.84
122	06	500	SPECIAL EDUCATION	ERIKA ESTRADA	REIMBURSE MILEAGE	4.68
123	06	500	NCLB: TITLE II, PART D, ENHANCING E	FORD PAULA	REIMBURSE MEALS	77.22
124	06	500	NCLB: TITLE II, PART D, ENHANCING E	FORD PAULA	REIMB SUPPLIES	26.20
125	06	500	NCLB: TITLE II, PART A, TEACHER QUA	FORTIN, JEANIE	REIMB SUPPLIES	14.35
126	06	500	NCLB: TITLE III, LIMITED ENGLISH PR	FORTIN, JEANIE	REIMB SUPPLIES	63.22
127	06	500	ECONOMIC IMPACT AID: LIMITED ENGLIS	GOMEZ MARTHA	REIMBURSE MILEAGE	99.93
128	06	500	NCLB: TITLE II, PART A, TEACHER QUA	HUFFMAN, CYNTHIA	REIMB LODGING - COCHLEAR (1) 3 DAYS	219.30
129	06	500	ECONOMIC IMPACT AID: LIMITED ENGLIS	IRMA NARANJO	REIMBURSE MILEAGE	22.90
130	06	500	ECONOMIC IMPACT AID: LIMITED ENGLIS	IRMA NARANJO	REIMBURSE MILEAGE	183.22
131	06	500	PROFESSIONAL DEVELOPMENT BLOCK GRAN	KATHY GROGAN	REIMB SUPPLIES	50.40
132	06	500	NCLB: TITLE III, LIMITED ENGLISH PR	LATINO FAMILY LITERACY PROJECT	LATINO FAMILY LITERACY (3) 1 DAY	600.00
133	06	500	PROFESSIONAL DEVELOPMENT BLOCK GRAN	LAURITZEN, JOAN	REIMB SUPPLIES	72.58
134	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	MARIA PEREZ	CHILD CARE	550.00
135	06	500	NCLB: TITLE II, PART D, ENHANCING E	MARY PRITCHARD	REIMBURSE MILEAGE	81.00
136	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	MORENO, TERESA	REIMB SUPPLIES	43.01
137	06	500	NCLB: TITLE II, PART A, TEACHER QUA	RADISSON HOTEL - MO	LODGING - COCHLEAR (1) 3 DAYS	203.96
138	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	RCOE	CONF. FEE NCLB (1) 2 DAY	75.00
139	06	500	NCLB: TITLE II, PART A, TEACHER QUA	RENAISSANCE ESMERALDA RESORT & SPA	LODGING PLC -(1) 3 DAYS	435.14
140	06	500	SCHOOL SAFETY & VIOLENCE PREVENTION	RESPONSE LAW, INC.	DEFUSE & MANAGE PROBLEM STUDENTS (2)	370.00
141	06	500	CALIFORNIA PEER ASSISTANCE & REVIEW	SAN BERNARDINO COUNTY SCHOOLS	CONF FEES - AUTISTICDISORDERS (1)	10.00
142	06	500	NCLB: TITLE I, PART A, BASIC GRANTS	SAN DIEGO UNIVERSITY FOUNDATIO	CONF FEES - PARENT INVOLVEMENT (1)	170.00
143	06	500	SPECIAL EDUCATION	SHAWN SAUVE	REIMBURSE MILEAGE	32.88
144	06	500	GIFTED & TALENTED EDUCATION (GATE)	THE COLLEGE BOARD	CONF FEES - CALCULUS BC WORKSHOP (1)	175.00
145	06	500	SPECIAL EDUCATION	TOMEKA K. DRAIN	REIMBURSE MILEAGE	9.26
146	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	U C REGENTS - BERKELEY	CONF FEES - AHERA (1)	195.00
147	06	500	SCHOOL READINESS PROGRAM	VILLANUEVA SOCORRO	REIMBURSE MILEAGE	16.90
148	06	500	NCLB: TITLE II, PART A, TEACHER QUA	VIRGINIA HUCKABY	REIMBURSE MILEAGE	177.50
149	06	500	NCLB: TITLE II, PART D, ENHANCING E	WALKER, VERA	REIMBURSE MILEAGE	11.75
150	06	500	SPECIAL EDUCATION	WINETTE FLETCHER	REIMBURSE MILEAGE	41.46
151					**TOTAL FUND 06**	**$ 14,294.09**
152						
153						

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JURUPA UNIFIED SCHOOL DISTRICT

Report of Disbursement Order Purchases

Purchases Over $1

10-03-05 thru 10-14-05

Line #	Fund	Schl	Resource	Vendor	Description	Amount
154	11	401	ADULT EDUCATION APPORTIONMENT	BRITTNEY JOHNSON	TXTBK. REFUND	25.00
155	11	401	ADULT EDUCATION APPORTIONMENT	CARLOS CORTEZ	TXTBK. REFUND	25.00
156	11	401	ADULT EDUCATION APPORTIONMENT	JACQUELINE NUNO	TXTBK. REFUND	25.00
157					**TOTAL FUND 11**	**$ 75.00**
158						
159						
160	12	500	CHILD DEVELOPMENT: STATE PRESCHOOL	CARMEN ESTEVEZ	CHILD CARE	200.00
161					**TOTAL FUND 12**	**$ 200.00**
162						
163						
164	21	000	UNRESTRICTED	HIGGINSON, CARTOZIAN ARCHITECTS,INC	ARCHITECT SERVICES - ELEM #17	141.70
165					**TOTAL FUND 21**	**$ 141.70**
166						

131 DISBURSEMENT ORDERS FOR A GRAND TOTAL OF $ 112,183.20

RECOMMEND APPROVAL: Beth Connors

DIRECTOR OF FISCAL SERVICES

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Jurupa Unifed School District
Report of Purchases
Purchases Over $200
10-03-05 thru 10-14-05

	P.O. #	Fund	Schoo	Resource	Vendor	Description	Amount
1	P58802	06	500	TRANSPORTATION: HOME TO SCHOOL	FRANKLIN TRUCK PARTS	TRANS-PURCHASE PARTS FOR DIST. VEHICLES	$ 3,000.00
2	P58817	06	500	TRANSPORTATION: HOME TO SCHOOL	DIETERICH INTERNATIONAL TRUCK SALES	TRANS-PURCHASE PARTS FOR DIST. VEHICLES	7,500.00
3	P58975	03	500	UNRESTRICTED	FOUR SEASON'S TREE SERVICE	MAINT-TREE WORK	850.00
4	P58989	03	501	UNRESTRICTED	EMPIRE OFFICE MACHINES	MAINT-OFFICE TYPEWRITER REPAIRS	500.00
5	P59049	25	500	UNRESTRICTED	ALLSTAR CONCRETE PUMPING SERVICE	MAINT-CONCRETE PUMPING	472.00
6	P59070	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	TECHNICAL AIR CORPORATION	JVH-A/C REPAIR	1,950.28
7	P59153	21	310	PATRIOT HIGH SCHOOL START UP COSTS	PIONEER CHEMICAL COMPANY	MAINT-EQUIPMENT	11,874.05
8	P59285	03	500	UNRESTRICTED	AA EQUIPMENT	GROUNDS-EQUIPMENT REPAIR	2,998.32
9	P59323	13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	SAN MANUEL BOTTLED WATER GROUP	FOOD-OPEN PO FOR BOTTLED WATER	2,200.00
10	P59324	13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	IBC HOSTESS	FOOD-PO FOR BAKERY ITEMS TO VARIOUS SITE	24,450.36
11	P59560	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	FRAZEE PAINT & WALL COVERING	DW-PAINT FOR RAMPS & PORTABLES	1,341.54
12	P59560	25	500	UNRESTRICTED	FRAZEE PAINT & WALL COVERING	DW-PAINT FOR RAMPS & PORTABLES	547.96
13	P59569	03	500	UNRESTRICTED	SOUTHWEST SCHOOL SUPPLY	CSR-STOCK	8,394.03
14	P59635	06	300	IMMEDIATE INTERVENTION/UNDERPERFORM	PRENTICE HALL	JVH-TEXTBOOKS	404.95
15	P59649	14	500	DEFERRED MAINTENANCE APPORTIONMENT	DC ELECTRONICS, INC.	JVH-UPGRADE FIRE ALARMS	1,196.03
16	P59656	03	500	UNRESTRICTED	REBEL RENTS	MAINT-EQUIPMENT RENTAL/GRADING	2,938.38
17	P59669	25	500	UNRESTRICTED	CLEAR COMMUNICATIONS	EC-TELEPHONE EQUIPMENT-PORTABLES INSTAL	2,755.17
18	P59707	25	500	UNRESTRICTED	ALLSTAR CONCRETE PUMPING SERVICE	VB-CONCRETE PUMPING FOR PORTABLE	360.00
19	P59716	06	145	NCLB: TITLE I, PART A, BASIC GRANTS	COSTCO	RL-OPEN PO-INCENTIVES AND SUPPLIES	1,000.00
20	P59759	25	500	UNRESTRICTED	BRAGG CRANE SERVICE	RHS&SA-RELOCATE PORTABLES	3,526.89
21	P59778	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	FERGUSON ENTERPRISES	MOT-TRUCK STOCK FOR PLUMBERS	731.08
22	P59788	03	500	UNRESTRICTED	CANYON HYDRO-SEED	MB-HYDRO-SEEDING	3,875.00
23	P59789	03	500	UNRESTRICTED	ERIC CHAMBERLAIN WEED CONTROL	MAINT-WEED CONTROL	480.00
24	P59831	25	500	UNRESTRICTED	CABLE & WIRELESS TECHNOLOGIES	PH-EQUIPMENT FOR NEW PORTABLES	226.54
25	P59869	25	500	UNRESTRICTED	ALLSTAR CONCRETE PUMPING SERVICE	GH-CONCRETE SLAB FOR PORTABLE	360.00
26	P59878	25	500	UNRESTRICTED	WHITE CAP INDUSTRIES	SA-SUPPLIES FOR PORTABLE SUB-FLOORING	883.00
27	P59895	25	500	UNRESTRICTED	CONSOLIDATED ELECTRICAL DIST.	SA-PHS-ELECTRICAL SUPPLIES FOR PORTABLES	4,694.51
28	P59898	35	310	NEW CONSTRUCTION-STATE SCHOOL FACIL	EAST CRANE SERVICE, INC.	MAINT-RELOCATE CARGO CONTAINERS	668.00
29	P59899	03	500	UNRESTRICTED	ZEPHYR TURFCARE EQUIPMENT	MOT-RENTAL TRACTOR & RAKE-O-VIC	1,311.46
30	P59909	25	500	UNRESTRICTED	FOURTH STREET ROCK	RL-CONCRETE SLAB	5,860.07
31	P59911	03	500	UNRESTRICTED	KELLY PAPER COMPANY	PRINT SHOP-PAPER FOR STOCK	2,240.03
32	P59922	21	310	PATRIOT HIGH SCHOOL START UP COSTS	PIONEER CHEMICAL COMPANY	MAINT-EQUIPMENT	8,787.01
33	P59988	03	300	DISCRETIONARY	NORREN MANUFACTURING	JVH-MUSIC CHORAL CABINET	1,128.85
34	P60017	14	500	DEFERRED MAINTENANCE APPORTIONMENT	PACIFIC AIR HEATING & COOLING	PA-HVAC REPAIR	5,500.00
35	P60018	03	500	UNRESTRICTED	HOME DEPOT- MIRA LOMA	MAINT-CUSTODIAL SUPPLIES	412.25
36	P60020	03	305	DISCRETIONARY	EDUCATIONAL SYSTEMS INTERNA.	RHS-INSTRUCTIONAL MATERIALS	839.19

Jurupa Unifed School District
Report of Purchases
Purchases Over $200
10-03-05 thru 10-14-05

	P.O. #	Fund	Schoo	Resource	Vendor	Description	Amount
37	P60029	03	500	UNRESTRICTED	TRUGREEN-CHEMLAWN	MAINT-FERTILIZE ATHLETIC FIELDS	4,500.00
38	P60031	25	500	UNRESTRICTED	ROYAL WHOLESALE ELECTRIC	PHS-VB-ELECTRICAL HOOK-UPS FOR PORTABLE	1,427.50
39	P60035	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	HOME DEPOT- MIRA LOMA	PHS-PAINT FOR PE #'S	254.24
40	P60065	06	500	NCLB: TITLE III, LIMITED ENGLISH PR	KINKOS	EC-OPEN PO-PRINTING SERVICES-LANG SERV.	2,000.00
41	P60076	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	REBEL RENTS	DW-FLAG POLE REPAIRS	403.43
42	P60077	03	500	UNRESTRICTED	ZEPHYR TURFCARE EQUIPMENT	MAINT-MOWER RENTAL	431.00
43	P60079	03	500	UNRESTRICTED	WHITE CAP INDUSTRIES	MAINT-TEMPORARY FENCING	590.60
44	P60080	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	HASCO HEATING/A/C SERVICE CO.-	MLM-HVAC UNIT REPLACEMENT	27,985.00
45	P60088	21	310	UNRESTRICTED	WHITE CAP INDUSTRIES	PHS-CONCRETE PROJECT MATERIAL	198.56
46	P60088	35	310	NEW CONSTRUCTION-STATE SCHOOL FACIL	WHITE CAP INDUSTRIES	PHS-CONCRETE PROJECT MATERIAL	198.54
47	P60090	35	310	NEW CONSTRUCTION-STATE SCHOOL FACIL	PACIFIC AIR HEATING & COOLING	PHS-INSTALL AC SYSTEM IN TECHNOLOGY OFC	8,700.00
48	P60091	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	HOWARD INDUSTRIES	PER-HVAC REPAIR	488.50
49	P60093	35	310	NEW CONSTRUCTION-STATE SCHOOL FACIL	FOURTH STREET ROCK	MAINT-CONCRETE SLAB	3,463.94
50	P60123	03	500	UNRESTRICTED	EMPIRE MOWERS	MOT-REPLACEMENT EDGER	387.89
51	P60129	14	500	DEFERRED MAINTENANCE APPORTIONMENT	A.L.L. ROOFING & BUILDING MATERIALS	PHS-PORTABLE ROOFING MATERIAL	965.21
52	P60130	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	REFRIGERATION SUPPLIES DIST	PA&ML-A/C PARTS FOR REPAIRS	507.42
53	P60133	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	FERGUSON ENTERPRISES	JMS-BOYS RESTROOM PLUMBING REPAIRS	397.60
54	P60135	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	SPECTRA-TONE PAINT CORPORATION	DW-GRAFFITI COVER-UP	426.63
55	P60136	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	SPORTS FACILITIES GROUP, INC.	MLM-REPAIR BASKETBALL CABLE	1,100.00
56	P60139	35	310	NEW CONSTRUCTION-STATE SCHOOL FACIL	ELROD FENCING CO.	PHS-HORSE CORRALS	11,475.31
57	P60154	03	500	UNRESTRICTED	COMMERCIAL AQUATIC SERVICE	RHS-JVH-PARTS & SERVICE FOR SWIM POOLS	3,000.00
58	P60155	03	500	UNRESTRICTED	FULLER ENGINEERING	RHS-POOL CHEMICALS	15,000.00
59	P60156	03	500	UNRESTRICTED	KNORR POOL SYSTEMS INC	RHS-JVH-PARTS AND SERVICE FOR SWIM POOLS	6,000.00
60	P60157	03	500	UNRESTRICTED	GIANT CO2, INC.	RHS-JVH-C02 AND SERVICE FOR SWIM POOLS	5,500.00
61	P60172	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	FERGUSON ENTERPRISES	STOCK&PH-PLUMBING SUPPLIES	852.99
62	P60190	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	ELROD FENCING CO.	PHS&IA-FURNISH & INSTALL GATES	1,086.15
63	P60190	35	310	NEW CONSTRUCTION-STATE SCHOOL FACIL	ELROD FENCING CO.	PHS&IA-FURNISH & INSTALL GATES	1,698.85
64	P60191	25	500	UNRESTRICTED	PYRO-COMM SYSTEMS, INC.	VB-FIRE ALARM MATERIALS FOR PORTABLES	967.60
65	P60226	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	ROTO-ROOTER SERVICE/PLUMBING	WR-HYDRO JET MAIN LINE	960.00
66	P60233	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	K.D. SALES	WR-REPLACE KITCHEN RESTROOM FIXTURES	268.08
67	P60235	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	AIR-EX AIR CONDITIONING, INC.	PHS-A/C REPAIR	2,947.00
68	P60242	03	500	UNRESTRICTED	LIBERTY LANDSCAPING, INC.	MAINT-TREE WORK	4,535.00
69	P60243	03	500	UNRESTRICTED	FOUR SEASON'S TREE SERVICE	MAINT-TREE WORK	225.00
70	P60244	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	JIMNI SYSTEMS, INC.	JVH-PUMP STATION BLOWER MOTOR REPLACED	363.96
71	P60245	03	300	DISCRETIONARY	FILESOURCE	JVH-LAMINATING POUCHES	226.40
72	P60249	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	AMERICAN PLUMBING PARTSMASTER	MAINT-TRUCK STOCK FOR PLUMBERS	840.37

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Jurupa Unifed School District
Report of Purchases
Purchases Over $200
10-03-05 thru 10-14-05

	P.O. #	Fund	Schoo	Resource	Vendor	Description	Amount
73	P60250	25	500	UNRESTRICTED	SUNBELT RENTALS	MAINT-EQUIP. RENTAL	964.23
74	P60252	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	ELROD FENCING CO.	SA,SS,IA,RH,JV-FENCING MATERIAL	1,174.07
75	P60254	03	500	UNRESTRICTED	EMPIRE MOWERS	MAINT-REPLACEMENT TRIMMER	326.42
76	P60259	06	500	INSTRUCTIONAL MATERIALS REALIGNMENT	GLENCOE - MCGRAW HILL	JVH-TEXTBOOKS	71.59
77	P60259	06	500	LOTTERY: INSTRUCTIONAL MATERIALS	GLENCOE - MCGRAW HILL	JVH-TEXTBOOKS	142.73
78	P60288	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	REFRIGERATION SUPPLIES DIST	MLM-JVH-HVAC REPAIRS PARTS	986.62
79	P60289	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	ROTO-ROOTER SERVICE/PLUMBING	PER-HYDRO JET MAINLINE	435.00
80	P60290	03	500	UNRESTRICTED	PARKVIEW NURSERY	MAINT-TREES FOR PHS & JMS	318.50
81	P60297	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	CLARK SECURITY PRODUCTS	MAINT-LOCKSMITH SUPPLIES	990.40
82	P60299	03	500	UNRESTRICTED	EWING IRRIGATION PRODUCTS	MAINT-IRRIGATION SUPPLIES	1,000.77
83	P60306	03	500	UNRESTRICTED	EWING IRRIGATION PRODUCTS	MAINT-IRRIGATION SUPPLIES	1,356.48
84	P60308	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	FOURTH STREET ROCK	MM-CONCRETE BY TENNIS COURTS	544.07
85	P60314	21	310	UNRESTRICTED	JONES-CAMPBELL COMPANY	PHS-INSTALLATION OF STORAGE CABINETS	1,670.00
86	P60314	35	310	NEW CONSTRUCTION-STATE SCHOOL FACIL	JONES-CAMPBELL COMPANY	PHS-INSTALLATION OF STORAGE CABINETS	1,670.00
87	P60368	06	305	II/USP: SAIT CORRECTIVE ACTION GRAN	PLATO LEARNING, INC.	RHS-SOFTWARE AND LICENSES	206.34
88	P60393	21	125	MODERNIZATION PROJECTS	AZTEC TECHNOLOGY	MB-CONTAINER FOR INTERIM HOUSING	3,272.37
89	P60396	03	500	UNRESTRICTED	WAXIE SANITARY SUP. 334773400	MAINT-CUSTODIAL SUPPLIES	662.66
90	P60397	03	500	UNRESTRICTED	EWING IRRIGATION PRODUCTS	GA-IRRIGATION SUPPLIES-FIELD RENOVATION	642.87
91	P60414	25	500	UNRESTRICTED	ALL CITIES STEEL & FABRICATION	MAINT-RAMP MATERIALS	573.66
92	P60415	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	ANGELA'S GLASS & MIRRORS	MAINT-GLASS REPAIR AT JVH & MOT	653.93
93	P60417	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	ROTO-ROOTER SERVICE/PLUMBING	MM-HYDRO JET LINES	785.00
94	P60418	03	500	UNRESTRICTED	WESTERN FARM SERVICE, INC.	MAINT-GROUNDS SUPPLIES	281.39
95	P60420	25	500	UNRESTRICTED	F. RODGERS INSULATION INTERIORS, INC	MAINT-INSULATION	2,750.00
96	P60424	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	REFRIGERATION SUPPLIES DIST	MLM-MOT-JVH-REPAIRS PARTS /TRUCK STOCK	230.79
97	P60429	21	310	UNRESTRICTED	TAYLOR'S APPLIANCE	PHS-KITCHEN APPLIANCES	1,273.09
98	P60429	35	310	NEW CONSTRUCTION-STATE SCHOOL FACIL	TAYLOR'S APPLIANCE	PHS-KITCHEN APPLIANCES	1,273.06
99	P60438	03	500	UNRESTRICTED	PIONEER CHEMICAL COMPANY	CSR-STOCK	3,553.60
100	P60439	21	310	UNRESTRICTED	I.M.P.A.C. GOVERNMENT SERVICES	PHS-CONCESSION EQUIPMENT	360.43
101	P60439	35	310	NEW CONSTRUCTION-STATE SCHOOL FACIL	I.M.P.A.C. GOVERNMENT SERVICES	PHS-CONCESSION EQUIPMENT	360.42
102	P60441	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	ROTO-ROOTER SERVICE/PLUMBING	JVH-HYDRO-JET MAINLINE AUTO SHOP	435.00
103	P60443	14	500	DEFERRED MAINTENANCE APPORTIONMENT	A.L.L. ROOFING & BUILDING MATERIALS	MAINT-ROOFING MATERIALS	759.01
104	P60445	06	500	NCLB: TITLE II, PART D, ENHANCING E	I.M.P.A.C. GOVERNMENT SERVICES	EC-PC MEMORY	969.62
105	P60457	06	155	SCHOOL AND LIBRARY IMPROVEMENT BLOC	CORPORATE EXPRESS	SA-STORAGE/FILE CABINETS & CHAIR MATS	3,245.06
106	P60462	25	500	UNRESTRICTED	WESTERN ENTERPRISES	RL-TS-ELECTRICAL SUPPLIES	1,248.56
107	P60467	03	125	DISCRETIONARY	LAKESHORE LEARNING MATERIALS	MB-INSTRUCTIONAL SUPPLIES	923.31
108	P60474	06	300	PARTNERSHIP ACADEMIES PROGRAM	NASCO WEST INC	JVH-AG SUPPLIES	1,969.66

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Jurupa Unifed School District
Report of Purchases
Purchases Over $200
10-03-05 thru 10-14-05

	P.O. #	Fund	Schoo	Resource	Vendor	Description	Amount
109	P60475	03	125	DISCRETIONARY	HOUGHTON MIFFLIN CO	MB-TEXTBOOKS	232.49
110	P60477	13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	DARLINGTON FARMS	FOODSERV-OPEN PO-GROCERIES FOR STOCK	10,000.00
111	P60478	13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	PIZZA PIRATES	FOODSERV-OPEN PO-PIZZA-VARIOUS SITES	150,000.00
112	P60479	13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	CENTRAL RESTAURANT SUPPLY	FOODSERV-OPEN PO-PAPER SUPPLIES-STOCK	5,000.00
113	P60480	13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	ASR FOOD DISTRIBUTORS	FOODSERV-OPEN PO-GROCERIES FOR STOCK	20,000.00
114	P60481	13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	ADI	FOODSERV-MAIL FOLDER/INSERTER	667.42
115	P60502	13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	CHAMPION ELECTRIC	FOODSERV-ELECTRICAL PLUGS AT MM AND JVH	1,685.00
116	P60520	03	500	UNRESTRICTED	UNISOURCE	PRINT SHOP-CARBONLESS PAPER	348.46
117	P60521	21	125	MODERNIZATION PROJECTS	PRESS ENTERPRISE COMPANY	FACILITIES-LEGAL ADVERTISING-MODERNIZA	257.92
118	P60521	21	130	MODERNIZATION PROJECTS	PRESS ENTERPRISE COMPANY	FACILITIES-LEGAL ADVERTISING-MODERNIZA	257.92
119	P60521	21	135	MODERNIZATION PROJECTS	PRESS ENTERPRISE COMPANY	FACILITIES-LEGAL ADVERTISING-MODERNIZA	257.92
120	P60521	21	165	MODERNIZATION PROJECTS	PRESS ENTERPRISE COMPANY	FACILITIES-LEGAL ADVERTISING-MODERNIZA	257.92
121	P60521	21	210	MODERNIZATION PROJECTS	PRESS ENTERPRISE COMPANY	FACILITIES-LEGAL ADVERTISING-MODERNIZA	257.92
122	P60542	06	305	II/USP: SAIT CORRECTIVE ACTION GRAN	SRA MACMILLAN/MCGRAW-HILL	RHS-TEXTBOOKS	9,475.04
123	P60542	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	SRA MACMILLAN/MCGRAW-HILL	RHS-TEXTBOOKS	9,474.95
124	P60568	06	135	NCLB: TITLE I, PART A, BASIC GRANTS	HOUGHTON MIFFLIN CO	PED-PRACTICE WORKBOOKS	1,066.73
125	P60573	06	500	NCLB: TITLE V, PART A, INNOVATIVE E	FOLLETT LIBRARY RESOURCES	EC-CALIFORNIA YOUNG READER MEDAL BOOKS	2,202.44
126	P60578	03	210	DISCRETIONARY	OFFICE DEPOT	MM-HP LASERJET PRINTER	430.98
127	P60579	06	300	II/USP: SAIT CORRECTIVE ACTION GRAN	DELL	JVH-PRINTERS FOR SAIT-2	415.47
128	P60580	03	500	UNRESTRICTED	CDW-G	EC-ANTIVIRUS SOFTWARE FOR JUSD SERVERS	28,171.24
129	P60581	03	500	UNRESTRICTED	PIONEER STATIONERS INC	CSR-STOCK	280.15
130	P60587	06	500	NCLB: TITLE III, LIMITED ENGLISH PR	THOMSON LEARNING	RL-TEXTBOOKS	8,552.64
131	P60593	03	500	UNRESTRICTED	PIONEER STATIONERS INC	CSR-STOCK	5,052.46
132	P60596	06	500	NCLB: TITLE IV, PART A, DRUG-FREE S	INTERNATIONAL LASER GROUP	EC-TONER CARTRIDGES	316.79
133	P60597	03	305	DISCRETIONARY	INTERNATIONAL LASER GROUP	RHS-TONER CARTRIDGES	1,481.56
134	P60598	03	305	DISCRETIONARY	INTERNATIONAL LASER GROUP	RHS-TONER CARTRIDGES	260.54
135	P60599	03	205	DISCRETIONARY	INTERNATIONAL LASER GROUP	MLM-INK CARTRIDGES	322.17
136	P60600	03	300	DISCRETIONARY	INTERNATIONAL LASER GROUP	JVH-PRINT CARTRIDGES	894.71
137	P60601	03	500	STATE LOTTERY	GENERAL BINDING SALES CORP	EC-TSSC-SVC AGRMNT LAMINATOR	574.00
138	P60612	03	500	UNRESTRICTED	CDW-G	EC-PROJECTOR-DEMO PROJECTS AT WHSE	774.72
139	P60613	03	150	DISCRETIONARY	KONICA MINOLTA BUSINESS SOLUTIONS	VARIOUS SITES-05/06 MAINT AGREE-MINOLTAS	1,050.00
140	P60613	03	500	STATE LOTTERY	KONICA MINOLTA BUSINESS SOLUTIONS	VARIOUS SITES-05/06 MAINT AGREE-MINOLTAS	3,453.00
141	P60613	03	500	UNRESTRICTED	KONICA MINOLTA BUSINESS SOLUTIONS	VARIOUS SITES-05/06 MAINT AGREE-MINOLTAS	7,290.00
142	P60613	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	KONICA MINOLTA BUSINESS SOLUTIONS	VARIOUS SITES-05/06 MAINT AGREE-MINOLTAS	2,322.24
143	P60613	06	155	SCHOOL AND LIBRARY IMPROVEMENT BLOC	KONICA MINOLTA BUSINESS SOLUTIONS	VARIOUS SITES-05/06 MAINT AGREE-MINOLTAS	4,800.00
144	P60613	06	170	SCHOOL IMPROVEMENT PROGRAM (SIP) (0	KONICA MINOLTA BUSINESS SOLUTIONS	VARIOUS SITES-05/06 MAINT AGREE-MINOLTAS	1,831.60

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Jurupa Unifed School District
Report of Purchases
Purchases Over $200
10-03-05 thru 10-14-05

	P.O. #	Fund	Schoo	Resource	Vendor	Description	Amount
145	P60613	06	500	TRANSPORTATION: HOME TO SCHOOL	KONICA MINOLTA BUSINESS SOLUTIONS	VARIOUS SITES-05/06 MAINT AGREE-MINOLTAS	1,500.00
146	P60613	13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	KONICA MINOLTA BUSINESS SOLUTIONS	VARIOUS SITES-05/06 MAINT AGREE-MINOLTAS	3,500.00
147	P60614	06	500	LOTTERY: INSTRUCTIONAL MATERIALS	JOHN WILEY & SONS	RHS-TEXTBOOKS	3,160.08
148	P60616	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	KEY CURRICULUM PRESS	RHS-TEXTBOOKS	8,822.03
150	P60618	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	PRENTICE HALL	JVH-TEXTBOOKS	3,336.63
151	P60620	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	MCDOUGAL LITTEL & CO.	JVH-TEXTBOOKS	2,803.06
152	P60621	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	HOLT, RINEHART & WINSTON PUBL.	JVH-TEXTBOOKS	2,482.56
153	P60622	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	AMERICAN BOOK COMPANY	TW-TEXTBOOKS	742.45
154	P60623	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	GLENCOE - MCGRAW HILL	JVH-TEXTBOOKS	9,600.75
155	P60624	06	300	II/USP: SAIT CORRECTIVE ACTION GRAN	SCHOLASTIC, INC.	JVH-SOFTWARE LICENSES	91,562.71
156	P60625	03	305	DISCRETIONARY	RCOE - STUDENT EVENTS CONSULTANT	RHS-REGISTRATION FEES	250.00
157	P60625	03	305	DONATIONS	RCOE - STUDENT EVENTS CONSULTANT	RHS-REGISTRATION FEES	250.00
158	P60626	21	310	UNRESTRICTED	CULVER-NEWLIN INC	PHS-LG RND TABLE-20 SM RND TABLE-2	1,360.53
159	P60626	35	310	NEW CONSTRUCTION-STATE SCHOOL FACIL	CULVER-NEWLIN INC	PHS-LG RND TABLE-20 SM RND TABLE-2	1,360.53
160	P60627	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	PRENTICE HALL	RHS-TEXTBOOKS	20,596.36
161	P60628	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	GLENCOE - MCGRAW HILL	RHS-TEXTBOOKS	3,136.01
162	P60629	06	500	NCLB: TITLE III, LIMITED ENGLISH PR	PEARSON LEARNING GROUP	EC-TEXTBOOKS-LANG SERV	5,676.37
163	P60631	06	110	NCLB: TITLE I, PART A, BASIC GRANTS	RENAISSANCE LEARNING SYSTEMS	GH-READING PRACTICE QUIZZES	869.54
164	P60632	06	500	NCLB: TITLE III, LIMITED ENGLISH PR	HOLT, RINEHART & WINSTON PUBL.	EC-TEXTBOOKS	4,189.16
165	P60633	03	120	DONATIONS	CANON BUSINESS SOLUTIONS	IH-MAINT AGREEMENT FOR CANON COPIER	326.00
166	P60635	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	PRENTICE HALL	RHS-TEXTBOOKS	15,794.24
167	P60637	06	425	SPECIAL EDUCATION	CANON BUSINESS SOLUTIONS	RV-MAINT AGREEMENT FOR CANON COPIER	680.00
168	P60638	03	210	DISCRETIONARY	CANON BUSINESS SOLUTIONS	MM-MAINT AGREEMENT FOR CANON COPIER	1,732.00
169	P60640	06	500	NCLB: TITLE II, PART A, TEACHER QUA	VERITY, INC.	EC-1-YR MAINT AGRMNTTELEFORM SUPPORT	7,672.50
170	P60642	06	500	NCLB: TITLE II, PART D, ENHANCING E	GOVCONNECTION, INC.	EC-COMPUTER SUPPLIES	851.23
171	P60643	06	165	SCHOOL AND LIBRARY IMPROVEMENT BLOC	CANON BUSINESS SOLUTIONS	TS-MAINT AGREEMENT CANON COPIER	240.00
172	P60644	03	155	DISCRETIONARY	CANON BUSINESS SOLUTIONS	SA-MAINT AGREEMENT FOR CANON COPIER	454.40
173	P60646	06	160	SCHOOL AND LIBRARY IMPROVEMENT BLOC	CANON BUSINESS SOLUTIONS	SS-MAINT AGREEMENT FOR CANON COPIER	728.00
174	P60647	06	500	NCLB: TITLE II, PART D, ENHANCING E	GOVCONNECTION, INC.	EC-COMPUTER SUPPLIES	1,522.45
175	P60650	35	310	NEW CONSTRUCTION-STATE SCHOOL FACIL	KEN'S SPORTING GOODS	PHS-SOCCER GOALS & FLAGS, L HURDLES	10,996.50
176	P60651	06	175	SCHOOL AND LIBRARY IMPROVEMENT BLOC	INTERNATIONAL LASER GROUP	WR-INK CARTRIDGES	1,177.50
177	P60660	03	110	DONATIONS	TIME FOR KIDS	GH-SUBSCRIPTIONS	223.60
178	P60662	25	500	UNRESTRICTED	R.I.S. ELECTRICAL CONTRACTORS, INC.	PHS-ELECTRICAL HOOK-UPS FOR PORTABLES	11,864.00
179	P60663	03	500	UNRESTRICTED	I.M.P.A.C. GOVERNMENT SERVICES	EC-DESKTOP ORGANIZERS-2	276.27
180	P60664	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	ROTO-ROOTER SERVICE/PLUMBING	MM-HYDRO JETTING KITCHEN	435.00
181	P60665	06	165	SCHOOL AND LIBRARY IMPROVEMENT BLOC	ULTIMATE OFFICE, INC.	TS-DESKTOP/WALL ORGANIZERS	389.31

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Jurupa Unifed School District
Report of Purchases
Purchases Over $200
10-03-05 thru 10-14-05

	P.O. #	Fund	Schoo	Resource	Vendor	Description	Amount
182	P60669	03	205	DISCRETIONARY	I.M.P.A.C. GOVERNMENT SERVICES	MLM-EASEL & CARRYING CASE	202.55
183	P60673	06	145	NCLB: TITLE I, PART A, BASIC GRANTS	I.M.P.A.C. GOVERNMENT SERVICES	RL-INSTRUCTIONAL MATERIALS	10,471.22
184	P60675	03	405	UNRESTRICTED	SAX ARTS & CRAFTS	LC-ART CLASS SUPPLIES FOR STEPS & NGTP	229.04
185	P60675	06	405	COMMUNITY DAY SCHOOLS	SAX ARTS & CRAFTS	LC-ART CLASS SUPPLIES FOR STEPS & NGTP	228.99
186	P60676	06	500	TRANSPORTATION: HOME TO SCHOOL	POSITIVE PROMOTIONS	TRANS-TRAVEL MUGS FOR BUS DRIVERS-80	473.69
187	P60682	03	305	DISCRETIONARY	I.M.P.A.C. GOVERNMENT SERVICES	RHS-INSTRUCTIONAL SUPPLIES	379.28
188	P60684	03	300	DISCRETIONARY	I.M.P.A.C. GOVERNMENT SERVICES	JVH-PHOTO SUPPLIES FOR FINE ARTS DEPT.	2,771.71
189	P60686	06	300	II/USP: SAIT CORRECTIVE ACTION GRAN	EDUCATIONAL RESOURCES - ORDERS	JVH-SOFTWARE LICENSES	1,663.44
190	P60688	06	205	IMMEDIATE INTERVENTION/UNDERPERFORM	CALIFORNIA VISION TECHNOLOGIES	MLM-COMPUTER SOFTWARE AND SUPPLIES	11,334.70
191	P60689	03	205	DISCRETIONARY	BURTRONICS (MARTIN BUS. MACH)	MLM-05/06 MAINT AGREE FOR KONICA	2,885.01
192	P60690	06	165	SCHOOL AND LIBRARY IMPROVEMENT BLOC	CULVER-NEWLIN INC	TS-STORAGE CABINETS-2	498.67
193	P60691	03	210	DISCRETIONARY	NATIONAL BUSINESS FURNITURE	MM-DESK TOPPER	257.87
194	P60692	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	PRENTICE HALL	JVH-TEXTBOOKS	42,932.59
195	P60693	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	PRENTICE HALL	JVH-TEXTBOOKS	9,351.77
196	P60694	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	PRENTICE HALL	JVH-TEXTBOOKS	8,293.08
197	P60696	06	300	VOCATIONAL PROGRAMS: VOC & APPL TEC	BERT WESTEYN	JVH-OPEN PO-AG SUPPLIES	2,000.00
198	P60698	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	PRENTICE HALL	JVH-TEXTBOOKS	10,409.87
199	P60699	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	HOLT, RINEHART & WINSTON PUBL.	RHS-TEXTBOOKS	6,067.27
200	P60700	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	GLENCOE - MCGRAW HILL	RHS-TEXTBOOKS	4,174.24
201	P60701	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	GLENCOE - MCGRAW HILL	RHS-TEXTBOOKS	6,621.32
202	P60704	06	500	AFTER SCHOOL LEARNING & SAFE NEIGHB	STATER BROTHERS	JMS-OPEN PO-SUPPLIES FOR ASCENT PROGRAM	500.00
203	P60705	03	305	UNRESTRICTED	SAN BERNARDINO COUNTY SUPT. OF	RHS-AVID PARTICIPATION FEE	300.00
204	P60706	06	500	CHILD ABUSE, PREVENTION, INTERVENTI	SMART & FINAL	EC-OPEN PO-SUPPLIES FOR STRENGTH FAM	250.00
205	P60707	06	500	LOTTERY: INSTRUCTIONAL MATERIALS	COORDINATION GROUP PUBLICATIONS	NVH-MATHEMATICS WKBCASHEE	491.34
206	P60709	06	500	LOTTERY: INSTRUCTIONAL MATERIALS	ACADEMIC BOOK SERVICES	NVH-TEXTBOOKS	2,062.34
207	P60711	06	500	LOTTERY: INSTRUCTIONAL MATERIALS	ACADEMIC BOOK SERVICES	NVH-TEXTBOOKS	2,181.94
208	P60712	06	500	INSTRUCTIONAL MATERIALS REALIGNMENT	GLENCOE - MCGRAW HILL	NVH-TEXTBOOKS	2,651.67
209	P60713	06	500	LOTTERY: INSTRUCTIONAL MATERIALS	GLENCOE - MCGRAW HILL	NVH-TEXTBOOKS	4,193.63
210	P60715	06	500	LOTTERY: INSTRUCTIONAL MATERIALS	GLENCOE - MCGRAW HILL	LC-TEXTBOOKS	3,956.94
211	P60723	06	175	NCLB: TITLE I, PART A, BASIC GRANTS	HOUGHTON MIFFLIN CO	WR-TEXTBOOKS	868.35
212	P60724	06	500	LOTTERY: INSTRUCTIONAL MATERIALS	FOLLETT LIBRARY BOOK CO.	JVH-SCHOOL DICTIONARIES	481.10
213	P60725	06	500	INSTRUCTIONAL MATERIALS REALIGNMENT	PRENTICE HALL	LC-TEXTBOOKS FOR RHS AND JVHS IPI'S	30,556.64
214	P60729	06	145	NCLB: TITLE I, PART A, BASIC GRANTS	HOUGHTON MIFFLIN CO	RL-TEXTBOOKS	206.78
215	P60730	06	170	NCLB: TITLE I, PART A, PROGRAM IMPR	ABC SCHOOL SUPPLY, INC	VB-CLASSROOM FLOOR RUGS	1,423.85
216	P60731	06	125	SCHOOL AND LIBRARY IMPROVEMENT BLOC	SOUTHWEST SCHOOL SUPPLY	MB-INSTRUCTIONAL MATERIALS	1,104.04
217	P60732	06	130	NCLB: TITLE I, PART A, PROGRAM IMPR	HOUGHTON MIFFLIN CO	PA-TEXTBOOKS	2,507.96

Jurupa Unifed School District
Report of Purchases
Purchases Over $200
10-03-05 thru 10-14-05

	P.O. #	Fund	Schoo	Resource	Vendor	Description	Amount
218	P60736	06	145	NCLB: TITLE I, PART A, BASIC GRANTS	HOUGHTON MIFFLIN CO	RL-TEXTBOOKS	5,984.19
219	P60751	06	305	SPECIAL EDUCATION	CM SCHOOL SUPPLY CO.	RHS-OPEN PO-SPEC ED CLASSROOM SUPPLIES	500.00
220	P60752	03	400	UNRESTRICTED	NCS	LC-STUDENT ENROLLMENT FORMS	432.08
223	P60754	03	305	DISCRETIONARY	BD DESIGN & SCREEN PRINT	RHS-JERSEY NUMBERS	490.26
224	P60755	03	499	UNRESTRICTED	APEX LEARNING	NVH-SOFTWARE SUBSCRIPTION RENEWAL-499	2,800.00
225	P60756	03	305	DISCRETIONARY	MINOLTA BUSINESS SYSTEMS, INC.	RHS-MAINTENANCE AGREEMENT FOR KONICAS-	11,250.00
226	P60756	06	305	II/USP: SAIT CORRECTIVE ACTION GRAN	MINOLTA BUSINESS SYSTEMS, INC.	RHS-MAINTENANCE AGREEMENT FOR KONICAS-	3,750.00
227	P60757	03	500	UNRESTRICTED	U.S. POSTAL SERVICE	EC-BULK MAIL DEPOSIT	10,000.00
228	P60758	06	415	PUPIL RETENTION BLOCK GRANT	CANON BUSINESS SOLUTIONS	RV-05-06 MAINT AGR CANON COPIER	399.35
229	P60759	06	500	LOTTERY: INSTRUCTIONAL MATERIALS	AMERICAN GUIDANCE SERVICE	NVH-TEXTBOOKS	629.83
230	P60760	06	300	PARTNERSHIP ACADEMIES PROGRAM	SOPRIS WEST	JVH-TEXTBOOKS	454.52
231	P60761	13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	TECHNOLOGY UNLIMITED	FOODSERV-COIN SORTER AND BILL COUNTER	17,787.37
232	P60762	13	500	CHILD NUTRITION: SCHOOL PROGRAMS (E	D.J. CO-OPS	FOODSERV-OPEN PO-GROCERIES FOR STOCK	20,000.00
234	P60765	06	500	INSTRUCTIONAL MATERIALS REALIGNMENT	PRENTICE HALL	NVH-TEXTBOOKS	12,779.99
235	P60767	03	500	UNRESTRICTED	ELECTRO MEDICAL INSTRUMENTATION COR	EC-SERVICE AND CALIBRATE AUDIOMETERS	1,213.14
236	P60768	06	500	NCLB: TITLE III, LIMITED ENGLISH PR	HOLT, RINEHART & WINSTON PUBL.	EC-TEXTBOOKS FOR LANG SERVICES	710.71
237	P60774	06	145	NCLB: TITLE I, PART A, BASIC GRANTS	CLASSROOM DIRECT COM.	RL-INSTRUCTIONAL MATERIALS	2,720.60
238	P60801	06	500	NCLB: TITLE II, PART D, ENHANCING E	BIZNIZWEB, INC	TECH-DYNABIZ SITES	6,680.50
239	P60802	06	200	PARTNERSHIP ACADEMIES PROGRAM	SCANTRON	JVH-OPEN PO-SCANTRON FORMS	800.00
241	P60804	03	500	UNRESTRICTED	BURTRONICS (MARTIN BUS. MACH)	EC-MAINT AGREEMENT FOR KONICA COPIER	749.68
242	P60805	06	300	II/USP: SAIT CORRECTIVE ACTION GRAN	SCHOLASTIC, INC.	JVH-SOFTWARE LICENSES	31,032.00
243	P60811	03	500	UNRESTRICTED	RAPID CARDS	PERSONNEL-I.D. CARD SUPPLIES	319.00
244	P60835	06	500	INSTRUCTIONAL MATERIALS - WILLIAMS	PRENTICE HALL	RHS-TEXTBOOKS	19,765.23
245	P60843	06	500	NCLB: TITLE III, LIMITED ENGLISH PR	STATER BROTHERS	WR-OPEN PO-SUPPLIES FOR PARENT MTGS.	250.00
246	P60844	03	500	UNRESTRICTED	COUNTY OF RIVERSIDE HEALTH	JVH-POOL PERMIT	259.00
247	P60845	06	175	SCHOOL AND LIBRARY IMPROVEMENT BLOC	READ NATURALLY	WR-INSTRUCTIONAL MATERIALS	288.46
248	P60848	06	500	TRANSPORTATION: HOME TO SCHOOL	GRAVES AUTO	TRANS-OPEN PO-PARTS-DISTRICT VEHICLES	2,000.00
249	P60849	03	305	UNRESTRICTED	BADGE EXPRESS	RHS-ROTC SUPPLIES	300.00
250	P60853	06	500	ONGOING & MAJOR MAINTENANCE ACCOUNT	ADI	DW-OPEN PO-ELECTRICAL SUPPLIES	500.00
251	P60854	03	300	DISCRETIONARY	J.W. PEPPER & SON, INC.	JVH-CHORAL OCTAVOS	2,000.00

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Jurupa Unifed School District
Report of Purchases
Purchases Over $200
10-03-05 thru 10-14-05

P.O. #	Fund	School	Resource	Vendor	Description	Amount
					227 P.O.'s over $200	$ 1,131,559.28
					84 P.O.'s NOT over $200	$ 6,578.28
					311 TOTAL PURCHASE ORDERS	$ 1,138,137.56

RECOMMEND APPROVAL: Sheila E. Campeude 10/19/05
Director of Centralized Support Services

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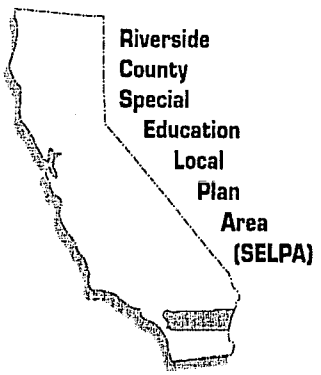
Riverside County
Special Education Local Plan Area

LOCAL PLAN
FOR
SPECIAL EDUCATION



Dr. Caryl J. Miller, Executive Director

3939 Thirteenth Street
Riverside, California 92502
(909) 826-6687, FAX (909) 826-6943
www.rcoe.k12.ca.us

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CERTIFICATION OF PARTICIPATION, COMPATIBILITY, AND COMPLIANCE ASSURANCES

CDS Code	SELPA Name	Application Date
3301	**Riverside County SELPA**	**December 1, 2005**

1. Check (✓) mark one, as applicable:
[ ] Single District [✓] Multiple District [ ] District/County

2. CERTIFICATION BY AGENCY DESIGNATED AS ADMINISTRATIVE AND FISCAL AGENCY FOR THIS PROGRAM (RLA)

SELPA Name **Riverside County SELPA**	Name/Title of RLA Superintendent David Long, Ph.D. Riverside County Superintendent of Schools	Telephone Number **(951) 826-6670**
Street Address **3939 Thirteenth Street**	Superintendent Signature Date	Date of RLA Board Approval
City **Riverside**	Name/Title SELPA Director (Typed) Caryl Miller, Ed.D., Executive Director Riverside County SELPA	Telephone Number **(951) 826-6687**
Zip **92502**	Street Address of SELPA Director **3939 Thirteenth Street**	City: **Riverside** Zip: **92502**

3. CERTIFICATION OF COMPATIBILITY BY THE COUNTY SUPERINTENDENT OF SCHOOLS

Pursuant to Education Code Section 56140, this plan ensures that all individuals with exceptional needs residing within the county, including those enrolled in alternative education programs, including but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by school districts, community schools operated by the county office of education, and juvenile court schools, will have access to appropriate special education programs and related services.

County Office Name **Riverside County Office of Education**	Name of Authorized Representative **David Long, Ph.D.**	Title **Riverside County Superintendent of Schools**
Street Address **3939 Thirteenth Street**	Authorized Representative Signature	Date
City **Riverside**	Zip **92502**	Telephone Number **(951) 826-6670**

4. CERTIFICATION OF ASSURANCES

I certify, 1) that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and 2) that the agency(ies) herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et.seq, and implementing regulations under 34 CFR, Parts 300 and 303, Section 504 of Public Law, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title VI of the California Code of Regulations.

Signature of RLA Superintendent Date

5. CERTIFICATION OF COMMUNITY ADVISORY COMMITTEE

(See attached)

FOR DEPARTMENT OF EDUCATION USE ONLY

Recommended for Approval by the Superintendent of Public Instruction:

Date: _____ By: _____ Date of Approval: _____

CERTIFICATION OF PARTICIPATION, COMPATIBILITY, AND COMPLIANCE ASSURANCES

SED-LP-2

COMMUNITY ADVISORY COMMITTEE (CAC) CERTIFICATION

CAC signature and verification:

I certify :

1. that the Community Advisory Committee (CAC) has advised the policy and administrative agency during the development of the local plan pursuant to Education Code (E.C.) Section 56194;
   [ ] YES [ ] NO

2. that to ensure adequate and effective participation and communication pursuant to E.C. 56195.9, parent members of the CAC, or parents selected by the CAC, participated in the development and update of the plan for special education;
   [ ] YES [ ] NO

3. that the CAC has had 30 days to review the plan prior to submission to the Local Governing Boards and the California Department of Education for approval pursuant to E.C. 56205 (b)(6);
   [ ] YES [ ] NO

4. that the CAC has reviewed any revisions made to the local plan as a result of recommendations or requirements from the California Department of Education;
   [ ] YES [ ] NO

CERTIFICATION OF COMMUNITY ADVISORY COMMITTEE	
Signature of CAC Chairperson	Date
Name of Chairperson	Phone Number

If you checked [4] NO for any of the above certifications, you must submit specific information, in writing, as to why you did not certify that the SELPA met the requirement. (Attach separate sheet, if necessary.) The Department will take this into consideration in its review of this local plan application.

Note: SELPAs are strongly advised to submit a draft of changes or amendments to the local plan to the California Department of Education prior to formal adoption by Local Governing Boards.

California Department of Education
SED-LP-3
Revised 12-04

LOCAL PLAN ASSURANCE AND POLICY/PROCEDURE GRID (GUIDANCE DOCUMENT)

Federal Requirements	Federal Reference(s)	State Education Code Reference(s)	Signed Assurances Submitted to CDE	Local Policy /Procedures Submitted to CDE	Administrative Regulations or Procedures for implementation (held on file locally)
1. Free Appropriate Public Education	20 USC Section 1412, CFR 300.24, 300.300 (a) (3), 300.340 – 300.351 of Part B Regulations	56205(a), 5 CCR Chapter 3, Article 1, Section 3001(b)	X		X
2. Full Educational Opportunity	20 USC 1412 (a) (2)	48926, 56205(a), 56205(c), 56345 (b)(3), 56368(b)(5)	X		X
3. Child Find	20 USC Section 1412 (a) (3) (A-B), 34 CFR Sections 300.125	56205(a), 56301	X		X
4. Individualized Education Program	20 USC Section 1412 (a) (4), 1414(d), 1436(d), CFR 300.344 (c) (1) (ii) , 300.345(a)	56205(a), 56195.7(a), 56195.8(a)(3)	X		X
5. Least Restrictive Environment	20 USC 1412 (a) (5) (A)	56205(a), 56031, 56201, 56206, 56303, State Board Policy (10/10/1986)	X		X
6. Procedural Safeguards	20 USC 1412 (a) (6), 20 USC 1415	56205(a), 56195.7(a), 56195.8(a)(3)	X		X
7. Annual/Triennial Reassessment	20 USC Section 1412 (a) (7), 1414 (a-c), 34 CFR 300.128, 300.220	56205(a), 56320-333, 56380(a), CCR Title 5, 3021-3029	X		X
8. Confidentiality	20 USC 1412 (a) (8), 1417	56205(a)	X		X
9. Part C - Transition to Pre-School	20 U.S.C. 1412(a)(9), 20 USC 1431	56205(a)(9), 56429, 17 CCR 52140	X	X	X
10. Private Schools	20 USC Section 1412 (a) (10) (A-C), CFR 300.454	56205(a)	X		X
11. Compliance Assurances (See SED-LP 1)	20 USC 1412	56205(a)(11)	X		X
12. Governance (See State Requirements)	20 USC 1412 (a), 20 USC 1413 (a)(1), 20 USC 1413 (a)(5)	56205(a)(12), 56001(f), 56190-4, 56195.1(b)(c),56195.3, 56195.9, 56205(b)(4), 56205(b)(5), 47640-47647		X	X
13. Copies of Joint Powers Agreements (See Governance)	20 USC 1412 (a), 20 USC 1413 (a)(1), 20 USC 1413 (a)(5) 9	56205(a), 56195(e)			X
14. Comprehensive System Of Personnel Development(CSPD)	20 USC 1412(a)(14-15), 1413(a)(3)	56205(a), State Board Policy 6/11/98	X		X
15. Personnel standards	20 USC 1412(a)(14-15), 1413(a)(3)	56205(a), State Board Policy 6/11/98	X		X
16. Performance Goals and Indicators (See SED-LP 1)	20 USC 1412 (a) (16)	56205(a)	X		X
17. Participation in State/District Assessments	20 USC 1412 (a) (17)	56205(a)	X		X
18. Supplementation of State/Federal Funds (Annual Budget Plan)	20 USC 1412 (a) (18)	56205 (a) (18)	X		
19. Maintenance of Financial Effort (Annual Budget Plan)	20 USC 1412 (a) (19), CFR 30.231-2	56205 (a)(19)	X		X
20. Public Participation (See Governance)	20 USC 1412 (a) (20)	56205(a)			X
21. Suspension/Expulsion Rates	20 USC 1412 (a) (22)	56205(a)	X	X VIA CASEMIS	X
22. Part C - Early Intervention Services	20 USC 1431-35	EC 56205 (b) (3), EC 56429, 14 GC 95000 et seq., 17 CCR 52000-52175		X	

Note: Use this template as a guide when writing to the requirements of the SED-LP-4, Elements of the Plan.

LOCAL PLAN ASSURANCE AND POLICY/PROCEDURE GRID (GUIDANCE DOCUMENT)

STATE REQUIREMENTS	State Education Code Reference(s)	Signed Assurances Submitted to CDE	Local Policy /Procedures Submitted to CDE	Administrative Regulations or Procedures for implementation (held on file locally)
Governance	56205 (a)(12)(A), 56205(a)(12)(D)(i-ii)		X	It is advised that you maintain a copy of the submitted Policies/Procedures on file locally.
Regionalized Services	56205 (a) (12) (B)		X	
Verification that a Community Advisory Committee (CAC) has been established	56205 (a) (12) (C)		X	
Supplementation ofState/Federal Funds	56205(a) (18)		X	
Maintenance of Financial Effort	56205(a) (19)		X	
Public Participation	56205 (a) (20), 56205(b)(4)		X	
Annual Budget Plan	56205(b)(1)(A-G), 56195.7(h)		X	
Annual Service Plan	56205(b)(2)		X	
Early Education Program Description (birth-5 Yrs.)	56205 (b) (3)		X	
Dispute Resolution Process (Multi-district or JPA only)	56205(b)(5)		X	
Community Advisory Committee Certification (See SED-LP-2)	56205 (b)(6)	X		
Charter Schools	56207.5 (a-c)		X	
Literacy	State Board Requirement		X	

LOCAL REQUIREMENTS	State Education Code Reference(s) * 56195.7 pertains to Multi-district SELPAs	Signed Assurances Submitted to CDE	Local Policy /Procedures Submitted to CDE	Local Agreements /Policies (held on file locally)	
				Agreement	Policy
Joint powers/contracts (JPA only)	56195.1 (e), 56205(a)(13)			X	
Identify/referral/assessment/instructional planning/implementation/review	56195.7(a), 56300-56382, 56205(b)(7), 5 CCR 3030			X	
Coordination with other agencies	56195.7(d-g)			X	
Hospital, LCI, Agencies Juvenile Court	56195.7(d-g)			X	
Policymaking/ Method of distributing funds (Multi-district)	56195.7(i)			X	
NPS monitoring	56195.8(b)(1), 56205 (c)				X
Review of class assignment at Teacher's request	56195.8(b)(2)				X
Resource Specialists Program / Caseloads	56195.8(b)(4), 56362				X
Transportation	56195.8(b)(5)				X
Information on number of pupils being provided special education/related services	56195.8(b)(6)				X
Caseloads for speech/language therapists ages (3-5)	56195.8(b)(7)				X
Specialized equipment & services	56206				X
Behavioral Interventions Plans	5 CCR 3052(j)				X

Note: Use this template as a guide when writing to the requirements of the SED-LP-4, Elements of the Plan.

ELEMENTS OF THE LOCAL PLAN

CHAPTER 3. ELEMENTS OF THE LOCAL PLAN	Cross Reference	Page # where criteria can be located in Local Plan	Compliance Checklist (For CDE use)
Article 1. 1 State Requirements			
56205 (a) Each special education local plan area submitting a local plan to the superintendent under this part shall demonstrate, in conformity with subsection (a) of Section 1412 of, and paragraph (1) of subsection (a) of section 1413 of, Title 20 of the United States Code, that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing the following:	56195.1 (a)(12)(D)	———	
56205 (a) (12) (A) A description of the governance and administration of the plan, including identification of the governing body of a multi-district plan or the individual responsible for administration in a single district plan, and of the elected officials to whom the governing body or individual is responsible.	56195.1 (a)(12)(D)	Pages 1 – 3 Appendix 1	Yes ( ) No ( )
56205 (a) (12) (B) A description of the regionalized operations and services listed in Section 56836.23 and the direct instructional support provided by program specialists in accordance with Section 56368 to be provided through the plan		Pages 7 – 8	Yes ( ) No ( )
56205 (a) (12) (C) Verification that a community advisory committee has been established pursuant to Section 56190.		Page 8	Yes ( ) No ( )

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ELEMENTS OF THE LOCAL PLAN

CHAPTER 3. ELEMENTS OF THE LOCAL PLAN	Cross Reference	Page # where criteria can be located in Local Plan	Compliance Checklist (For CDE use)
Article 1. 1 State Requirements			
Multidistrict SELPAs **56205 (a) (12) (D)** Multidistrict plans, submitted pursuant to subdivision (b) or (c) of Section 56195.1, shall do the following:		———	
56205 (a) (12) (D) (i) Specify the responsibilities of each participating county office and district governing board in the policymaking process, the responsibilities of the superintendents of each participating district and county in the implementation of the plan, and the responsibilities of district and county administrators of special education in coordinating the administration of the local plan.	56195.1	Page 1 Appendix 1	Yes ( ) No ( )
56205 (a) (12) (D) (ii) Identifying the respective roles of the administrative unit and the administrator of the special education local plan area and the individual local education agencies within the special education local plan area in relation to the following:	56195.1 (b)	Page 6 Appendix 3	
56205 (a) (12) (D) (ii) (I) The hiring supervision, evaluation, and discipline of the administrator of the special education local plan area and staff employed by the administrative unit in support of the local plan.		Pages 5 – 6 Appendix 2	Yes ( ) No ( )
56205 (a) (12) (D) (ii) (II) The allocation from the state of federal and state funds to the special education local plan area administrative unit or to local education agencies within the special education local plan area.	56195.1 (b)	Pages 9 – 11	Yes ( ) No ( )
56205 (a) (12) (D) (ii) (III) The operation of special education programs.		Pages 11 – 14	Yes ( ) No ( )
56205 (a) (12) (D) (ii) (IV) Monitoring the appropriate use of federal, state, and local funds allocated for special education programs.		Page 9	Yes ( ) No ( )
56205 (a) (12) (D) (ii)(V) The preparation of program and fiscal reports required of the special education local plan area by the state.		Pages 10 – 11 Appendix 3	Yes ( ) No ( )

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ELEMENTS OF THE LOCAL PLAN

CHAPTER 3. ELEMENTS OF THE LOCAL PLAN	Cross Reference	Page # where criteria can be located in Local Plan	Compliance Checklist (For CDE use)
Article 1. 1 State Requirements			
56205 (a) (13) Copies of joint powers agreements or contractual agreements, as appropriate, for districts and counties that elect to enter into those agreements pursuant to subdivision (b) or (c) of Section 56195.1.		Appendix 2 Appendix 3	Yes ( ) No ( )
56205 (b) (1) Each local plan submitted to the superintendent under this part shall also contain all the following:		———	
(1) An Annual Budget Plan that shall be adopted at a public hearing held by the special education local plan area. Notice of this hearing shall be posted in each school in the local plan area at least 15 days prior to the hearing. The annual budget plan may be revised during any fiscal year according to the policymaking process established pursuant to subparagraph (D) and (E) of paragraph (12) of subdivision (a) and consistent with subdivision (f) of Section 56001 and Section 56195.9. The annual budget plan shall identify expected expenditures for all items required by this part which shall include, but not be limited to, the following:		To be submitted one year after plan is approved by CDE	
56205(b) (1) (A) Funds received in accordance with Chapter 7.2 (commencing with Section 56836).			Yes ( ) No ( )
56205(b) (1) (B) Administrative costs of the plan.			Yes ( ) No ( )
56205(b) (1) (C) Special education services to pupils with severe disabilities and low incidence disabilities.			Yes ( ) No ( )
56205(b) (1) (D) Special education services to pupils with nonsevere disabilities.			Yes ( ) No ( )
56205(b) (1) (E) Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments.			Yes ( ) No ( )

ELEMENTS OF THE LOCAL PLAN

CHAPTER 3. ELEMENTS OF THE LOCAL PLAN	Cross Reference	Page # where criteria can be located in Local Plan	Compliance Checklist (For CDE use)
Article 1. 1 State Requirements			
56205(b) (1) (F) Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2.		Pages 7 – 8	Yes ( ) No ( )
56205(b) (1) (G) The use of property taxes allocated to the special education local plan area pursuant to Section 2572.		Page 11	Yes ( ) No ( )
56205 (b) (2) An Annual Service Plan shall be adopted at a public hearing held by the special education local plan area. Notice of this hearing shall be posted in each school district in the special education local plan area at least 15 days prior to the hearing. The annual service plan may be revised during any fiscal year according to the policymaking process established pursuant to subparagraphs (D) and (E) and paragraph (12) of subdivision (a) and consistent with subdivision (f) of Section 56001 and with Section 56195.9. The annual service plan shall include a description of services to be provided by each district and county office, including the nature of the services and the physical location at which the services will be provided, including alternative schools, charter schools, opportunity schools and classes, community day schools operated by school districts, community schools operated by county offices or education, and juvenile court schools, regardless of whether the district or county office of education is participating in the local plan. This description shall demonstrate that all individuals with exceptional needs shall have access to services and instruction appropriate to meet their needs as specified in their individualized education programs.		To be submitted one year after plan is approved by CDE	Yes ( ) No ( )

ELEMENTS OF THE LOCAL PLAN

CHAPTER 3. ELEMENTS OF THE LOCAL PLAN	Cross Reference	Page # where criteria can be located in Local Plan	Compliance Checklist (For CDE use)
Article 1. 1 State Requirements		_____	
56205 (b) (3) A description of programs for early childhood special education from birth through five years of age.		Pages 14 – 17	Yes ( ) No ( )
56205 (b) (4) A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the plan, may address questions or concerns to the governing body or individual.	56205 (b) (1) 56205 (b) (2)	Page 9	Yes ( ) No ( )
56205 (b) (5) A description of a dispute resolution process, including mediation and final binding arbitration to resolve disputes over the distribution of funding, the responsibilities for service provision, and the other governance activities specified within the plan.		Page 18	Yes ( ) No ( )
56207.5 A request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district. In reviewing and approving a request by a charter school to participate as a local educational agency in a special education local plan area, the following requirements shall apply:		_____	
56207.5 (a) The special education local plan area shall comply with Section 56140.		Page 4	Yes ( ) No ( )
56207.5 (b) The charter school shall participate in state and federal funding for special education and the allocation plan developed pursuant to subdivision (i) of Section 56195.7 or Section 56836.05 in the same manner as other local educational agencies of the special education local plan area.	56195.1 (f) 56203	Pages 20 – 22	Yes ( ) No ( )
56207.5 (c) The charter school shall participate in governance of the special education local plan area in the same manner as other local educational agencies of the special education local plan area.	56195.1 (f) 56203	Pages 21 – 22	Yes ( ) No ( )

ELEMENTS OF THE LOCAL PLAN

CHAPTER 3. ELEMENTS OF THE LOCAL PLAN	Cross Reference	Page # where criteria can be located in Local Plan	Compliance Checklist (For CDE use)
Article 1. 1 State Requirements			
Reading Criteria: In order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative. Further, SELPA Local Plans shall include assurances that special education instructional personnel will participate in staff development inservice opportunities in the area of literacy that includes:	State Board Requirement 2/10/99	———	
a. Information about current literacy and learning research		Page 23	Yes ( ) No ( )
b. State adopted standards and frameworks		Page 23	Yes ( ) No ( )
c. Increased participation of students with disabilities in statewide student assessments		Page 23	Yes ( ) No ( )
d. And, research based instructional strategies for teaching reading to a wide range of diverse learners in order to increase the percentage of children with disabilities who are literate.		Page 23	Yes ( ) No ( )
Local Plans shall also include assurances that students with disabilities will have full access to:		———	
a. All required core curriculum including state adopted core curriculum text books and supplementary text books		Page 23	Yes ( ) No ( )
b. Instructional materials and support in order that students with disabilities attain higher standards in reading		Page 23	Yes ( ) No ( )

RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

LOCAL EDUCATION AGENCY (LEA) ASSURANCE STATEMENT

1. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA between the ages of birth through 21 inclusive, including children with disabilities who have been suspended or expelled from school. Appropriate education is that combination of educational and related service(s) as determined on an Individualized Education Program (IEP) that meets the unique needs of each individual in order to benefit from his/her access to educational opportunities.

2. FULL EDUCATIONAL OPPORTUNITY

It shall be the policy of this LEA that all pupils with disabilities have access to the variety of educational programs and services available to non-disabled pupils including nonacademic and extra-curricular services and activities.

3. CHILD FIND

It shall be the policy of this LEA that all children with disabilities, including children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located and evaluated.

4. INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

It shall be the policy of this LEA that an Individualized Educational Program (IEP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program.

5. LEAST RESTRICTIVE ENVIRONMENT

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment, occurs only when the nature or severity of the disability of the child is such that education in regular classes with the use of supplemental aids and services cannot be achieved satisfactorily.

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6. PROCEDURAL SAFEGUARDS

It shall be the policy of this LEA that children with disabilities and their parents shall be provided with safeguards throughout the identification, evaluation, placement process, and provision of a free appropriate public education to the child.

7. ANNUAL / TRIENNIAL REASSESSMENT

It shall be the policy of this LEA that a review will be conducted on at least an annual basis to review the child's progress. This review shall include, but is not limited to, the achievement of annual goals, the appropriateness of placement, and/or to make any necessary revisions.

The LEA shall conduct a reassessment of each child with a disability at least once every three years, or more frequently, if conditions warrant a reassessment or if the child's parent or teacher requests a reassessment and a new Individualized Education Program (IEP) to be developed.

8. CONFIDENTIALITY

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected at collection, storage, disclosure, and destruction.

9. PART C, TRANSITION

It shall be the policy of this LEA that children participating in Early Intervention Programs (IDEA, Part C) and who will participate in preschool programs (IDEA, Part B) experience a smooth and effective transition between these programs.

10. PRIVATE SCHOOLS

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private school shall receive special education and related services in accordance with local procedures. The required proportion of federal funds received will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. COMPLIANCE ASSURANCES

It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act , Section 504 of Public Law and the provisions of the California Education Code, Part 30.

12. – 13. GOVERNANCE

It shall be the policy of this LEA to support and comply with the provisions of the governance structure and any necessary administrative support to implement the plan.

14. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)

It shall be the policy of this LEA that it will support and assist the state's efforts and activities to ensure an adequate supply of qualified special education, general education, and related services personnel.

15. PERSONNEL STANDARDS

It shall be policy of this Local Education Agency (LEA) to make an ongoing, good faith effort to recruit and hire appropriately and adequately trained personnel, as defined by state standards to provide special education and related services to children with disabilities. Where there is a shortage of such personnel, the most qualified individuals available who are making satisfactory progress toward completing applicable coursework necessary to meet state standards, shall be assigned.

16. PERFORMANCE GOALS & INDICATORS

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the state and provide data as required by the state.

17. PARTICIPATION IN ASSESSMENTS

It shall be the policy of this LEA that, students with disabilities are included in general State and district-wide assessment programs, with appropriate accommodations, where necessary. For those children with disabilities who cannot participate, alternate assessment will be conducted.

18. SUPPLEMENTATION OF STATE/FEDERAL FUNDS

It shall be the policy of this LEA to include this information in the Annual Budget Plan submitted annually to the State.

19. MAINTENANCE OF EFFORT

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local and other Federal funds and not to supplant those funds; and will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

20. PUBLIC PARTICIPATION

It shall be the policy of this LEA that prior to its adoption of policies and procedures, the LEA shall make the policies and procedures available to the general public, hold public hearings and provide an opportunity for comment by the general public.

21. SUSPENSION/EXPULSION

It shall be the policy of this LEA that data on suspension and expulsion rates will be provided in a manner prescribed by the State.

22. PART C

It shall be the policy of this LEA to submit the Part C (infant/toddler) Local Interagency Agreements to the State as part of the Annual Service Plan.

In accordance with Federal and State laws and regulations,

Riverside County SELPA and _____ School District ensure that policies and procedures covered by this assurance statement are on file at the Local Education Agency and the SELPA office.

Be it further resolved that the superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Adopted this _____ day of _____, 200_____.

Yeas: _____ Nays: _____

Signed: _____, President of Board of Education

Signed: _____, Superintendent

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Riverside County SELPA
Local Plan

State Requirements
Permanent Section of the Local Plan

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State Requirements
Local Policy/Procedures

(proposed changes appear in bold italic font or strike-through)

Proposed amendments or changes to the permanent portion of the Local Plan will be developed cooperatively by a committee of representatives of special and regular teachers and administrators selected by the groups they represent and with participation by parent members of the community advisory committee, or parents selected by the community advisory committee, to ensure adequate and effective participation and communication (EC § 56195.9).

I. Governance and Administration of the Local Plan

This section describes the Riverside County Special Education Local Plan Area (SELPA) Governance Structure responsibilities and procedures, the administrative functions necessary for implementation of the plan, and the relationship of the Community Advisory Committee (CAC) to governance.

A. Governance Structure

This section addresses the responsibilities of the governing boards, superintendents, special education administrators, finance committee, participating agencies, and procedures for changing the governance structure. Riverside County SELPA ***Organizational Chart*** ~~"Governance Structure" flowchart~~ can be found in Appendix 1 ~~and the "Managerial Job Responsibilities" can be found in Appendix 2~~.

1. Governing Board Responsibilities

Each participating Local Education Agency (LEA) governing board accepts responsibility in the policy-making process as demonstrated by approval of the ~~2003~~ ***2006-07*** Local Plan for the Riverside County SELPA. The procedures for carrying out that responsibility are locally defined but typically carried out by regular communication with the respective superintendent and the administrator responsible for special education.

2. Superintendent Responsibilities - Governance Council

The Governance Council consists of ~~the twenty~~ ***each*** participating district superintendents and the Riverside County Superintendent of Schools (RCSS). The superintendents serve as representatives of the district and the county governing boards in overseeing the delivery and effectiveness of special education programs. The officers of the Governance Council are Chair and Vice Chair, with the Vice Chair succeeding the Chair the following year. The SELPA Executive Director serves as Secretary to the Governance Council. The Governance Council operates as a committee of the whole to formulate policies and develop regulations and guidelines for the operation of the Master Plan for Special Education, to allocate resources and develop an annual budget, and to mediate problems arising from the implementation of the Master Plan and the administration of contracts. It is the intent of the Governance Council to minimize financial encroachments upon school districts' general education funds. ***The Governance Council shall also serve as the Board for the Joint Powers Agreement (JPA Board).***

The Governance Council/JPA Board shall adopt amendments to the permanent portion of the Local Plan on an "interim" basis not to exceed 12 months. Amendments approved in this

manner become permanent upon subsequent approval by all LEA governing boards and the State Board of Education. Such approval is considered concurrently with the approval of the Annual Service Delivery Plan and the Annual Budget Plan.

The Governance Council/***JPA Board*** adopts bylaws to govern meetings ~~(Appendix 3), selects the SELPA Executive Director,~~ and provides for other appropriate requirements as mandated by law. ***The Governance Council bylaws are available through the SELPA Office.***

The Governance Council/***JPA Board*** Steering Committee is a subcommittee of the Governance Council/***JPA Board***. The Committee develops the agenda for Governance Council/***JPA Board*** meetings and performs other duties and responsibilities as needed. The Governance Council/***JPA Board*** Steering Committee consists of a representative from each zone (selected by each zone), the RCSS, the Coordinating Council Chair, and a Finance Committee Liaison. Also, the Chair and Vice Chair serve as a zone representative. ~~The Governance Council Chair is responsible for evaluating the SELPA Executive Director.~~

The Governance Council/JPA Board Chair appoints a SELPA Personnel Committee with the function of evaluating the SELPA Executive Director. The Personnel Committee is comprised of the Governance Council Chair representing his/her zone and a superintendent from each of the other zones. The SELPA Executive Director is supervised by the Governance Council/JPA Board Chair. The SELPA Executive Director is selected and/or dismissed by the Governance Council/JPA Board based on recommendations from the Personnel Committee.

3. Coordinating Council

The Coordinating Council consists of the special education administrator, or a designated person, from each participating LEA who has been empowered by the superintendent, and/or special education administrator to act in behalf of said LEA in fiscal and educational matters related to special education. The Coordinating Council formulates potential decisions for program organization, structure, allocation, and policy issue recommendations to assure that all Individuals with Exceptional Needs (IWENS) receive appropriate program and services; provides recommendations to the Governance Council/***JPA Board*** and ***the*** SELPA Finance Committee; and disseminates and exchanges information. The officers of the Coordinating Council are the Past Chair, Chair and Vice Chair, with the Vice Chair succeeding the Chair the following year. The SELPA Executive Director serves as Secretary to the Coordinating Council. The Coordinating Council operates according to adopted bylaws ***which are developed, revised, and/or approved formally by the Coordinating Council*** ~~(Appendix 4)~~. ***The Coordinating Council bylaws are available through the SELPA Office.***

The Coordinating Council Steering Committee develops the agenda for Coordinating Council meetings and serves as the nominating committee in recommending a Vice Chair to the Coordinating Council. This committee consists of the SELPA Executive Director, the current and past Coordinating Council Chair, County Director of Special Education, and a representative from each zone.

4. *SELPA* Finance Committee

The purpose of the SELPA Finance Committee is to analyze all financial and related issues with the resulting recommendations transmitted to the Governance Council/***JPA Board*** and Coordinating Council via their respective steering committees. The SELPA Finance Committee shall support the Governance Council/***JPA Board*** to minimize financial encroachment upon the

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school districts' general education funds. The SELPA Finance Committee operates according to adopted bylaws ***which are developed, revised, and/or approved formally by the SELPA Finance Committee. The SELPA Finance Committee bylaws are available through the SELPA Office.*** ~~(Appendix 5)~~

The SELPA Finance Committee shall be comprised of the following members: a Chief Business Official or the Superintendent's designee from each participating zones and the Riverside County Office of Education ***(RCOE)***, a Fiscal Liaison to the Governance Council (to jointly serve as his/her zone representative), a Program Liaison from Coordinating Council, and the SELPA Executive Director. ***The SELPA Executive Director serves as Secretary to the SELPA Finance Committee.***

5. Community Advisory Committee

The Community Advisory Committee (CAC) serves the Special Education Local Plan Area in an advisory capacity, in accordance with EC §56190-56194 ***and legislation related thereto.***

Parents comprise a majority of the membership of the CAC and of these members; the majority must be parents of children with disabilities. Members of local PTAs, special education teachers, general education classroom teachers and school personnel, students with disabilities, representatives of related public and private agencies and other persons concerned with the needs of children with disabilities may also be represented. The CAC operates according to adopted bylaws ***which are developed and/or revised by the CAC through a committee process. The CAC bylaws are approved by both the CAC and the Governance Council/JPA Board. The CAC bylaws are available through the SELPA Office.*** ~~(Appendix 6)~~

6. Participating Agency Responsibilities

The procedures for determining the responsibility of each participating LEA to provide special education and assure access to special education and related services for all IWENs residing in the geographic area served by the Local Plan are described herein.

Each LEA is responsible to oversee the operation of those special education programs offered by that LEA and assures access to special education and related services for all IWENs residing in the area. Districts are responsible for home teaching (including severely handicapped (SH)) IWENs, Special Day Class (SDC) programs for non-SH and SH, when appropriate, Resource Specialist Programs (RSP), and Designated Instruction and Services (DIS).

Pursuant to California EC § ~~56170 and 56200~~ ***56205(a) and 56195.1(b) as well as Government Code § 6502, et. Seq., the Riverside County SELPA will operate as a Joint Powers Agreement (JPA) effective July 1, 2006.*** ~~local plans may incorporate joint powers agreements and contracts between agencies within a service area.~~ ***The purpose of the JPA is to formulate policy and develop regulations and guidelines for the operation of the Master Plan for Special Education, to allocate resources and develop an annual budget, and to mediate problems arising from the implementation of the Master Plan and the administration of contracts. A copy of the Joint Powers Agreement for Special Education can be found in Appendix 2.***

Pursuant to California EC § 56195.1(e), ~~Subsequently,~~ a SELPA-member LEA may contract with another SELPA member LEA for special education programs/services ~~within the Riverside County SELPA~~. The districts ***may*** contract with the RCSS ~~(see Appendix 7)~~ to operate programs for SH students and ***to*** provide DIS for low incidence populations (***SH Special Day Class and***

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Deaf/Hard of Hearing and Visually Impaired Itinerant Programs). The mechanism to initiate such contracts includes the approval "Referral/Interim Placement" and completion of a Master Contract "Riverside County Superintendent of Schools Agreement for Intra-SELPA Educational Services."

~~The SELPA makes available an "Intra-SELPA Permit for Individuals with Exceptional Needs between Districts within Riverside County SELPA" (Appendix 8), and an "Inter-SELPA Permit for Individuals with Exceptional Needs" among SELPAs (Appendix 9).~~

The "Intra-SELPA/Inter-SELPA Agreement for Providing Placement and Services to Students with Severe Disabilities" form was developed to assist LEAs and/or SELPAs to document agreements between LEAs for the provision of special education placement and services for a resident student with severe disabilities, in a setting outside of the student's LEA and/or SELPA of residence. The purpose of the Agreement form is to (1) obtain student count data for the state report; and (2) provide a mechanism to transfer funds, if it is determined to be necessary. Typically, the resident special education administrator initiates these ~~permits~~ ***agreements*** when there is no appropriate program within the LEA. ~~These permits facilitate the transfer of funds from the resident district to the service providers.~~

An Intra-SELPA agreement is initiated by a Riverside County SELPA member district for the transfer of a student with an IEP to program operated by another LEA that is also a member of the Riverside County SELPA. An Inter-SELPA agreement is initiated for the transfer of a student with an IEP from an LEA that is not a member of the Riverside County SELPA to a program operated by an LEA that is a member of the Riverside County SELPA.

The "Intra-SELPA/Inter-SELPA Agreement for Providing Placement and Services to Students with Severe Disabilities" is available through the SELPA Office.

7. Procedures for Changing the Governance Structure

Any changes in the governance structure of the Riverside County SELPA, including dividing the SELPA into more than one operating entity or changing the designation of and/or responsibilities of the Responsible Local Agency, are subject to specific provisions of EC § 56140, 56195, et seq., 56195.7 et seq., 56200 et seq., and 56205 et seq.

1. Any local agency which is currently designated as an LEA participating in the Riverside County SELPA may elect to pursue an alternative option from those specified in EC §56195.1 by notifying the RCSS and the ***Riverside County Governance Council/JPA Board*** at least one year prior to the date the alternative plan would become effective (EC § 56195.3(b)).

2. Any alternative plan of an LEA is subject to the approval of the Governance Council and the RCSS (EC § 56140).

3. Approval of a proposed alternative plan shall be based on the capacity of the district(s) to ensure that special education programs and services are provided to all children with disabilities and meet the Size and Scope Standards presented in EC § 56195.1.

4. The proposed SELPA(s) shall cooperate with the RCSS and other school districts in the geographic area in order to assure that the SELPA is compatible with the other SELPAs in the county, as required by EC § 56195.3, and shall consider the impact of the

formation of the new SELPA on the county as a whole and upon the SELPA or SELPAs from which they are seeking to separate, including their ability to meet minimum size ***and scope requirements*** ~~standard of 30,000 reported units of average daily attendance and the scope requirements~~. Potential adverse programmatic and/or fiscal impacts must be addressed and any potential problems that effected local educational agencies might have with the criteria and standards for fiscal accountability issues must be mitigated.

5. If the RCSS and the ***Riverside County*** Governance Council/***JPA Board*** do not approve an alternative plan, the RCSS shall return the plan with comments and recommendations to the district(s). The district or districts participating in the alternative plan may appeal the decision to the Superintendent of Public Instruction (EC § 56140(b) (2)).

6. Any changes in the designation of the responsible local agency for the Riverside County SELPA must conform to the above code provisions and the administrative provisions for approval as specified in the Local Plan.

7. ***Should any proposed new SELPA formation not occur within the established time-frame then those districts involved in the proposed new SELPA formation shall remain as active members of the Riverside County SELPA until such time the new SELPA is formed. However, this would require a renewal of the one-year notice referenced above in item number one.***

A change in governance structure is not the same as program transfers. Any SELPA member LEA intending to withdraw a portion or all of its SH student program from RCSS operations shall give a written preliminary notice to the Riverside County SELPA and to RCSS as specified in the "Program Transfer Language for Students with Severe Disabilities" which was approved by Governance Council, March 23, 2001, ***and subsequently amended on May 23, 2003, May 22, 2005 and October 28, 2005***. ~~See Appendix 10 which~~ ***This policy*** describes types of program transfers, program transfer timelines, allocation formula for county-operated regional programs, program transfer formula, and SELPA Finance Committee and Coordinating Council Review of Requests. ***The "Program Transfer Language for Students with Severe Disabilities" is available through the SELPA Office and/or SELPA Procedural Handbook.***

B. Administrative Functions Necessary for Implementation of the Plan

This section describes the administrative functions of the responsible local agency, meeting the legal requirements for procedural safeguards, program specialist services, and the CAC responsibilities necessary for implementation of the plan.

1. Responsible Local Agency/*Administrative Unit*

The governing board of each participating school district has elected to join with the county office to submit to the superintendent this local plan in accordance with EC § 56200. The Governance Council has designated the ~~Riverside County Office of Education (RCOE)~~ ***Val Verde Unified School District (VVUSD), effective July 1, 2006,*** to serve as the ***Responsible*** Local Agency ***(RLA) or*** Administrative Unit (AU) as provided for in EC § 56030. As such, the duties include, but are not limited to, receiving and distributing regionalized services funds in accordance with the approved budget, providing administrative support, and coordinating the implementation of the Plan. The AU is entitled to the funds generated from the indirect cost rate applied to regional income. ***A copy of the Agreement for Service – Administrative Unit can be found in Appendix 3.***

The SELPA Executive Director is selected ***and/or dismissed*** by Governance Council ***JPA Board*** ~~Steering~~ but is an employee of the ~~RCOE~~ ***VVUSD***. The ~~RCOE~~ ***VVUSD*** is an equal opportunity employer. All the standard ~~county~~ personnel requirements and procedures shall be employed. The SELPA Executive Director is supervised and evaluated by the ~~Governance Council Steering~~ ***Personnel Committee who is appointed by the Governance Council Chair***. The SELPA Executive Director ~~selects~~ ***is responsible for coordinating the selection of*** the SELPA staff members, who are also employees of the ~~RCOE~~ ***VVUSD, effective July 2006.*** The SELPA Executive Director serves as Secretary to the Governance Council***/JPA Board***, serves as Secretary to the Coordinating Council, serves as Chair to the Finance Committee, directs the SELPA office, provides support to the CAC, and performs other duties as required.

2. Meeting the Legal Requirements for Procedural Safeguards

The AU is responsible for meeting the legal requirements for procedural safeguards of Public Law 101-467 and statutes and regulations including (a) equal access to all programs and services in the region, (b) advice to parents on availability of free or low cost legal services, (c) complaints and the correction of identified problems, and (d) due process.

a. Equal Access to All Programs and Services in the Region

Both state and federal law provides that IWENs are entitled to a free, appropriate public education (FAPE) that includes special education and related services to meet their unique needs in the least restrictive environment (LRE). Each LEA must ensure that all children residing within their jurisdiction who have disabilities, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated. The LEA must establish a goal of providing full educational opportunity to all IWENs, aged birth through 21.

The laws are written to ensure that the rights of IWENs and their parents are protected. The laws require that the parent/guardian of the IWEN receive from the LEA a written description of procedural rights. This requirement is met through the Riverside County SELPA "Notice of Procedural Safeguards and Parent Rights." ~~(Appendix 11)~~ ***A copy of the "Notice of Procedural Safeguards and Parent Rights" is available through the SELPA Office and/or the SELPA Procedural Handbook.***

b. Advice to Parents on Availability of Free or Low Cost Legal Services

Both the parents and the LEA have significant legal rights in connection with the special education of an IWEN. These rights become operative when there is a proposal or refusal by either party to initiate or change the identification, assessment, or educational placement of an IWEN or the provision of FAPE to the child. This most often occurs in connection with the development of an Individualized Education Program (IEP) for the IWEN. Any disagreement regarding proposals or refusals described above is an appropriate issue for a due process hearing. Either or both parties have the right to initiate a due process hearing petition. Upon request, the Riverside County SELPA ~~RCOE,~~ and/or ***the appropriate*** LEA will provide advice to parents on availability of free or low cost legal services. ~~(Appendix 12)~~

c. Complaint Procedures and Uniform Complaint Procedures

Each LEA must annually notify in writing its students, employees, and the parents/guardians of its students about the procedures for filing a complaint. The LEA notification includes the opportunity to appeal a local decision to the California

Department of Education (CDE), any civil law remedies that may be available, and the procedures the CDE will use in investigating the complaint.

The "Notice of Procedural Safeguards and Parent Rights" contains information on complaint procedures. ~~The Riverside County SELPA Complaint Procedures are provided in Appendix 13.~~ Because the ~~RCOE~~ ***VVUSD*** serves as the ***RLA/AU*** ~~responsible local agency administrative unit~~, the SELPA follows ~~the county office~~ ***VVUSD*** Uniform Complaint Procedures ~~(Appendix 14)~~.

d. **Due Process.** The description of due process procedures in EC § 56500.2 – 56507, ~~for purposes of Code of Regulations, 34 CFR 300.237,~~ are hereby included in the Local Plan by reference. The Riverside County SELPA Procedural Safeguards explain definition of terms, confidentiality of information, when rights come into effect, initiating a due process procedure/mediation conference (including stay put provisions to reflect EC § 56343 (d) "appropriateness of placement"), due process hearing, rights and responsibilities of the hearing officer, and award***ing*** of attorney fees.

3. Annual Evaluation Activities

The Riverside County SELPA realizes the need to establish an ongoing evaluation process to ensure that special education programs are offered for all IWENs within the geographical area. Such evaluation provides the information necessary to refine and improve policies, regulations, guidelines and procedures and fulfill evaluation requirements under EC § 56601.

The SELPA Executive Director is responsible for the overall coordination, implementation, and reporting of annual evaluation efforts. Forms and surveys for the gathering, recording, and compilation of data are reviewed by the SELPA Executive Director and Coordinating Council for relevancy, consistency, duplication, and effective reduction of paperwork. Data gathering, compilation, reporting, and local review are completed by the LEA designated responsible individual. Each LEA responsible individual involves ***Designated Instruction and Services*** (DIS) personnel, regular teachers, special education teachers, administrators, parents, program specialists, and others as appropriate in the evaluation activities. Aggregated data collected by district responsible individuals ***are*** ~~is~~ forwarded to the SELPA Executive Director for compilation into the annual evaluation. The SELPA Executive Director prepares a pupil count report that includes, but is not limited to, racial and ethnic distribution of IWENs.

II. Regionalized Services to Local Programs

In order to implement the Local Plan, the SELPA ~~Managerial~~ Staff has been delineated specific job responsibilities ~~(Appendix 2)~~ and the provision of regionalized service***s pursuant to EC § 56195.7*** as follows:

- ***Coordinated identification, referral, and placement system***
- ***Procedural Safeguards***
- Coordinating services with other ***local public*** agencies
- Ensuring program availability for all children with disabilities
- Guidance for surrogate parent training
- Community Advisory Committee support
- Transition planning
- Legal assistance

- Budget planning and review evaluation
- ***Process for*** ~~P~~program coordination ***of IWENs placed in public/proprietary hospitals, licensed children institutions/foster family homes and juvenile court schools/county community schools***
- Fiscal management
- Program ~~coordination~~ ***Specialist Services pursuant to EC § 56368***
- Community awareness
- Personnel development for staff, parents, community and governing boards as appropriate. Such staff development programs will be coordinated with other staff development programs in the SELPA. LEAs may also provide personnel development coordinated within their respective district.
- Data collection and implementation of required ~~county~~ ~~supported~~ Management Information Systems.
- Curriculum and program development and support for special education programs and services in the SELPA.
- Ongoing review of special education programs and procedures in the SELPA, and mechanisms for correcting any identified problems. Such review and procedures will be in accordance with any state level procedures, but may include local interventions starting at the most direct level of intervention, e.g., district support to the classroom teacher who needs it, or training and instruction in the identified problem area.

Program Specialist dollars are distributed to each SELPA member LEA to conduct services as defined in EC § 56368. Program Specialists are hired by the local LEA and hold a valid Special Education credential, or ~~are~~ a school psychologist authorization and ~~has~~ ***have*** advanced training ~~on~~ ***and*** related experience in the education ***of*** IWENs and have specialized in-depth knowledge in preschool disabilities, career vocational development, or one or more areas of major disabling conditions.

Program specialist activities include:

- Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers.
- Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.
- Participate in each school's staff development, program development, and innovation of special methods and approaches.
- Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise.
- Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.

III. Verification that a CAC has been Established

Riverside County SELPA assures that a Community Advisory Committee (CAC) as described in the Governance section of this document has been established. The CAC serves the ***Riverside County SELPA*** ~~Special Education Local Plan Area~~ in an advisory capacity; in accordance with EC § 56190-56194 ~~has been established~~. Several SELPA-member districts have their own local parent groups that support the SELPA's CAC activities.

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IV. Supplementation of State/Federal Funds

It shall be the policy of this SELPA to include this information in the Annual Budget Plan submitted annually to the State.

V. Maintenance of Effort

~~It shall be the policy of this SELPA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local and other Federal funds and not to supplant those funds; and will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.~~
The Riverside County SELPA shall meet the federal maintenance of effort (MOE) regulations requiring that federal funds be used only to pay the excess costs of providing special education and related services to children with disabilities and to supplement and not supplant state and local funds for special education (reference: Title 34 Code of Federal Regulations C.F.R. Sections 300.231-300.233).

The SELPA Administrative Unit, as the grantee of the federal funds from the State Department of Education, shall distribute all or part of the federal funds received to participating LEAs within the SELPA through a sub-granting process and shall annually conduct and report to the State Education Agency (SEA) each of the required MOE information. The LEAs within the Riverside County SELPA shall compile and submit budget and expenditure information to the SELPA RLA/AU, which will then conduct the two required calculations determining MOE. The two comparison tests are as follows:

- ***First Comparison – Grant Year Budget versus Prior Actual Expenditures***
- ***Second Comparison – Prior Year Actuals versus Second Prior Year Actuals***

The Riverside County SELPA Maintenance of Effort Policy, adopted by Governance Council on April 22, 2005, is available from the SELPA Office.

VI. Public Participation

Members of the public, including parents or guardians of IWENs who are receiving services under the ***local*** plan, may address questions or concerns to the governing body at quarterly meetings of the SELPA Governance Council/***JPA Board***. The Governance Council/***JPA Board*** agenda provides opportunities for the public to address the Council/***JPA Board*** regarding agenda and non-agenda items at each meeting.

VII. Annual Budget Plan

~~The Riverside County SELPA has developed a funding diagram displaying how the money flows to SELPA and LEAs (Appendix 15). There are four major funding sources:~~

- ~~Local Property Taxes (approximately 36% of the county office allocation)~~
- ~~Federal Services (local assistance and pass-through grants)~~
- ~~State Aid and revenue limit apportionment~~
- ~~Other state and local revenue~~

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Riverside County SELPA Assembly Bill (AB) 602 Funding Allocation Plan

The distribution of funds is based on the Assembly Bill (AB) 602 Final Funding Allocation Plan *was* approved by Governance Council ***on March 11, 1999 and shall be continuously amended by Governance Council/JPA Board as needed.. The most current copy of the Riverside County SELPA AB 602 Allocation Plan is available through the SELPA Office.*** The Allocation Plan ~~contained in Appendix 16~~ includes guiding principles and the following funding components:

1. Distribution of Funds
2. SELPA Funds and Services
3. Allocation of Funds for Nonpublic Schools/Agencies (NPS/A)
4. Allocation of Funds for Contracted Regional Special Education Programs/Services
5. Special Education Revenue Generated by Students in Alternative Education Programs
6. Desert Center Unified School District (USD)
7. Inter/Intra SELPA Transfers and Services
8. Declining ADA Adjustment
9. Allocation of Equity Funds
10. Extended School Year (ESY) Funds
11. Facilities, Maintenance and Operations Agreements
12. Program Transfers
13. Budget Process
14. Procedures for Making Changes in Budgetary Allocations

Addendum 1a – Funding for Contracted Regional Special Education Programs/Services
Addendum 1b – SELPA Member District Allocations
Addendum 2 – SELPA Policy for Special Circumstance Assistants and County-operated SH Student Programs
~~Addendum 3 – Program Transfer Language for Students with Severe Disabilities~~

Any changes will be made, as needed, by vote of the Governance **Council/*JPA Board*.** ~~The procedure for any change in governance structure follows the same procedure outlined in Section V-G, Procedures for Making Changes in Budgetary Allocations, in that; the~~ ***The*** three major committees (Governance Council/***JPA Board***, Coordinating Council, and ***SELPA*** Finance Committee) are included in the review of all phases.

Other budgets/reports per the ~~Memorandum of Understanding~~ ***Riverside County SELPA JPA Board shall be prepared and submitted to the appropriate entities as required.*** ~~between RCSS and the Riverside County SELPA.~~ The following budgets/reports shall be prepared and presented to the SELPA Finance Committee and Governance Council pursuant to the following timelines:

- ~~2002-2003~~ First Interim Report by mid December ~~2002~~
- ~~2002-2003~~ Second Interim Report by late March ~~2003~~
- ~~2003-2004~~ Preliminary Budget by late March ~~2003~~
- ~~2003-2004~~ Annual Budget by mid June ~~2003~~

Annual Budget Plan

An Annual Budget Plan is prepared and presented to the SELPA Finance Committee and Governance Council by mid June for the following year.

EC § 56205*(b) Each local plan submitted to the superintendent under this part shall also contain all the following:*

(1) An annual budget plan that shall be adopted at a public hearing held by the special education local plan area. Notice of this hearing shall be posted in each school in the local plan area at least 15 days prior to the hearing. The annual budget plan may be revised during any fiscal year according to the policymaking process established pursuant to subparagraph (D) and (E) of paragraph (12) of subdivision (a) and consistent with subdivision (f) of Section 56001 and Section 56195.9. The annual budget plan shall identify expected expenditures for all items required by this part which shall include, but not be limited to, the following:

(A) Funds received in accordance with Chapter 7.2 (commencing with Section 56836).

(B) Administrative costs of the plan.

(C) Special education services to pupils with severe disabilities and low incidence disabilities.

(D) Special education services to pupils with non-severe disabilities.

(E) Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments.

(F) Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section56836.23) of Chapter 7.2.

(G) The use of property taxes allocated to the special education local plan area pursuant to Section 2572.

VIII. Annual Service Plan

The Riverside County SELPA Annual Service Plan demonstrates that all individuals with exceptional needs shall have access to services and instruction appropriate to meet their needs as specified in their individualized education programs. In accordance with EC §56205(b)(2), ***an annual service plan shall be adopted at a public hearing held by the special education local plan area. Notice of this hearing shall be posted in each school district in the special education local plan area at least 15 days prior to the hearing. The annual service plan may be revised during any fiscal year according to the policymaking process established pursuant to subparagraphs (D) and (E) of paragraph (12) of subdivision (a) and consistent with subdivision (f) of Section 56001 and with Section 56195.9. The annual service plan shall include a description of services to be provided by each district and county office, including the nature of the services and the physical location at which the services will be provided, including alternative schools, charter schools, opportunity schools and classes, community day schools operated by school districts, community schools operated by county offices of education, and juvenile court schools, regardless of whether the district or county office of education is participating in the local plan. This description shall demonstrate that all individuals with exceptional needs shall have access to services and instruction appropriate to meet their needs as specified in their individualized education programs.***

Development of Flexible Service Delivery Models

The Riverside County SELPA has a strong commitment to creating a single, seamless and unified service delivery model for all students. The SELPA recognizes its obligation to provide concerted efforts to support students in the least restrictive environment. Therefore, we acknowledge the need to expand strategies to maintain students in general education. This requires the provision of supplementary aids and services to support students with disabilities in general education classes; thereby, ensuring a full spectrum of program options including quality special education class services in various locations. To this end, it is the intent of Riverside County SELPA to support member LEAs in developing programs that offer flexible service

delivery. The SELPA has a Coordinator on staff whose job description includes assisting districts in developing new ways of looking at how we support the needs of all students. Part of the job responsibilities of this Coordinator is to provide vehicles for districts to initiate and implement collaboration between special and general education and to work with districts in designing alternative delivery systems for students currently in more restrictive environments.

Current Program Options

The Riverside County SELPA ensures that a continuum of program options is available to meet the needs of IWENs for special education and related services. The IEP team's determination of appropriate program placement, related services needed, and curriculum options to be offered is based upon the unique needs of the disabled pupil rather than the label describing the disabling condition or the availability of the program.

Within the Riverside County SELPA, each child with a disability shall have the right to an educational program designed to meet his/her individual needs. Program options offered by districts within the Riverside County SELPA include:

- ***Regular Classroom***
- ***Regular Classroom with Support Services***
- ***Designated Instruction and Services (DIS)***
- ***Resource Specialist Program - in one or more of the following delivery models:***
  - ✓ ***Consultation***
  - ✓ ***Collaboration***
  - ✓ ***Pull-out Program***
- ***Special Day Class***
- ***County Placement***
- ***Nonpublic School***
- ***State Special School***
- ***Home/Hospital Instruction***
- ***Instruction in Non-classroom Setting***
- ***Itinerant Instruction***
- ***Telecommunication***

The following program options apply to 3-5 year old IWENs as well as 6-21 years olds. Program options for identified children under three years of age and their families are addressed in Section ~~9~~ *IX* of this Plan. IWENs may receive special education and related services in any one or more of the following program options:

- **Regular Class with Accommodations:** Student is educated in the general education classroom. Accommodations to the general education curriculum are determined and implemented through collaboration between general and special education personnel.

- **Resource Services (school-based program):** Services as described in the school plan to address student's IEP goals are provided in an integrated resource program including general education and special education program options.

- **Resource Specialist Program:** Service that provides instruction and services to those students whose needs have been identified in an IEP, and are assigned to regular classroom

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teachers for the majority of a school day ***unless there is prior approval by the superintendent pursuant to EC § 56362 (e).***

- **Special Day Inclusion Services:** Student is educated in the general education classroom. Modifications to the general curriculum are usually required more than 50% of the school day.

- **Special Day Class in Pubic Integrated Facility:** Setting that provides intensive instruction and services to pupils when the nature or severity of the disability precludes their participation in the regular school program for a majority of the school day.

  This includes children placed in self-contained special classrooms with part-time instruction in a regular class or self-contained special classrooms full-time on a regular school campus (EC § 56364).

- **Special Day Class in Public Separate Facility:** Setting in which disabled children and youth receive special education and related services of a majority of the school day in a public separate facility.

- **Special Day Class in Nonpublic School:** Setting in which disabled children and youth receive special education and related services for a majority of the school day in a nonpublic facility.

- **Home and Hospital:** Services delivered in the home or hospital to student when, for medical reasons (including psychiatric reasons) or any other reasons, the student is unable to attend school.

Designated Instruction and Services

A student with an identified disability may be provided with DIS while participating in general education environment the majority of the school day, part time, and/or while in special education the majority of the school day.

DIS options include the following:

- Adapted Physical Education (APE)
- Audiological Services
- Counseling ***and Guidance***
- Deaf/Hard of Hearing (DHH) Itinerant Services
- Guidance Services
- ***Instruction in the Home or Hospital***
- ***Health and*** Nursing Services
- Occupational Therapy (OT)
- Orientation and Mobility ***Instruction***
- Parent Counseling ***and Training***
- Physical Therapy (PT) Services
- Psychological Services ***other than assessment and development of the Individual Education Program***
- Social Work***er*** Services

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- Speech/Language (S/L) ***Development and Remediation*** Services*
- Special Circumstance Instructional Aide (SCIA)
- Specialized Driver Training ***Instruction***
- ***Specially Designed*** Vocational Education ~~Training~~ ***and Career Development***
- Specialized Services for Low Incidence Disabilities***, such as readers, transcribers and vision and hearing services***
- Recreation Services
- Vision Services
- Visually Impaired (VI) Itinerant

For students in grades K-12, the average caseload for language, speech, and hearing specialists in districts, county offices, or special education local plan areas shall not exceed 55 cases, unless the local comprehensive plan specifies a higher average caseload and the reasons for the greater average caseloads (EC § 56363.3) and shall not exceed a count of 40 for language, speech and hearing specialists providing services exclusively to students between the ages of three and five years (EC § 56441.7(a)).

Individual SELPA-member districts may request a waiver of this provision from the State Superintendent of Public Instruction as allowed in 5 CCR 3051.1 and EC § 56101.

Infant and Preschool Services

Infant services are available through Inland Regional Center and the Riverside County Office of Education (RCOE), and the Palo Verde Unified School District (PVUSD). Districts other than PVUSD begin serving identified students at age 2.6 – 2.9 for transition into specified program at age 3. ~~The program specialist is the primary contact for preschool services.~~ Students with identified disabilities aged 3-5 may receive any of the special education supports listed ~~below~~ ***above*** as determined by the IEP team. ***Once identified as an IWEN the range of program options available include DIS only, county-operated Giving Real Advantage to Special Preschoolers (GRASP), district-operated program, county-operated SDC placement, or Nonpublic School/Agency (NPS/A) services.***

Least Restrictive Environment

The Riverside County SELPA endorses the California State Department of Education "Policy Statement of Least Restrictive Environment." The state policy is based on the principle that IWENs should receive their education in chronologically age appropriate environments with non-disabled peers. The principle maintains that both non-disabled and disabled children are most successfully educated in a shared environment where qualities of understanding, cooperation and mutual respect are nurtured. Children with disabilities are removed from the regular education environment only when the nature or severity of the disability is such that education in the regular education environment with supplementary aids or services cannot be achieved satisfactorily.

SELPA Policy The Riverside County SELPA provides a full range of program options designed to meet the educational service needs of IWENs in the least restrictive environment (LRE). The determination of LRE for each IWEN is based on IEP team consideration of where the goals/objectives can be implemented most successfully. The SELPA LRE policy states that:

"Special education programs and services under its jurisdiction shall be provided in the LRE to students with disabilities. Special assistance shall be offered to these students in a setting which promotes maximum interaction with the general school population and which is appropriate to both. The goal shall be maintained to provide the maximum opportunity for interaction with peers without disabilities, regardless of educational setting."

IX. Early Education Program Description

A. Interagency Agreement

The Riverside County SELPA has entered into an agreement with Inland Regional Center to describe selected policies and procedures relating to the implementation of California's Early Intervention Services Act (GC §95000 et seq.) and the regulations, procedures for resolving disputes, and other components necessary to ensure effective cooperation and coordination between the two agencies. ~~(Appendix 17)~~ ***A copy of the Interagency Agreement is available through the SELPA Office.***

B. Program Description

The Riverside County Office of Education operates the Early Start Infant CIRCLE Program, the LEA component of Early Intervention Services. Infants residing in Riverside County who have medical or developmental problems and are under three years of age may be eligible for services. The Infant CIRCLE Program has three primary focuses:

- Home visits include assessment in the home by a multidisciplinary team, parent training to maximize the infant's development, informal discussions and support.
- The school program offers group activities in a Parent-Infant classroom focusing on behavior skills and socialization. Parent training includes information on how a baby grows, disability awareness, and strategies and interventions to enhance the child's development.
- The parent support component includes discussion groups, parent inservices, assisting the family to acquire necessary additional services for the child, and connecting the family with other agencies.

1. Procedures for Initiating and Processing Referrals

Anyone who has a concern about an infant's growth or development may make a referral to the Early Start Infant CIRCLE Program ***(note: Palo Verde USD operates its own Infant Program)***. The staff completes an Early Start Program Referral Form and assigns the referral to an intake coordinator. The intake coordinator contacts the parent/guardian to arrange for an initial intake interview in the child's home. This interview consists of basic questions regarding the child's health, developmental history, diagnosis (if any), strengths, weaknesses, and needs. Discussion of the family's needs and concerns also occurs at this time. The intake coordinator then determines the team members necessary for evaluation and the assessment segment of the identification process. Parent rights and responsibilities in the Early Start Program are explained and, upon completion of assessment, an Early Start Individualized Family Service Plan (IFSP) is developed.

Anyone who has a concern about a preschool child's growth or development may make an initial referral. For infants previously identified as candidates for special education program services

who have an IFSP, the transition process into a preschool program begins when the child reaches the age of 30 months (2 years, 6 months). The Early Start Infant CIRCLE staff discusses a transition plan with the family, update assessment reports as necessary, and forward a copy of the child's IFSP and assessment report(s) to the child's district of residence. LEA staff review the child's file, make a referral to ~~the RCSS~~ ***RCOE*** (if appropriate), and schedule joint IEP team meeting with past and potential services providers. The IEP team follows the procedures described below regarding IEP development. This process should occur by age 3.0 to ensure uninterrupted services and a smooth transition.

Initial preschool referrals are reviewed in a format similar to the SST process. The preschool team obtains information from the child's parent/guardian and from preschool program staff (when appropriate). The team meeting provides the opportunity to discuss the child's growth and development relative to expectations, intervention strategies, and the child's potential need for assessment to determine eligibility for special education program services.

2. Determining Eligibility

~~The results of testing will determine eligibility of the child for the program. Eligibility for services is based on developmental delay and/or one of the following diagnosed conditions:~~

- ~~Chromosomal Abnormality~~
- ~~Environmentally Caused Malformation~~
- ~~Skeletal and Muscular System Malformations~~
- ~~Neurological Disorder~~
- ~~Metabolic Disorder~~
- ~~Postnatal Handicapping Condition~~

The term "eligible infant or toddler" for the purposes of this title means an infant or toddler from birth through two years of age, for whom a need for early intervention services as specified in Individual with Disabilities Education Act (IDEA) and applicable regulations, is documented by means of assessment and evaluation and who meet one of the following criteria: (GC 95014(a))

Developmental Delay
Infants and toddlers with a developmental delay in one or more of the following five areas: cognitive development; physical or motor development, including vision and hearing; communication development; social or emotional development; or adaptive development qualify for the program. Developmentally delayed infants and/or toddlers are those who are determined to have a significant difference between the expected level of development for their age and their current level of functioning. Qualified personnel who are recognized by, or part of, a multidisciplinary team, including the parents, shall make this determination. (GC 95014(1))

At-Risk
Infants and toddlers with established risk conditions are infants and toddlers with conditions of known etiology or conditions with established harmful developmental consequences. The conditions shall be diagnosed by a qualified personnel recognized by, or part of, a multidisciplinary team, including the parents. The condition shall be certified as having a high probability of leading to developmental delay if the delay is not evident at the time of diagnosis. (GC 95014(2))

A list of medical conditions or congenital syndromes that may be appropriate for this category are provided below. Although this is an extensive list, the incidence of many of these syndromes and conditions is very low.

Chromosomal Abnormalities: Down syndrome, Turner syndrome, Kleinfelter's syndrome, D syndrome, E syndrome, Cri du chat syndrome, Williams syndrome.

Environmentally Caused Malformations: Congenital rubella syndrome, Syphilis, Cytomegalovirus, Toxoplasma gondii, Erythroblastosis fetalis, X-ray irradiation, Fetal alcohol syndrome.

Skeletal and Muscular System Malformations: Acrania, Cleft lip/cleft palate, Muscular dystrophy, Osteogenesis imperfecta.

Neurological Disorders: Spina bifida, Cerebral palsy, Epilepsy, Encephalitis, Hydrocephalus.

Metabolic Disorders: Hypoglycemia, Hyperglycemia, Galactosemia, Phenylketonuria, Homocystinuria, Hartnup disease, Tay Sachs disease, Niemann-Pick disease, Sulfatide lipidosis, Hurler syndrome, Sanfilippo syndrome, Cretinism.

Postnatal Handicapping Conditions: Anoxic deprivation, Meningitis, Retrolental fibroplasia, Cerebral palsy, Lim deficient child, Physical trauma.

Or infants and toddlers who are at high risk of having substantial developmental disability due to a combination of biomedical risk factors, the presence of which is diagnosed by qualified clinicians recognized by, or part of, a multidisciplinary team, including the parents. (GC 95014(3)) This eligibility category of Part C is not applicable to LEAs. The Early Start Program operated by the Inland Regional Center is currently serving this type of child.

3. Developing an Individualized Family Service Plan (IFSP)

The Individualized Family Service Plan (IFSP) is to be developed after a multidisciplinary team completes an evaluation that determines that a child is eligible for early intervention services.

The following requirements relate to the development of the IFSP:

- IFSP meeting is convened within 45 calendar days after the referral is received.
- Upon establishing eligibility, arrangements are made for a convenient meeting date, time and place. A written notice is provided to the family in a timely manner.
- If parent requests, the meeting is conducted in the parents' native language or primary mode of communication.
- Meeting participants must include parent, service coordinator, person(s) directly involved in evaluation; and may include other family members, advocate or person outside of the family, person(s) to be providing services.
- The IFSP is to be developed jointly by the family and the appropriate qualified personnel.
- Review of the IFSP must be done every six months or more frequently if the parent or service provider(s) requests.
- Review of the IFSP may be conducted at any time to update the IFSP and make revisions as needed.

~~Once identified as an IWEN the range of program options available include DIS only, Giving Real Advantage to Special Preschoolers, district operated SDC, County operated SDC placement, or NPS/A services.~~

X. Dispute Resolution Process

Should disputes arise concerning special education related matters or related to the interpretation of this Local Plan between or among the LEAs, the disputing LEAs shall first attempt to arrive at a settlement. If settlement is not reached at the LEA level, the Riverside County SELPA Executive Director shall mediate the dispute. Any dispute regarding program issues not successfully resolved by the SELPA Executive Director shall be referred to the Coordinating Council. Any dispute regarding fiscal issues not successfully resolved by the SELPA Executive Director shall be referred to the SELPA Finance Committee.

The Coordinating Council and/or Finance Committee will discuss issues, conflicts, or proposed changes until either a common recommendation to the Governance Council/***JPA Board*** can be made or differing options can be presented. The Governance Council/***JPA Board*** may adopt a position by a majority vote or refer the issue back to the Coordinating Council and Finance Committee with input so as to assist these two bodies in developing a consensus recommendation. The Governance Council/***JPA Board*** shall hear the facts of the dispute and shall render a written decision on the matter, which shall be binding on the parties.

XI. Community Advisory Committee Certification

SED-LP-2 to be submitted ~~June,~~ 2003 ***by December 1, 2005.***

XII. Charter Schools

Provision of Special Education Services to Students Voluntarily Enrolled in Charter Schools

Introduction

This policy applies to all charter schools that are chartered by an LEA in the Riverside County Special Education Local Plan Area (SELPA) Riverside County SELPA (hereinafter SELPA) or granted a charter on appeal by the Riverside County Board of Education or the State Board of Education in which oversight responsibilities have been assigned to a SELPA-member LEA. This policy only extends to a charter school that was chartered by, or assigned to, an entity that is a member of the SELPA.

Students enrolled in charter schools are entitled to special education services provided in a similar manner to students enrolled in other public schools. Charter schools within the SELPA shall comply with requirements of all applicable state and federal law regarding provision of special education services (EC § 56000 et seq., Individuals with Disabilities Education Act 20 U.S.C. Chapter 33). A charter school shall not discriminate against any pupil in its admission criteria on the basis of disability. Students enrolled in charter schools shall receive services in a manner similar to students enrolled in other public schools within the SELPA. The Charter School shall be treated as all other SELPA-member LEAs by the administrative unit and the SELPA ***Executive*** Director.

Charter schools must delineate in their memorandum of understanding (MOU) the entity responsible for providing special education instruction and related services. This document must reference any anticipated transfer of special education funds between the granting LEA and the charter school and any provisions for sharing deficits and/or proration factors in funding. This document must affirm, in writing, that the district where the student resides, if different than the chartering LEA, is not responsible for providing special education services to students that are enrolled in the charter school.[1] The written agreement must also state that prior to final approval of a request to be deemed a local educational agency (LEA), the charter school will be deemed a public school within the chartering entity.[2]

SELPA Involvement with Approval and Renewal of Charters

Prior to approval of a new charter school, or renewal of an existing charter school, the petitioner shall consult with both the superintendent or designee of the chartering entity and the SELPA Director to ensure that the charter school responds to district and SELPA guidelines and timelines as they related to special education. The petition presented must provide assurances that all eligible students enrolled in the charter school will receive appropriate special education services in accordance with appropriate state and federal law and the SELPA Local Plan for Special Education (Local Plan). The petition shall provide that no student otherwise eligible to enroll in the charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services.[3] Each charter petition must contain a reasonably comprehensive description of the charter school's educational program, as it relates to the provision of special education services, including the following:

- The specialized instruction and services available at the charter school;
- The procedures for ensuring that students are referred, assessed and served in a timely manner;
- Assurances that staff members providing special education services are appropriately credentialed;
- Assurances that the facility used by the charter school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular program;[4]

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[1] Requires the charter school to acknowledge in its MOU that the district where the student resides is not responsible for special education once the child leaves the district.

[2] The charter school is deemed a public school when first granted a petition and cannot be deemed an LEA in this SELPA until the charter school has complied with all procedures outlined in this policy.

[3] Petitioner must confirm in writing that they will not discriminate due to disability.

[4] Affirms charter school responsibilities under Section 504 of the Rehabilitation Act of 1973 (34 CFR 104) hereinafter "504".

- Disenrollment, suspension and expulsion policies and procedures must ensure that the protections of federal and state law are afforded to special education and 504 eligible students; and

- Dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA, regarding the provision of special education services in the charter school.

Categories of Charter Schools

For the purposes of provision of special education services, charter schools shall be deemed either a public school within the chartering district or an LEA that receives funds and provides services independent of the chartering entity. All approved charter schools will be deemed public schools within the chartering entity until the charter school has been deemed an LEA following this policy and decision making process outlined in Section ~~II~~ ***I.A.7***, Governance and Administration of the Local Plan. The categorization as a separate LEA will become effective on the first day of the fiscal year (July 1), following final approval by the SELPA Governance Council***/JPA Board.***

A. Public School within a School District or RCOE

Charter schools that are deemed to be public schools within the chartering entity will participate in state and federal funding in the same manner as other schools or programs within the chartering entity. The chartering entity will be responsible for ensuring that all children with disabilities enrolled in the charter school receive special education and designated instruction and services in a manner that is consistent with all applicable provisions of state and federal law. The chartering entity will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school in the same manner as students enrolled in other schools or programs administered by the chartering entity.

The chartering entity will:

- Receive all applicable special education funds as specified in the SELPA's Assembly Bill (AB) 602 Funding Allocation Plan. The allocation per ADA in the charter school will be the same as that received by the chartering entity, if chartered by a district. If the chartering entity is the COE, the allocation for students enrolled in the charter school will be equal to the average allocation per ADA of member districts within the SELPA, excluding Desert Center Unified School District as this district is treated as a sparse LEA.

- Represent the needs of the charter school in the SELPA governance structure;

- Be responsible for ensuring that all eligible students enrolled in the charter school are appropriately referred, assessed and served in a timely manner;

- Be responsible for procuring and funding appropriate special education services, where ever the student may reside; and

- Provide necessary special education services or contract for these services with public or private educational agencies.

The chartering LEA and the charter school may enter into business agreements or contracts whereby the charter school agrees to pay for the excess costs associated with providing special education services to identified students, including the administration of special education programs. When the chartering entity is a district, the charter school should be held fiscally responsible for a fair share of any encroachment on district general funds that is created by the provision of special education services throughout the district[5].

B. Charter School as an LEA within the SELPA

Application must be made to the SELPA on or before February 1 of the school year preceding the school year in which the charter school anticipates operating as an LEA within the SELPA. LEA status will not become effective prior to July 1 of the year in which final approval was granted. Once granted LEA status, a charter school will participate on an equal basis with other members in the governance of the SELPA. The LEA charter school will choose a representative to the Governance Council/***JPA Board*** and a representative to the Coordinating Council. The representative to the Governance Council/***JPA Board*** must be the chief executive officer pursuant to the Governance Council bylaws ***and the Joint Powers Agreement for Special Education***. The representative to the Coordinating Council must be an authorized agent designated by the governing board of the charter school. Like other members of the SELPA, the charter school will be represented on the SELPA Finance Committee by the individual chosen from the geographic zone in which the charter school is located.

The applicant charter school will be deemed an LEA if the ~~SELPA~~ Governance Council/***JPA Board*** determines that the charter school has met all requirements to be included as a member LEA of the SELPA as specified in this policy and the Local Plan. These requirements include:

- Provide assurances that all individuals with exceptional needs (ages birth to 22) shall have access to appropriate special education programs and services;
- Provide assurances that each certificated employee is appropriately credentialed to serve in his/her assignment;
- Provide necessary staff as required to meet federal and state mandates;
- Follow all SELPA policies and procedures;
- Utilize SELPA approved forms;
- Place special education students in programs administered by other SELPA members only with; either inter or intra SELPA permits and/or interdistrict permits;

[5] AB 1115 requires that the chartering entity, if a district, charge the charter school *its* pro-rata share of district-wide encroachment (EC 47646) as is the case with all of the SELPA-member districts. However, for consideration, the district may waive this charge. Specifics should be included in an MOU.

- Provide transportation as indicated on the student's IEP; and

- Indemnify and hold harmless each of the member entities.

Once deemed an LEA, the charter school shall:

- Participate in governance of the SELPA by naming one representative to the Governance Council/***JPA Board*** and a representative to the Coordinating Council;

- Contribute to, participate in, and receive the benefits of reimbursement from the SELPA Nonpublic School/Agency Pool in the same manner as other members. [6]

- Receive state and federal funding for special education in accordance with the SELPA AB 602 Funding Allocation Plan. The LEA charter school will be entitled to special education allocations that are based on the school's ADA at the average rate received by member districts, excluding Desert Center Unified in calculating the average;

- In the same manner as other members of the SELPA, any available federal funds will be disbursed one year in arrears and calculated based on applicable special education counts[7];

- Be responsible for all costs incurred in the provision of special education services. These costs may include, but are not limited to, instruction, services, transportation, nonpublic school/agency placements, inter/intra SELPA placements, due process proceedings, complaints and attorney fees;

- Document that all State and Federal special education funds apportioned to the charter school are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities; and

Special education apportionment must be used solely for the purpose of providing special education instruction and/or services to identified students with disabilities. Any apportionment not used for provision of special education will be reviewed by the Governance Council/***JPA Board*** and Finance Committee for potential recapture and/or reallocation of funds.

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[6] Provides that funds generated by enrollment in the charter school LEA, like all other SELPA members, pays for SELPA and regionalized services.

[7] Gives notice to charter school LEA that Federal funds are dispersed in arrears; therefore *it* will receive none the first year and subsequent disbursements will be based on prior year's student count.

XIII. Literacy

All students with special needs will have the opportunity to participate in the general education curriculum as developed by the IEP team. The IEP team will consider the special needs of a student on an individual basis. One of the areas of participation will be the California Reading Initiative. Special education instructional personnel will participate in staff development inservice opportunities in the area of literacy that include:

1. information about current literacy and learning research;
2. state adopted standards and frameworks; and,
3. increased participation of students with disabilities in statewide student assessments
4. research-based instructional strategies for teaching reading to a wide range of diverse learners in order to increase the percentage of children with disabilities who are literate.

In order to address these goals, we assure that students with disabilities will have full access to:

1. all required core curriculum including state adopted core curriculum text books and supplementary text books; and
2. instructional materials and support in order that students with disabilities attain higher standards in reading.

XIV. Behavioral Intervention Procedures

The SELPA Coordinating Council has approved the emergency intervention procedures outlined in the Crisis Prevention Institute (CPI), Professional Assault Crisis Training (Pro-ACT), and LEA designed procedures that emphasize the safety of the student and the staff. Emergency interventions shall not be used as a substitute for systematic behavioral intervention plans that are designed to change, replace, modify, or eliminate a targeted behavior. The SELPA Procedural Handbook includes guidelines for utilizing time-out as an emergency intervention and steps for completing a "Behavioral Emergency Intervention Report."

Emergency interventions may be used only to control:

- ***unpredictable, spontaneous behavior which poses a clear and present danger of serious physical harm to the individual or others or;***
- ***can cause property damage and;***
- ***which cannot be immediately prevented by a response less restrictive than the temporary application of a physical intervention used to contain the behavior.***

For those cases wherein the need for a functional analysis assessment is indicated, the team completes the "Functional Analysis Assessment Data Collection Plan." The SELPA Procedural Handbook includes a description of the Critical Competencies of the Behavioral Intervention Planning Team, including the SELPA Certification process.

* *

The Governance Council/JPA Board shall adopt amendments to the permanent portion of the Local Plan on an "interim" basis not to exceed 12 months. Amendments approved in this manner become permanent upon subsequent approval by all LEA governing boards and the State Board of Education. Such approval is considered concurrently with the approval of the Annual Service Delivery Plan and the Annual Budget Plan.

Riverside County SELPA
Local Plan

Appendix 1

Organizational Structure
Flowchart

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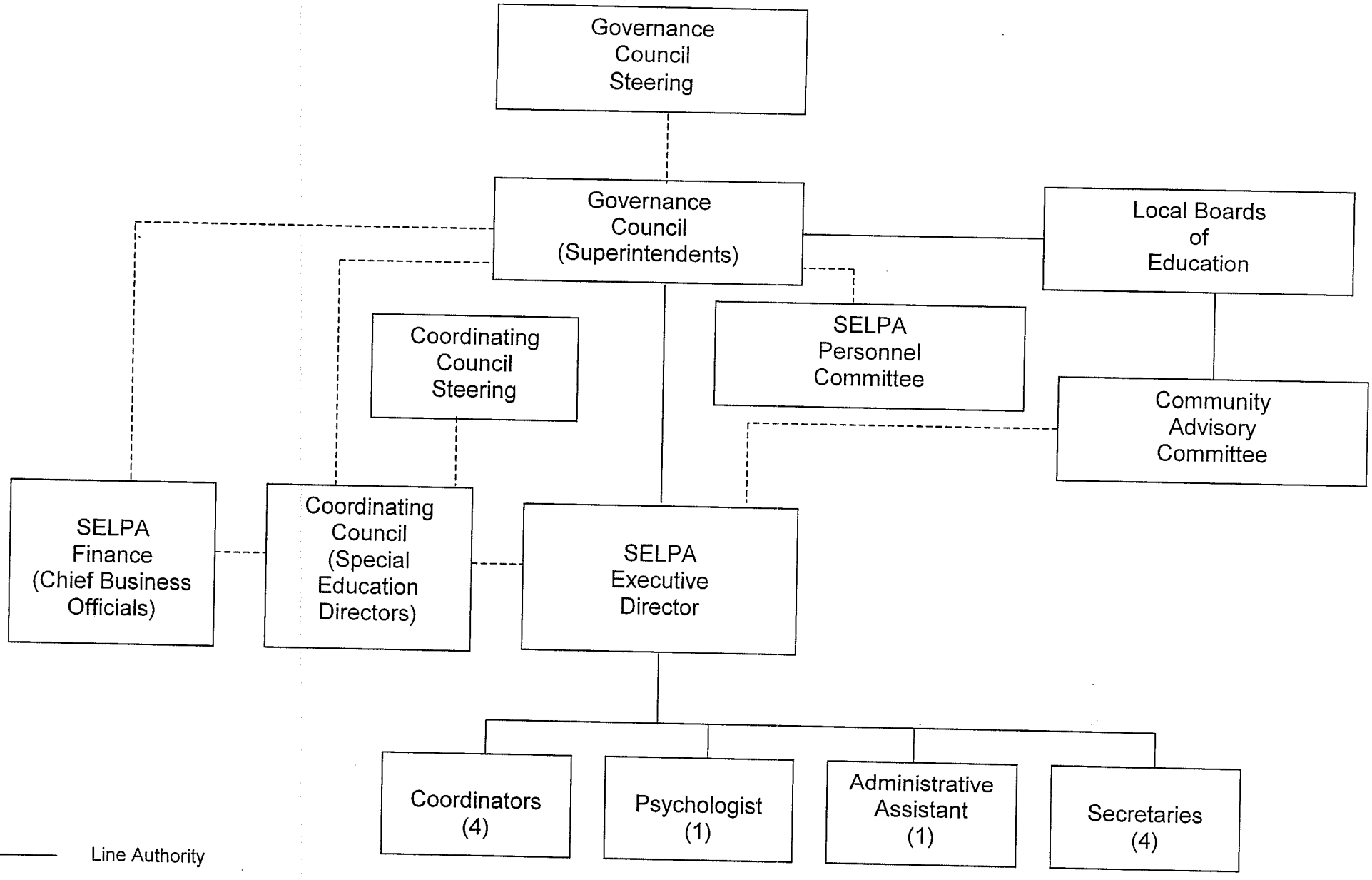
Riverside County SELPA
Organizational Chart
(Approved by Governance Council on October 22, 2004)

Appendix 1



Line Authority

Advisory

Selpaorg;Rev 10/22/04

Riverside County SELPA
Local Plan

Appendix 2

Joint Powers Agreement

RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA JOINT POWERS AGREEMENT (JPA) FOR SPECIAL EDUCATION

WITNESSETH

The undersigned parties have entered into a Joint Powers Agreement (JPA) for Special Education effective July 1, 2006, providing for the administration of a special education service region for the implementation of the State mandated special education program, and,

NOW, THEREFORE, in consideration of this clarification, of the mutual covenants herein and of the mutual benefits to be derived there from, each of the parties hereto agree as follows:

PREAMBLE

THIS AGREEMENT, effective July 1, 2006, by and among the Local Education Agencies signatory hereto is entered into pursuant to the provisions of Title I, Division 7, Chapter 5 (Sections 6500 et seq.) of the California Government Code, relating to joint exercise of powers for the purpose of establishing, governing, implementing, coordinating, and operating a local plan for the education of individuals with exceptional needs.

RECITALS

WHEREAS, pursuant to Education Code sub-sections 56140 (d), the County Superintendent of Schools and each School District is authorized to join with one another to submit a local plan for the education of children with exceptional needs,

WHEREAS, pursuant to the Education Code, said plan may specify that an entity other than the County Superintendent of Schools shall coordinate implementation of the plan,

WHEREAS, pursuant to the Education Code, all of the Local Education Agencies signatory hereto are authorized to enter contractual Agreements under said plan,

WHEREAS, pursuant to Government Code Section 6502, if authorized by their governing bodies, two or more public agencies by Agreement may jointly exercise any power common to the contracting parties,

NOW, THEREFORE, FOR AND IN CONSIDERATION OF THE MUTUAL COVENANTS HEREIN AND OF THE MUTUAL BENEFITS TO BE DERIVED THEREFROM, each of the parties hereto agrees as follows:

AGREEMENT

1. CREATION OF JOINT POWERS AGENCY

There is hereby created a Riverside County Special Education Local Plan Area (SELPA) Joint Powers Agreement (JPA) separate and apart from the parties hereto and hereinafter designated as "Riverside County SELPA JPA."

2. PURPOSE

The purpose of Riverside County SELPA JPA shall be to submit to the California Superintendent of Public Instruction a local plan for the education of children with exceptional needs, within the Riverside County SELPA, to provide a governance structure and any necessary administrative support to implement the plan, to establish a system for determining the responsibility of member Local Education Agencies for the education of each individual with exceptional needs residing within the Riverside County SELPA, and to designate the Val Verde Unified School District as the Administrative Unit (AU) to perform such functions as the receipt and distribution of regionalized services funds, provision of administrative support, and coordination of the implementation of the plan.

3. TERM

This Agreement shall become effective on the date set forth in the Preamble hereof and shall continue for a minimum of one year and until terminated as hereinafter provided (such withdrawal must be in accordance with the terms of Section 12 hereof).

4. MEMBERSHIP

All public Local Education Agencies within the Riverside County SELPA authorized to provide educational services for children with exceptional needs shall be eligible for membership. Membership shall be effective upon approval of the Governance Council and due execution of this Agreement by such agency. Each member agency shall be entitled to the rights and privileges, and shall be subject to the duties and obligations, of membership, as provided in this Agreement.

The charter members of this Agreement shall be:

Alvord Unified School District
Banning Unified School District
Beaumont Unified School District
*Coachella Valley Unified School District
*Desert Center Unified School District
*Desert Sands Unified School District
Hemet Unified School District
Jurupa Unified School District
Lake Elsinore Unified School District
Menifee Union School District
Murrieta Valley Unified School District
Nuview Union School District
*Palm Springs Unified School District
*Palo Verde Unified School District
Perris Elementary School District
Perris Union High School District
Romoland Elementary School District
San Jacinto Unified School District
Temecula Valley Unified School District
Val Verde Unified School District
Riverside County Office of Education

*These districts have provided formal notice of their intent to form a separate SELPA, effective July 1,

2006. Should the new SELPA formation not occur within the established time-frame, then the districts involved in the proposed new SELPA formation shall remain as active members of the Riverside County SELPA JPA until such time the new SELPA is formed.

5. GOVERNANCE COUNCIL

ARTICLE I Administering Agency

The Administering Agency of the Riverside County SELPA JPA shall be the Governance Council, and hereinafter referred to as the JPA Board.

ARTICLE II Purpose

The purpose of this JPA Board shall be to formulate policy and develop regulations and guidelines for the operation of the Master Plan for Special Education, to allocate resources and develop an annual budget, and to mediate problems arising from the implementation of the Master Plan and the administration of contracts. It shall be the intent of the JPA Board to minimize financial encroachment upon school district's general education funds.

ARTICLE III Membership

The membership of the JPA Board shall be the superintendents of participating districts in the Master Plan for Special Education and the County Superintendent of Schools.

ARTICLE IV Officers

The officers of the JPA Board are Chair and Vice Chair.

The Vice Chair shall be elected in June of the current year for the ensuing year and shall take office on July 1. The Vice Chair shall succeed the Chair. The SELPA Executive Director shall serve as Secretary to the JPA Board.

ARTICLE V Voting Rights

Section 1: Only district superintendents and the County Superintendent, or an acting/interim superintendent designated by a governing board shall have the right to vote.

Section 2: The total of ayes, noes, or abstentions shall be recorded in the minutes for each action taken by the JPA Board. Any member may have his/her vote recorded in the minutes upon request.

The JPA Board votes shall be weighted based on the following criteria:

- ✓ School districts less than 100 special education pupil count has 1.0 vote;
- ✓ School districts with 100 to 1,499 special education pupil count have 2.5 votes; and,
- ✓ School districts with 1,500 or more special education pupil count have 3.0 votes.

ARTICLE VI Meeting

Section 1: The Chair shall establish the date, time, and place for regular meetings of the JPA Board and may call special meetings as necessary. All meetings shall be conducted in public.

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Section 2: Notices and agendas are to be prepared and mailed or delivered by the Secretary five (5) days in advance of meetings. In an emergency, notices and agendas may be telephoned to each superintendent's office no later than the day preceding a special meeting.

Section 3: Addendum to the agenda may be accepted for action providing either (1) the Secretary's Office notifies each superintendent's office no later than the day preceding the meeting; or (2) the majority of a quorum at a scheduled meeting certifies the item as an emergency.

Section 4: No action shall be taken unless a quorum is present. No action shall be taken except at a regular, special, or adjourned meeting. No action shall be taken on any item not listed on the agenda as an action item, except items qualified by Sections 2 or 3.

Section 5: A quorum shall be seven (7) superintendents.

Section 6: An affirmative vote by a majority of the superintendents present shall be sufficient to pass a motion except as provided in Article IX.

ARTICLE VII Committees

Section 1: The JPA Board shall operate as a committee of the whole.

Section 2: The JPA Board Steering Committee shall consist of: A representative from each zone and the County Superintendent of Schools. Each zone representative's name shall be submitted by the respective zone no later than May of the current year for the ensuing year. This will be effective beginning 1996-97. The following shall be a liaison to the JPA Board Steering Committee: Coordinating Council Chair and a Finance Committee Member.

Section 3: In May of each year the JPA Board Steering Committee shall serve as the Nominating Committee and recommend the Vice Chair to the JPA Board in June of the current year for the ensuring year. The County Superintendent of Schools may not serve as Chair or Vice Chair. The Chair and Vice Chair shall also serve as a zone representative. In addition, the Nominating Committee shall make recommendations to the JPA Board Steering Committee for filling officer vacancies that occur during the year.

Section 4: The Chair may appoint ad hoc committees as necessary. Ad hoc committees shall report to the JPA Board.

ARTICLE VIII Parliamentary Authority

The parliamentary authority for the JPA Board shall be Robert's Rules of Order, latest edition.

ARTICLE IX Amendment of Bylaws

Section 1: Proposed amendments shall be submitted in writing in advance to the JPA Board members for consideration.

Section 2: An amendment shall require 2/3 vote of the members present.

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6. POWERS AND DUTIES

A. The Riverside County SELPA JPA is hereby empowered in its own name to do all acts necessary for or incidental to accomplishing the purposes set forth in this Agreement, including, but not limited to, any or all of the following:

(1) to make and enter contracts;

(2) a SELPA Personnel Committee to be appointed by the JPA Board Chair, represented of the JPA Board Chair and a superintendent from each of the other zones, with a function of evaluating the SELPA Executive Director.

(3) to enter into contract with any member agency for all necessary staff, fiscal, clerical and regionalized services as determined by the JPA Board;

(4) to incur debts, liabilities or obligations; and,

(5) to sue and be sued in its own name.

B. The JPA Board is hereby empowered to establish a system for determining the responsibility of member agencies for the education of each individual with exceptional needs residing within the SELPA, and to designate the AU to perform such regionalized functions as the receipt and distribution of regionalized services funds, provisions of administrative support, and coordination of the implementation of the local plan for the education of children with exceptional needs. The JPA Board shall determine all policy matters for the Riverside SELPA.

(1) Accountability Reports, Audits

a. Accurate fiscal records shall be maintained by the SELPA Executive Director as directed by the JPA Board. There shall be strict accountability of all funds and report of all receipts and disbursements of the Riverside County SELPA JPA.

b. The JPA Board shall cause an independent audit of the accounts and records to be made at least once each year by a certified public accountant, and a report thereof filed, as a public record, with the JPA Board, each of the member agencies and other agencies as required by law. Such reports shall be filed within (12) months after the end of the fiscal year under examination.

(2) Fiscal Year

The fiscal year for SELPA shall be July 1 through June 30.

(3) Budget

The JPA Board shall adopt a budget for the Riverside County SELPA JPA in the manner prescribed by the JPA Board.

(4) Succession to Riverside County SELPA Funds

The Riverside County SELPA shall succeed to the surplus funds, assets and equipment, if any, of the prior JPA, which remain after payment of its debts, liabilities, and obligations.

7. OBLIGATIONS OF SELPA AND MEMBER AGENCIES

A. The debts, liabilities, and obligations of SELPA arising from the administering and operation of regionalized services and accrued in the Regionalized Services Budget shall be the debts, liabilities and obligations of the member agencies party to this Agreement.

B. All debts, liabilities, and obligations arising from the administering and operation of individual school district services and/or county superintendent's special education school services shall be the individual debts, liabilities and obligations of the respective school districts and/or county superintendent. It is hereby agreed and stipulated by each member agency, as authorized by Government Code Section 895.6, that each member agency shall bear ultimate financial responsibility in proportion to its active fault with respect to personal injury and property damage due to its negligent and wrongful acts or omissions occurring in the performance of the Agreement without the right of indemnification or contribution from each of the other member agencies party to this Agreement.

8. WITHDRAWAL

A. Right to Withdrawal

After a minimum of one year of membership, a member agency may withdraw from this Agreement, effective at the end of the fiscal year and provided said member agency has given the JPA Board ninety (90) days written notice of intent to withdraw prior to the effective date of withdrawal.

B. Effect of Withdrawal

The withdrawal of any member agency from this Agreement shall not terminate this Agreement unless as a result of such withdrawal there are fewer than two member agencies remaining. A member agency withdrawing shall be entitled to a distribution of assets as set forth in Section 11 hereof.

9. TERMINATION

A. Notice: Process

This Agreement may be terminated by written agreement of all member agencies, effective at the end of a fiscal year, upon 180 days written notice prior to the effective date of such termination.

B. Winding Up Affairs

Upon termination of this Agreement, Riverside County SELPA JPA shall continue to exist for the purpose of disposing of all claims, distribution of all assets and all other functions necessary to wind up the affairs of the Riverside County SELPA.

C. Effect of Termination

Upon termination of the Agreement, the member agencies shall be entitled to a distribution of assets as set forth in Section 13 hereof.

10. DISTRIBUTION OF ASSETS AND SURPLUS MONEY

Upon termination of this Agreement or withdrawal of a member agency, any remaining assets after all obligations of SELPA have been met shall be distributed as follows: A share of all property of SELPA,

including all moneys on hand or due but uncollected, shall be distributed to each withdrawing or terminating member agency in proportion to contributions made upon the effective date of such withdrawal or termination. However, in the event of termination where there is a successor AU or other administrative entity established for all of the then member agencies, such assets and surplus money shall be distributed to the successor AU.

11. SEVERABILITY

Should any part, term, or provision of this Agreement be decided by the Courts to be illegal or in conflict with any law of the State of California or the United States or otherwise rendered unenforceable or ineffectual, the validity of the remaining portions or provisions shall not be affected thereby.

12. AMENDMENT

This Agreement may be amended at any time by the written Agreement of two-thirds of the votes of the LEAs at a regular or special meeting of the JPA Board.

IN WITNESS WHEREOF, the following parties hereto have caused this Agreement to be duly executed.

ALVORD UNIFIED SCHOOL DISTRICT

By: _____

BANNING UNIFIED SCHOOL DISTRICT

By: _____

BEAUMONT UNIFIED SCHOOL DISTRICT

By: _____

COACHELLA VALLEY UNIFIED SCHOOL DISTRICT

By: _____

DESERT CENTER UNIFIED SCHOOL DISTRICT

By: _____

DESERT SANDS UNIFIED SCHOOL DISTRICT

By: _____

HEMET UNIFIED SCHOOL DISTRICT

By: _____

JURUPA UNIFIED SCHOOL DISTRICT

By: _____

LAKE ELSINORE UNIFIED SCHOOL DISTRICT

By: _____

MENIFEE UNION SCHOOL DISTRICT

By: _____

MURRIETA VALLEY UNIFIED SCHOOL DISTRICT

By: _____

NUVIEW UNION SCHOOL DISTRICT

BY: _____

PALM SPRINGS UNIFIED SCHOOL DISTRICT

BY: _____

PALO VERDE UNIFIED SCHOOL DISTRICT

BY: _____

PERRIS SCHOOL DISTRICT

By: _____

PERRIS UNION HIGH SCHOOL DISTRICT

By: _____

ROMOLAND SCHOOL DISTRICT

By: _____

SAN JACINTO UNIFIED SCHOOL DISTRICT

By: _____

TEMECULA VALLEY UNIFIED SCHOOL DISTRICT

By: _____

VAL VERDE UNIFIED SCHOOL DISTRICT

By: _____

RIVERSIDE COUNTY SUPERTENDENT OF SCHOOLS

By: _____

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Riverside County SELPA
Local Plan

Appendix 3

Administrative Unit
Agreement for Service

RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA AGREEMENT FOR SERVICE ADMINISTRATIVE UNIT

PREAMBLE

1.0 PARTIES

The Riverside County Special Education Local Plan Area (SELPA), an independent Joint Powers Agency (JPA), hereinafter referred to as the "SELPA" and the Val Verde Unified School District (USD) hereinafter referred to as the Administrative Unit (AU) mutually agree and promise as hereinafter set forth.

2.0 PURPOSE

The SELPA desires to obtain designated services of an AU, and the AU agrees to provide such services as hereinafter specified.

3.0 EFFECTIVE DATE

The effective date of this Agreement is July 1, 2006.

4.0 TERM

The term of this Agreement begins on July 1, 2006. The Agreement shall be extended each year for another one-year term unless written notice to terminate is served by one party upon the other before January 1 of the then current term. Termination by service of such notice shall be effective on the 30th day of June next following such notification.

5.0 GENERAL PROVISIONS

5.1 The agencies agree to provide information and delivery of services specified herein.

5.2 This Agreement may be modified or amended by written mutual consent of the parties. The party seeking such modification or amendment shall give not less than sixty (60) days written notice to the other party, except where both parties deem the implementation of such change or amendment to be an "emergency" and waive the notice period. Any "emergency" changes or amendments shall be reduced to writing, signed by both parties, and appended to this Agreement.

5.3 The AU shall establish a separate fund for SELPA use consistent with the purpose of the SELPA. All SELPA revenues including earned interest shall be deposited in the SELPA fund as designated by the SELPA Executive Director. The SELPA shall have computer on-line access to the designated separate fund.

5.4 The SELPA shall contract with Val Verde USD, the AU, at a fee of $15,000 per year to provide housing and support services (exclusion of salaries and benefits) as described under this Agreement. Adjustments to reflect actual figures shall be made the following year on the same timeline or within 90 days following termination of this Agreement. The SELPA will reimburse the AU for mutually agreed upon services and costs not provided by this Agreement.

5.5 It is expressly understood that the AU is a party to the JPA creating the SELPA and is subject to that Agreement concerning debts, liabilities, and obligations set forth therein.

5.6 The SELPA shall provide appropriate insurance coverage as determined by the SELPA, including property and liability for officers and staff assigned to the SELPA, the SELPA as an independent agency, the SELPA Governance Council (JPA Board) members, and the AU in relation to SELPA matters. The AU will assist the SELPA in acquiring insurance coverage.

5.7 All SELPA activities other than specified herein, shall be performed by personnel, classified and certificated, who are employed by the Val Verde USD, the AU, and contracted back to the SELPA.

6.0 STATEMENT OF SERVICES

The AU shall provide all business, personnel, and financial services required to operate the SELPA. The following list of services is intended to be representative of services provided:

> Human resources services, payroll services, benefits services, purchasing services, mail services, warehouse services, galaxy, utilities, telephones, maintenance, custodial, insurance/risk management, information technology network services, information technology applications services, building with offices and restroom.

All parties agree to do all acts required to implement the intents of this Agreement.

6.1 PERSONNEL SERVICES

6.1.1 The AU shall employ the SELPA office classified and certificated personnel positions. Those employees will become employees of the Val Verde USD for all purposes and will be paid for out of the SELPA budgets(s).

6.1.2 The AU shall provide all services for the employment of Riverside County SELPA Office personnel including administrative, accounting, and secretarial personnel as appropriate. These employees will become employees of the District.

6.1.3 The Governance Council "Personnel Committee" shall be responsible for the selection, evaluation, and employment negotiations of the SELPA Executive Director.

6.2 ADMINISTRATIVE SUPPORT

6.2.1 The AU shall complete, approve, and administer all Agreements and contracts, including but not limited to, housing of SELPA Office Staff, consultants, staff development, Management Information System (MIS), etc.

6.2.2 The AU shall provide purchasing services for the SELPA Office, including petty cash, special purchases (e.g., low Incidence equipment), supplies, etc.

6.2.3 The AU shall provide for warehousing/storage of standard supplies and records.

6.2.4 The AU shall provide for reprographic services for the SELPA Office.

6.2.5 The AU shall provide housing for SELPA office to include all maintenance and operating functions.

6.2.6 The AU shall provide for custodial service and scheduled warehouse deliveries to the SELPA Office during school and summer.

6.2.7 The AU shall provide access to computer network system to include "basic office" computer programming (e-mail, website, etc.), Galaxy system, and other related systems. Technical support will be required and is to include downloading of specialized state software used to complete necessary SELPA reports.

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6.3 BUSINESS SERVICES

6.3.1 The SELPA and AU shall implement a coordinated system of accounting, and provide for the operation of business services by the SELPA under the authorization of the SELPA Governance Council (JPA Board) in accordance with State and Federal requirements.

6.3.2 The AU shall provide business services for the SELPA as appropriate including accounting, facilities, insurance, and other related services.

6.3.3 The AU shall include program budget for the SELPA Office and discretionary grants solicited through the SELPA in District Budget and financial reports.

6.3.4 The AU shall provide base data for budget preparation (e.g., prior year, comparative data, etc.).

6.3.5 The AU shall receive and distribute all special education funds and grants to SELPA.

6.3.6 The AU shall provide for Accounts Payable services as required.

6.3.7 The AU shall provide a process for contracting, authorizing, invoicing, and reporting nonpublic school/agency services.

6.4 SELPA RESPONSIBILITIES

6.4.1 The SELPA shall implement policies and procedures to process purchase orders, reconcile invoices, prepare warrants, post daily activities, prepare invoices, and coordinate accounting as well as other related functions and benefits.

6.4.2 The SELPA shall make available to the independent auditor of the AU information relative to the operation of SELPA and the auditor shall provide a separate report of the SELPA's Fund to the SELPA Governance Council (JPA Board) and Executive Director which shall serve as the SELPA's annually required independent audit in accordance with State regulations. Costs of such additional reports shall be borne by the SELPA.

6.4.3 The SELPA shall prepare financial reports as required by the State of California in accordance with state regulations. The AU will file appropriate State reports to assist the SELPA as required.

6.5 OTHER ADMINISTRATIVE UNIT RESPONSIBILITIES

6.5.1 The AU shall provide informal support system for all participating districts. Answer questions and provide information as requested.

6.5.2 The AU shall establish and maintain communications with appropriate officials at the California Department of Education and similar entities.

6.5.3 The AU shall assist Riverside County SELPA in keeping current on financial changes and/or trends in special education.

6.6 PAYMENT

6.6.1 The Val Verde USD, as AU, will bill SELPA for services on a monthly basis for those costs not directly paid out of SELPA funds/program budgets.

6.6.2 It is agreed that, as part of the actual expenditures, the Val Verde USD shall charge $15,000 per year for the performance of its duties as the AU and duties as the physical host of the Riverside County SELPA.

7.3 NOTICES

All notices hereunder shall be served personally or by first class United States mail, postage prepaid at the addresses indicated below, or at such other address as shall be specified in writing to all other parties. Notices shall be deemed served upon personal service or upon the fifth day after deposition such notice in the United States mail.

Riverside County SELPA
3939 Thirteenth Street
Riverside, CA 92502

Val Verde Unified School District
975 W. Morgan Street
Perris, CA 92571

8.3 RULING LAW AND SAVINGS CLAUSE

The undersigned agree that for the 2006-07 fiscal year, the Val Verde Unified School District will serve as the Administrative Unit for the Riverside County Special Education Local Plan Area.

This Agreement shall be construed in accordance with, and governed by the laws of the State of California; should any provision of this Agreement be invalid, the remainder of this Agreement shall nevertheless be binding and effective.

The parties attest their Agreement hereto by the following signatures.

Philip Pendley, Ed. D.
Governance Council Chair

Fred Workman, Ed. D.
District Superintendent
Val Verde Unified School District

JURUPA UNIFIED SCHOOL DISTRICT

EDUCATION CENTER 4850 Pedley Road Riverside, CA 92509 (951) 360-4100

BOARD OF EDUCATION John J. Chavez, President Sam D. Knight, Clerk Mary L. Burns Carl E. Harris Michael A. Rodriguez
SUPERINTENDENT Elliott Duchon

CERTIFICATION OF BOARD MINUTES

APPROVAL OF
RIVERSIDE COUNTY SELPA LOCAL PLAN
FOR SPECIAL EDUCATION – AMENDED OCTOBER, 2005

This is to certify that the Jurupa Unified School District School Board, at its regular meeting on November 7, 2005 , approved the local plan as amended. The agency(ies) herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et.seq, and implementing regulations under 34 CFR, Parts 300 and 303, Section 504 of Public Law, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title VI of the California Code of Regulations.

MOTION: _____(name) _____

SECOND: _____(name) _____

Vote: Ayes: _____

Noes: _____

Absent: _____

I certify that the foregoing statement is true and correct.

_____ *Jurupa Unified School District*
Superintendent
or

_____ Date: November 7, 2005
Board President

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CALIFORNIA DEPARTMENT OF EDUCATION
Secondary, Postsecondary, and Adult Leadership Division
CDE 100 (5/05)

DUE DATE: NOVEMBER 15, 2005

VOCATIONAL EDUCATION APPLICATION FOR FUNDING
Carl D. Perkins Vocational and Technical Education Act of 1998

LOCAL EDUCATIONAL AGENCY: (LEA)	COUNTY-DISTRICT (CD) CODE:	PROGRAM YEAR
Jurupa Unified School District	33-67090	**2005-2006**

ADDRESS OF LEA:	**Return Original Only To:**
4850 Pedley Road Riverside, CA 92509	Secondary, Postsecondary, and Adult Leadership Division California Department of Education 1430 N Street, Suite 4503 Sacramento, CA 95814 Attention: Russ Weikle or Corlene Goi

FINAL ALLOCATION AMOUNT:	CHECK APPROPRIATE BOX:	LEA BOARD APPROVAL DATE:
$ 177,225	☐ Section 112 X Section 131 ☐ Section 132	November 7th, 2005

PERKINS COORDINATOR: Paul Jensen TITLE: Director Secondary Education	Telephone Number: (909) 360-4174 Ext: FAX Number: (909) 360-4167 E-mail Address: pjensen@jusd.k12.ca.us

PERKINS COORDINATOR'S ADDRESS:
(if different from LEA address above)

NAME OF LEA SUPERINTENDENT : Elliott Duchon

CERTIFICATION: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the assurances contained in the LEA's application are accepted as the basic conditions in the operations of this program for local participation and assistance.

PRINTED NAME OF AUTHORIZED AGENT: Paul Jensen TITLE: Director Secondary Education

SIGNATURE OF AUTHORIZED AGENT: DATE:

CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

REVIEWED AND RECOMMENDED FOR APPROVAL BY: TITLE: DATE:

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SIGN-OFF FORM FOR REPRESENTATIVES OF SPECIAL POPULATIONS

LOCAL EDUCATIONAL AGENCY: (LEA)	COUNTY-DISTRICT (CD) CODE:	CHECK ONE
Jurupa Unified School District	**33-67090**	X **Secondary** ☐ **Adult** ☐ **ROCP**

The Perkins Act requires equitable access and full participation of special population students in the career technical education program(s) assisted with these funds.

This form confirms that the LEA coordinator/administrator responsible for the administration of the programs associated with the special populations group(s) listed below has approved the 2005-2006 application for Perkins funds. Each Special Population category MUST be signed by the designated administrator or certificated representative of the LEA responsible for that program.

Economically Disadvantaged (Title I Coordinator/Administrator)

Printed Name Paul Jensen Title Director Educational Services__

Signature _____ Date 10/31/05

Limited English Proficient (LEP) (English Learner Coordinator/Administrator)

Printed Name Martha Gomez _____ Title Director Language Services__

Signature _____ Date _____

Disabled (Handicapped) (Special Education Coordinator/Administrator)

Printed Name Amy Foody Title Acting Administrator Education Support Services

Signature _____ Date 10/31/05

Single Parent or Single Pregnant Women (Title IX Coordinator/Administrator)

Printed Name Steve Eimers Title Director Administrative Services

Signature _____ Date _____

Gender Equity or Non-Traditional Training (Title IX Coordinator/Administrator)

Printed Name
Steve Eimers_____ Title Director Administrative Services

Signature _____ Date _____

Displaced Homemaker (Title IX Coordinator/Administrator)
(Adult or ROCP's only)

Printed Name Title

Signature _____ Date_____

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STATEMENT OF ASSURANCES

LOCAL EDUCATIONAL AGENCY: (LEA)	COUNTY-DISTRICT (CD) CODE:	PROGRAM YEAR
Jurupa Unified School District	33-67030	**2005-2006**

GENERAL ASSURANCES
Public Law 105-332

1. Programs and services shall be in compliance with Title VII of the Civil Rights Act of 1964, the California Fair Employment Practices Act, and Chapter 4 (commencing with Section 30) of Division I of the *California Code of Regulations,* Title 5, Education. A statement of compliance with Title VI of the Civil Rights Act of 1964 has been filed with the Superintendent of Public Instruction.

2. Programs and services shall be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972.

3. Programs and services shall be in compliance with the affirmative action provisions of the Education Amendments of 1972.

4. Programs and services shall be in compliance with the Age Discrimination Act of 1975.

5. Programs and services for handicapped persons shall be in compliance with the Education for All Handicapped Children Act of 1975, Section 613(a) and Section 504 of the Rehabilitation Act of 1973, and Americans with Disabilities Act of 1990.

7. All state and federal statutes, regulations, programs, plans, and applications for each program under which federal or state funds are made available through this application will be met by the recipient agency in its administration of each program, and the undersigned is authorized to file these assurances for such agency.

8. The local agency will use fiscal control and fund-accounting procedures to ensure proper disbursement of, and accounting for, state and federal funds paid to that agency under each program.

9. The public agency will make reports to the state agency or board and to the U.S. Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deem necessary. Such records will include, but not be limited to, records that fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit.

10. Auditable records of each participating school program will be maintained on file at the district office for five years. [Title 5, Section 3944; CFR 220.56]

11. Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public.

12. The district board of trustees has adopted written procedures to ensure prompt response to complaints from parents, members of advisory committees, and members of other groups within 30 days and has disseminated these procedures to parent and community groups in the district. [5CCR 3951]

SPECIAL ASSURANCES

1. Supplanting. Funds made available under the Perkins Act for career technical education activities shall supplement, and shall not supplant, non-federal funds expended to carry out career technical education activities and technical preparation activities. **[Perkins III, Section 311]**

2. None of the funds made available under the Perkins Act shall be used to provide funding under the School-to-Work Opportunities Act of 1994, or to carry out, through programs funded under the Perkins Act, activities that were funded under the School-to-Work Opportunities Act of 1994, unless the programs funded under this (Perkins) act serve only those participants eligible to participate in the programs under this Act. **[Perkins III, Section 6]**

3. No funds made available under the Perkins Act shall be used to require any secondary school student to choose or pursue a specific career path or major; and to mandate that any individual will be required to participate in a career technical education program, including a career technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. **[Perkins III, Section 314]**

4. No funds made available under the Perkins Act may be used to provide career technical education programs for students prior to the 7th grade except that equipment and facilities purchased with funds under the Perkins Act may be used for such students. **[Perkins III, Section 315]**

5. No funds will be used to acquire equipment or software in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. **[Perkins III, Section 122(c)(11)]**

6. The eligible recipient will provide a career technical education program that is of such size, scope, and quality to bring about improvement in the quality of career technical education programs. **[Perkins III, Section 134((b)(5)]**

7. The eligible recipient will comply with the requirements of this Perkins Act, Title I, and the provisions of the State plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs. **[Perkins III, Section 122(c)(10)]**

8. The funding for development and implementation of the Integrated and Career-Related Education Continuum as described in the California State Plan for Carl D. Perkins Career Technical Education will be limited to programs as described in the local plan that (a) begin no earlier than grade seven; (b) include a clearly defined sequence of courses that prepare students for career entry and postsecondary education; (c) are part of a sequence that may include a capstone course at the high school, ROCP or community college; (d) are taught by a qualified career technical education teacher, and (e) integrates Career Technical education and academic instruction.

9. In compliance with Office of Vocational and Adult Education (OVAE) Program Memorandum 99-11, local agencies receiving Perkins III funds for career technical education programs for adults will be represented on the Local Workforce Investment Board (WIB); enter into a Memorandum of Understanding with the local WIB relating to the operation of the One-Stop system, including a description of services, how the cost of the identified services and operating costs of the system will be funded, and the methods for referral; make available the core services that are applicable to Vocational and Technical Education Act (VTEA) through the One-Stop delivery system, either in lieu of or in addition to making these services available at the site of the particular program; and use a portion of the VTEA funds (or provide services with such funds) to create and maintain the One-Stop delivery system and to provide applicable core services through the One-Stop delivery system.

10. The eligible recipient that uses funds under this Perkins Act for inservice and preservice career technical education professional development programs for career technical education teachers, administrators, and other personnel may, upon request, permit the participation in such programs of career technical education teachers, administrators, and other personnel in nonprofit private schools offering career technical education programs located in the geographical area served by such recipient. **[Perkins III, Section 318]**

11. The eligible recipient will ensure that students who are economically disadvantaged, students of limited English proficiency, and students with special needs are assisted to succeed with support services such as counseling, English-language instruction, child care, and special aids. **[CFR 403.190(A)(2)(II)(b)]**

The undersigned certifies that the requirements as stated above will be performed for the 2005-2006 program year in coordination with the local plan and that written documentation or specified data will be on file, provided to the State as requested, and available for future coordinated compliance reviews.

Paul Jensen	Director Secondary Education
Printed Name of Authorized Representative	Title of Authorized Representative
Signature of Authorized Representative	Date

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19.5

CERTIFICATIONS

LOCAL EDUCATIONAL AGENCY: (LEA)	COUNTY-DISTRICT (CD) CODE:	PROGRAM YEAR
Jurupa Unified School District	33-67030	**2005-2006**

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, and officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, and officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

(c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110.

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency.

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification.

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default.

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR part 85, Sections 85.605 and 85.610.

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace.
(2) The grantee's policy of maintaining a drug-free workplace.
(3) Any available drug counseling, rehabilitation, and employee assistance programs.
(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a).

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement.
(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended.
(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.630.

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant.

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing within 10 calendar days of the conviction, To: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Paul Jensen	Director Secondary Education
Printed Name of Authorized Representative	Title of Authorized Representative
Signature of Authorized Representative	Date

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SECTION I: Identification of Career Technical Education (CTE) programs to be improved with the 2005-2006 funds.

LEAs must ensure that each program to be improved with Perkins funds meets the following criteria:

The program:

- Has a sequence of courses that lead to a degree, certificate or other formal award (i.e. industry certification, license, etc.)
- Provides individuals with academic and technical knowledge and skills through integrated academic and technical instruction
- Prepares students to enter current or emerging careers for which there is gainful employment
- Provides students with a strong experience in and understanding of all aspects of an industry
- Is of sufficient, size, scope, and quality to be effective
- Provides for equitable participation of special populations

NOTE: Detailed information on each of the programs listed below will be provided in Section V.

Instructions:

- *Identify the specific program(s) to be assisted with Perkins funds, (i.e. Ornamental Horticulture, Cabinetmaking, Graphic Arts, etc.)*
- *Identify the industry sector the program prepares students to enter (See the Industry Sector/Pathway Matrix in the appendix).*
- *Indicate the amount of 2005-2006 Perkins funds to be expended for each program.*

PROGRAM NAME	INDUSTRY SECTOR	AMOUNT
Ornamental Horticulture	Agriculture & Natural Resources	$43,234
Animal Science	Agriculture & Natural Resources	$19,500
Auto Mechanics	Transportation	$ 7,714
Computer Applications	Information Technology	$25,852
Construction Technology	Building Trades and Construction	$ 1,000
Multimedia Video Production	Arts, Media, and Entertainment	$23,000
Food Service	Food Service and Hospitality	$ 6,000

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SECTION II (FOR SECONDARY STUDENTS ONLY)

Actions being taken and/or planned by the local agency to achieve the State's established performance levels for the Perkins III Core Indicators.

Section 123(b) of the Perkins Act requires an annual evaluation of the progress and efforts recipients are making toward the achievement of the core indicator performance levels established for the State's CTE programs. The annual CDE 101 E1 and E2 reports provide the required LEA performance data. This section of the application is used to collect the required information on the efforts being taken or planned by the LEAs to achieve the State-established performance levels.

Instructions: *For each Core Indicator:*

- *Review the definition, and State-established level of performance for 2005-2006.*
- *Provide your agency's performance level using data obtained from your agencies 2003-2004 CDE E1 and 2002-2003 E2 reports in the chart below.*
- *Indicate if your agency met/exceeded the State-established level of performance for that indicator.*
- *If your agency did not meet the State-established level of performance an improvement plan for that indicator is required.*

Using the improvement plan worksheet (next page) describe the actions being taken and/or planned by your agency to increase the performance level for that core indicator.

Core Indicator	Definition	State Level	LEA Level	Met or exceeded State Level
1S1 Academic Attainment	**Numerator:** Number of 12th Grade Career Technical Education Program Completers (CTEPCs) earning a high school diploma by June 30. **Denominator:** Number of 12th Grade CTEPCs	85.35%	100 %	X YES ☐ No
1S2 Skill Attainment	**Numerator:** Number of Secondary CTEPCs **Denominator:** Number of Secondary Career Technical Education Concentrators	47.84%	9.2%	☐ YES X No
2S1 High School Completion	**Numerator:** Number of 12th Grade Career Technical Education Program Completers (CTEPCs) earning a high school diploma by June 30. **Denominator:** Number of 12th Grade CTEPCs	85.35%	100 %	X YES ☐ No
3S1 Total Placement	**Numerator:** Number of 12th Grade CTEPCs placed in Military, Advanced Education/Training, or Employment **Denominator:** Number of 12th Grade CTEPCs	78.21%	100 %	☐ YES ☐ No
4S1 Nontrad Participation	**Numerator:** Sum of Secondary Males and Females enrolled in nontraditional industry sector programs **Denominator:** Sum of Secondary Males and Females enrolled in all sector programs	39.97%	11.44 %	☐ YES X No
4S2 Nontrad Completion	**Numerator:** Sum of Secondary Males and Females that complete nontraditional industry-sector CTE programs **Denominator:** Sum of Secondary Males and Females enrolled in nontraditional industry-sector CTE programs	50.36%	2.8 %	☐ YES X No

SECTION II (FOR ADULT STUDENTS ONLY)

Actions being taken and/or planned by the local agency to achieve the State's established performance levels for the Perkins III Core Indicators.

Section 123(b) of the Perkins Act requires an annual evaluation of the progress and efforts recipients are making toward the achievement of the core indicator performance levels established for the State's CTE programs. The annual CDE 101 E1 and E2 reports provide the required LEA performance data. This section of the application is used to collect the required information on the efforts being taken or planned by the LEAs to achieve the State-established performance levels.

Instructions: *For each Core Indicator:*

- *Review the definition, and State-established level of performance for 2005-2006.*
- *Provide your agency's performance level using data obtained from your agencies 2003-2004 CDE E1 and 2002-2003 E2 reports in the chart below.*
- *Indicate if your agency met/exceeded the State-established level of performance for that indicator.*
- *If your agency did not meet the State-established level of performance an improvement plan for that indicator is required. Using the improvement plan worksheet (next page) describe the actions being taken and/or planned by your agency to increase the performance level for that core indicator.*

Core Indicator	Definition	State Level	LEA Level	Met or exceeded State Level
1A1 Academic Attainment	**Numerator:** Number of Adult Career Technical Education Program Completers (CTEPCs). **Denominator:** Number of Adult Career Technical Education Program Concentrators.	54.77%	_____%	☐ YES ☐ No
1A2 Skill Attainment	**Numerator:** Number of Adult Career Technical Education Program Completers CTEPCs **Denominator:** Number of Adult Career Technical Education Program Concentrators	54.77%	_____%	☐ YES ☐ No
2A1 Program Completion	**Numerator:** Number of Adult Career Technical Education Program Completers (CTEPCs). **Denominator:** Number of Adult Career Technical Education Program Concentrators.	54.77%	_____%	☐ YES ☐ No
3A1 Total Placement	**Numerator:** Number of Adult CTEPCs placed in Military, Advanced Education/Training, or Employment **Denominator:** Number of Adult CTEPCs	44.47%	_____%	☐ YES ☐ No
4A1 Nontrad Participation	**Numerator:** Sum of Adult Males and Females enrolled in nontraditional industry-sector CTE programs **Denominator:** Sum of Adult Males and Females enrolled in all industry-sector CTE programs	47.02%	_____%	☐ YES ☐ No
4A2 Nontrad Completion	**Numerator:** Sum of Adult Males and Females that complete nontraditional industry sector CTE programs **Denominator:** Sum of Adult Males and Females enrolled in nontraditional CTE industry-sector programs.	58.58%	_____%	☐ YES ☐ No

PROGRAM IMPROVEMENT PLAN

Instructions: *An improvement plan is required for each core indicator **not** meeting the State-established level of performance (from the chart on the previous page). Using this improvement plan worksheet describe the actions being taken and/or planned by your agency to increase its performance level for each core indicator not met. (Make additional copies for each Indicator)*

Improvement Plan for Core Indicator #1S2 Skill Attainment

Many of our students take their advanced course at the ROP or Community College. Our foods program, auto program agriculture and business programs all have articulation agreements with the community college. We have provided for a sequence and capstone courses at the secondary level but many students chose to take the more advanced coursed at the college.

Improvement Plan for Core Indicator #4A1Nontrad Participation

The district will continue to use campus speakers from the private sector and local colleges and universities to help motivate our students and present the opportunities available outside of, and after high school. Within the classes, students are put into roles that are nontraditional. We show educational videos showing students in nontraditional roles are show and discussed. Gust speakers from nontraditional roles talk to the classes on how they got to where they are and obstacles they faced. Textbooks show people working in nontraditional careers. CTE teachers emphasize and discuss whenever possible about careers which are considered nontraditional.

As additional emphasis we will intensify our work at the feeder schools and at the ninth grade orientation meetings. The district will work with the counselors and departments to increase this awareness. Teachers will attend training.

Improvement Plan for Core Indicator 4S2 Nontraditional Completion

Many of our students take their advanced course at the ROP or Community College. Our foods program, auto program agriculture and business programs all have articulation agreements with the community college. We have provided for a sequence and capstone courses at the secondary level but many students chose to take the more advanced coursed at the college

SECTION III: Actions planned to increase special population student access to, and success in, Career Technical Education (CTE) programs.

The CDE 101 E1 and E2 reports provide a variety of pertinent data on special population students enrolled in CTE programs, including program completion, school completion, placement, and nontraditional enrollment and completion. An annual analysis of this data should serve as the basis for continued or improved efforts to ensure that special population students are able to access the LEA's CTE programs, and that once enrolled, are provided with the support services needed to succeed in the programs. **Please describe the actions planned during the 2005-2006 program year to accomplish the following special population requirements of programs assisted with Perkins III funds. The planned actions should be based on an analysis of the special population data presented in the LEA's 2004-2005 CDE 101 E1 and 2003-2004 CDE 101 E2 reports.**

1. Describe the actions planned to increase special population student performance in each of the four core indicator areas.

   a. Core Indicator 1: Academic Attainment

      The district will utilize school district data programs (Zangle & Crystal reports) to collect student data including CAHSEE scores, ELA and Math scores, current GPA and mid-semester grades. This information is reviewed by the CTE and academy teachers as the reports become available and appropriate action is taken as necessary. Subject matter criterion reference tests are given in each academic class and the results are used to assess the effectiveness of curriculum and instructional methodologies. All teachers use the information to refine and collaborate the lessons and classroom activities to motivate students and promote academic success. Students learn the application of their academic skills as it relates to the real world. By increasing the application and showing the relevance of academics, students perform better in both elective and core academics courses. Parent involvement continues to increase due to better communication between teachers and parents.

   b. Core Indicator 2: Skill Attainment

      Students obtain a variety of necessary skills through classroom and laboratory instruction. These skills are practiced and reinforced through the practical use of these skills in student projects and Career Development Events. By nature, elective courses help students attain or improve on skills they will need both in life and on-the-job. Students realize that they have skills and then work harder to improve upon them. In programs such as Agriculture there is a high participation rate of students actively involved in intra-curricular (FFA) activities

c. Core Indicator 3: High School Completion

The technical and academy staff continues to refine and collaborate on lesson and classroom activities to motivate students and promote academic success. Graduates complete a graduate survey that generates information used to assess both courses and the overall program. Elective courses help to motivate students to want to complete high school. Students realize that they can be successful in technical classes and then try harder in their core classes. Students also learn that to be in a career such as an automobile mechanic they need at least a high school diploma and the knowledge they gain from their academic courses.

d. Core Indicator 4: Total Placement – Grads placed in Military, Advanced Education/training, or Employment –

Careers are taught in all elective courses. Students are encouraged to ask for advice at any time relating to careers and advanced education. Guest speakers from colleges, industry and the Military come into the classes to explain about their programs and answer any questions students may have. Students also use the Career Center to assist them in placement whether Military, College/Training or Employment. A large percentage of our program completers enroll in higher education and are working towards two and four year degrees.

2. Describe the actions planned to identify and adopt strategies to overcome barriers that result in lower rates of special population student access to, or success in, programs assisted with Perkins III funds.

An overwhelming majority of the students attending district high schools can be considered an "at risk" special population for academic failure and meet 3 or more of the "at risk" criteria. Many students are disadvantaged economically or score at or below the 40th percentile on standardized tests, and are behind in credits for their grade level. As part of the technical course regular recruitment of incoming freshmen each year, we enroll "at risk" students into the beginning courses. From this pool of freshmen taking basic/beginning courses, we recruit sophomores to become part of the advanced technical programs.

We use a variety of strategies that include use of real-life, grouping, hands-on activities, and project based assessments, to increase student success and motivation. The outcome of these strategies has helped increase student success and motivation. To lowerarriers that result in lower rates of special population student access to, or success in, programs assisted with the Perkins III funds:

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a. Guidance Coordinators are given pamphlets of all programs to distribute to students and to use to go over course selection .
b. CTE teachers go to the middle schools each spring to explain about our program and what courses are available to the students as incoming freshmen.
c. Each spring there is a Freshman Orientation night which CTE teachers show what their programs are about and answer questions to both students and their parents.
d. CTE teachers plan to visit classrooms in January to promote the programs to the student already attending the high school.
e. Student work in the various classes is on display to show other students and faculty the successes the students have with various projects.
f. Outstanding Seniors in the CTE classes are recognized each year at Senior Awards Night.
g. Teachers differentiate instruction and work with site support programs.

3. Describe the actions planned to prepare special population students for further learning and for high-skill, high-wage careers.

We use a variety of strategies to produce our desired outcomes from our students. Teachers have received training in SB-395/SDAIE strategies which are used as interventions to help struggling Academy students. The curriculum of the career technical courses incorporates similar strategies that include use of real-life, grouping hands-on activities, and project based assessments, to increase student success and motivation. The outcome of these strategies has helped increase attendance and academic achievement. The majority of all CTE courses are articulated with Riverside Community College (RCC) to enable students to earn college credit. This helps to motivate students to do well, so that they can earn the college credit.

During all courses, careers specific to the course are discussed. Current wages and skills needed are presented. Students learn how they can become highly skilled, high wage earning in their respective careers.
Guest speakers from industry help students to understand what they need in order to be successful.

4. Describe the actions planned to prevent special population students from being discriminated against on the basis of their status as members of the special populations.

An overwhelming majority of the students attending district high Schools can be considered an "at risk" special population for academic failure and meet 3 or more of the "at risk" criteria. Many students are disadvantaged economically, score at or below the 40th percentile on standardized tests, and are behind in credits for their grade level. As part of the regular recruitment of

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incoming freshmen from local Middle Schools, we actively recruit and enroll "at risk" students into beginning courses.

5. Describe the actions planned to promote student preparation for nontraditional training and employment.

   We use campus speakers from the private sector and local colleges and universities to help motivate our students and present the opportunities available outside of, and after high school. Within the classes, students are put into roles that are nontraditional. We show educational videos showing students in nontraditional roles are show and discussed. Gust speakers from nontraditional roles talk to the classes on how they got to where they are and obstacles they faced. Textbooks show people working in nontraditional careers. CTE teachers emphasize and discuss whenever possible about careers which are considered nontraditional.

SECTION IV: Request to extend or revise the local plan for the 2005-2006 Perkins funds.

The 2000-2004 local plan for the use of the Perkins funds was approved for the time period beginning on July 1, 2000 and ending on June 30, 2004. Because the 1998 Act has been extended for another year, local plans must either be extended or revised to meet the local plan requirement for receiving the 2005-2006 funds. This form is intended to identify which of these two actions is requested by the local agency. State approval of the local agency's request will be provided in the application approval letter.

Instructions:
Check the option below that identifies the action selected by your agency to meet the local plan requirement for the 2005-2006 funds. If the "request to revise" option is selected, provide the revision information in the space provided below the selection or provide the revision information as an attachment to this 2005-2006 application for funds.

LOCAL PLAN OPTION SELECTED TO MEET THE REQUIREMENTS FOR THE 2005-2006 PERKINS FUNDS

__X__ Request to extend the 2000-2004 local plan through June 30, 2006.

____ Request to revise the 2000-2004 local plan. *(Use the space below to describe your revision plan or attach a separate sheet with your 2005-2006 Revision to the Local Plan.)*

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.SECTION V: Identification and assessment of each Career Technical Education (CTE) program to be assisted with the 2005-2006 funds

As stated in Section 135(a) of the Carl D. Perkins Vocational and Technical Education Act of 1998, "each eligible recipient that receives the funds shall use such funds to improve career technical education programs." **This means all planned expenditures must be directly related to the programs to be improved.**

NOTE: All three parts (A,B, and C) of Section V must be submitted for each approved CTE program listed in Section I of this application. Only those programs included in the LEA's approved 2000-2004 local plan are eligible for Perkins funding.

Part A: Identification of program sequences

Section 135 (b)(1) requires that LEAs describe how they will improve the academic and career technical skills of students participating in CTE programs by strengthening the academic, and career technical components of such programs through the integration of academics with career technical education through **a coherent sequence of courses.**

Instructions:

- *Identify the Program*
- *Using the Industry Sector/Pathway Matrix (see appendix) adopted as part of the California Career Technical Education Model Curriculum Standards by the State Board of Education on May 11, 2005,*
  - *Identify the Industry Sector this program prepares students to enter*
  - *Identify the career pathway*
- *List all CTE courses in the sequence*
- *Check the appropriate identifiers for each course*
- *Union and Unified districts should use the Capstone Course space and indicate ROCP if the planned sequence culminates in a ROCP course*

Program Name: AGRICULTURE

Industry Sector: Agriculture & Nat. Res. Pathway: ORNAMENTAL HORTICULTURE

Sequence of Courses	Course Level			Funding		Duration
	Intro.	Concent	Capstone	Distric	ROCP	(Hours)
Floral Design	X	☐	☐	☒	☐	180
Ag. Biol	☐	X	☐	☒	☐	180
Ag. Econ&Bus MgorAdv Fl Des	☐	X	☐	☒	☐	180
Ag. Econ&Bus Mg or landscaping	☐	☐	X	☒	☐	180

Tech Prep Program: YES X NO Partnership Academy: YES X NO

List all school sites conducting the program.

Jurupa Valley High School Tech prep at JVHS only – Rubidoux High School

Attach additional sheets as needed

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Part B: **Assessment of each CTE program against Section 135 of the Carl D. Perkins Career Technical Education Act and State-determined quality criteria and indicators established as requisites for programs to be assisted with the Perkins funds.**

Note: **CTE programs to be assisted with the Perkins funds must satisfy all of the requirements by the end of the program year.**

Instructions:

- ***Complete this form for each approved CTE program assisted with Perkins funds***
- ***Provide a written response to the questions on the following page***

	Yes	No
1. The program develops skills leading to employment and/or entry into advanced career technical education/training.	X	☐
2. The program reflects the hiring needs of employers.	X	☐
3. The program is designed to develop, improve, or expand the use of technology.	X	☐
4. Planned program improvements are based on results of industry input and core indicator results.	X	☐
5. The program advisory committee has: a. been approved by the school board.	X	☐
b. minutes on file.	X	☐
c. evidence of assistance with program improvement and assessment.	X	☐
6. The program develops personal, career, and leadership skills: a. within the curriculum	X	☐
b. through a Career Technical Student Organization (DECA, FBLA, FFA, FHA-HERO, HOSA, SkillsUSA).	X	☐
7. Curriculum, instruction, and assessment are designed to serve all students, including students who are members of special populations.	X	☐
8. Curriculum and assessment are aligned with the State CTE content standards.	X	☐
9. The program ensures equal access for all students.	X	☐
10. Career guidance and counseling services are provided for the students.	X	☐
11. Equipment is up-to-date and reflective of industry standards.	☐	X
12. The program includes paid or unpaid work-based experiences or classroom simulations that are representative of work-based experiences.	X	☐
13. The program instructor: a. has occupational experience in the program area being taught.	X	☐
b. continues to update skills through continuing education and professional development.	X	☐

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1. **Describe how academic and CTE are integrated in a coherent sequence of courses so that students achieve both academic and occupational competencies.**

   We have developed a four-year Recommended Course of Study that allows students to achieve both academically and occupationally. Through this course of study, agriculture students can learn occupational skills and knowledge **and** fulfill college preparatory course requirements.

2. **Provide evidence of employee demand for the careers the program is preparing students to enter.**
   As part of the annual program review, the local and regional job market description and targeted occupations are reviewed. This information is gathered through personal industry connections, County Agriculture Reports, California Department of Food & Agriculture reports, and federal occupational reports. One example of employee demand is in the field of Agriculture Education where new Agriculture Teacher shortages leave dozens of high schools, middle schools, and community colleges without full staffing, or with no agriculture staffing at all.

3. **Describe how comprehensive professional development will be provided for career technical, academic, guidance, and administrative personnel and how this will improve the program.**
   We provide for professional development through a variety of resources. Career technical professional development is gained through professional inservices provided by the California Agriculture Teachers Association and the California Department of Education. These inservices are held four times a year-two local (county) inservices, one regional in-service, and one state in-service. We also participate in two California Partnership Academies sponsored inservices on a regional and statewide basis. These inservices typically include sessions directed to the needs of guidance counselors, administrators, and core academic teachers.

4. **Describe the process to be used to evaluate the effectiveness of the program and the degree to which the needs of special population groups are being met.**
   The agriculture department evaluates the effectiveness of the program by conducting an annual program review. This review process rotates every three years between departmental review, advisory committee review, and on-site review by a CDE Regional Supervisor. One result of this process is the review and updating of the Comprehensive Program Plan. This plan includes local and regional job market analysis, targeted occupations, goals & objectives, program description, course outlines, current facilities & equipment schedule, staff assignments, school & department policies, proficiency standards for program completers, teacher profiles, advisory committee roster & minutes, and department budgets. Upon completion the evaluation is submitted to the California Department of Education Regional Supervisor.

5. **Provide a detailed description of how the 2005-2006 Perkins funds will be used to improve the program. (i.e. what will be purchased with the funds and how will this improve the program)**
   Currently there is no facility for growing plants and carrying out controlled laboratory investigations on Jurupa Valley High School's campus. A greenhouse will provide additional agriculture laboratory facilities and housing of student horticulture projects. This greenhouse can also be used for biological science laboratory purposes. Rubidoux High School Will purchase equipment and supplies for landscaping class and Potting tables, soil, plant materials, railroad ties for demonstration landscapes. Both sites will utilize academy or CTE funding to provide instructional aides assists teachers and students in the classroom. The aide will assist students with special needs as needed.

6. **Describe efforts to articulate the program with feeder schools, secondary and postsecondary institutions.**
   We currently have a 2+2 agreement with Mt. San Antonio College. We plan to review and update this agreement as needed. We also work closely with California Polytechnic University, Pomona to develop curriculum that will prepare our students for postsecondary educational opportunities in a variety agriculture areas.

Fill out the MATRIX FOR ALL ASPECTS OF THE INDUSTRY - on the other attachment.

Instructions: *On the first line identify the courses in the program, which make up the sequence. Under each course,* ***list the activities*** *that meet each particular aspect of the industry. Not all aspects must be addressed in all courses.*

Program Name: **AGRICULTURE- ORNAMENTAL HORTICULTURE**

ASPECTS	SEQUENCE OF COURSES			
	Course 1: FLORAL DESIGN OR LANDSCAPE DESIGN	Course 2: ADVANCED FLORAL DESIGN	Course 3: AG. ECON. & BUS. MGMT/	Course 4:
Planning	-Supervised Agricultural Experience (SAE) project -Careers and continuing Education	-Supervised Agricultural Experience (SAE) project-Relationship of the industry to the economy	-Supervised Agricultural Experience (SAE) project -Economics Laboratories #'s 1 & 2 -Economic Systems & Decision Making	
Management	Accomplishing goals-Supervised Agricultural Experience (SAE) project	-Supervised Agricultural Experience (SAE) project -Harvest & Distribution -The Retail Flower Shop-managing staff, facilities and resources	-Supervised Agricultural Experience (SAE) project -Economics Laboratories #'s 1 & 2 -Economic Systems & Decision Making -Business Organizations -Prices & Decision Making	
Finance	-Supervised Agricultural Experience (SAE) project -The Retail Flower Shop	Supervised Agricultural Experience (SAE) project Contracts and estimates	-Supervised Agricultural Experience (SAE) project -Economics Laboratories # 3 & 5 -Money & Banking	
Technical & Production Skills	-Supervised Agricultural Experience (SAE) project -Floral Theory & Design -Basic Techniques & Styles	-Supervised Agricultural Experience (SAE) project -Floral Theory & Design -Basic Techniques & Styles -Contemporary Designs -Wedding Flowers -Sympathy Flowers -Seasonal, Holiday & Special Occasion	Supervised Agricultural Experience (SAE) project	

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Underlying Principles Of Technology	Technology in the workplace	-Harvest & Distribution -The Retail Flower Shop	Technology in the workplace -Economics Laboratory # 6	
Labor Issues	Cultural and gender sensitivity	Employee rights and responsibilities -The Retail Flower Shop	Employee rights and responsibilities-Economics Laboratory #4	
Community Issues	Public Image	Community activities and issues affection the Industry	-Economics Laboratory #4 -Global Econ. Issues	
Health, Safety, & Environmental Issues	Safety in the workplace-Supervised Agricultural Experience (SAE) project	Safety in the workplace-Supervised Agricultural Experience (SAE) project	Safety in the workplace-Supervised Agricultural Experience (SAE) project	

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Fill out a budget page for each program

Part C: Distribution of funds for each program to be assisted.

Instructions: *Provide a budget detail sheet for **each** program to be assisted with Perkins funds. Duplicate this page so that a separate sheet is submitted for each program.*

Program Name: AGRICULTURE Pathway: ORNAMENTAL HORTICULTURE

OBJECT #	DESCRIPTION	AMOUNT
1000	Teacher (Certificated) Salaries	
2000	Classified Salaries	
2100	Instructional Aide, 2hrs x 12.70/hr x 192 days	8660
3000	Benefits	2438
	TOTAL 1000 - 3000	11,148
4100	Textbooks	
4200	Books other than Textbooks	
4300	Materials and Supplies	14,886
4400	Non-Capitalized Equipment	10,600
5200	Travel and Conferences	1,400
5300	Dues and Memberships	
5800	Greenhouse Construction Consultant	5,000
	Equipment Repair	200
	TOTAL 4000 - 5000	$32,086
6000	Capital Outlay (list items below)	
	TOTAL 6000	
	GRAND TOTAL	$43,234

SECTION V: **Identification and assessment of each Career Technical Education (CTE) program to be assisted with the 2005-2006 funds**

As stated in Section 135(a) of the Carl D. Perkins Vocational and Technical Education Act of 1998, "each eligible recipient that receives the funds shall use such funds to improve career technical education programs." **This means all planned expenditures must be directly related to the programs to be improved.**

NOTE: **All three parts (A,B, and C) of Section V must be submitted for each approved CTE program listed in Section I of this application. Only those programs included in the LEA's approved 2000-2004 local plan are eligible for Perkins funding.**

Part A: Identification of program sequences

Section 135 (b)(1) requires that LEAs describe how they will improve the academic and career technical skills of students participating in CTE programs by strengthening the academic, and career technical components of such programs through the integration of academics with career technical education through **a coherent sequence of courses.**

Instructions:

- *Identify the Program*
- *Using the Industry Sector/Pathway Matrix (see appendix) adopted as part of the California Career Technical Education Model Curriculum Standards by the State Board of Education on May 11, 2005,*
  - *Identify the Industry Sector this program prepares students to enter*
  - *Identify the career pathway*
- *List all CTE courses in the sequence*
- *Check the appropriate identifiers for each course*
- *Union and Unified districts should use the Capstone Course space and indicate ROCP if the planned sequence culminates in a ROCP course*

Program Name: Agriculture

Industry Sector: Agriculture & Nat. Resources Pathway: Animal Science

Sequence of Courses	Course Level			Funding		Duration
	Intro.	Concent	Capstone	Distric	ROCP	(Hours)
Ag An/Pl Sci or Horsemanship	X	☐	☐	☒	☐	180
Ag. Biology or Adv Horse	☐	X	☐	☒	☐	180
Ag. Econ & Bus Mgmt.	☐	X	☐	☒	☐	180
Veterinary Science	☐	☐	X	☒	☐	180

Tech Prep Program: YES X NO ☐ Partnership Academy: YES X NO ☐

List all school sites conducting the program.

Jurupa Valley High School Tech prep at JVHS only – Rubidoux High School

Part B: **Assessment of each CTE program against Section 135 of the Carl D. Perkins Career Technical Education Act and State-determined quality criteria and indicators established as requisites for programs to be assisted with the Perkins funds.**

Note: **CTE programs to be assisted with the Perkins funds must satisfy all of the requirements by the end of the program year.**

Instructions:

- ***Complete this form for each approved CTE program assisted with Perkins funds***
- ***Provide a written response to the questions on the following page***

	Yes	No
1. The program develops skills leading to employment and/or entry into advanced career technical education/training.	X	☐
2. The program reflects the hiring needs of employers.	X	☐
3. The program is designed to develop, improve, or expand the use of technology.	X	☐
4. Planned program improvements are based on results of industry input and core indicator results.	X	☐
5. The program advisory committee has: a. been approved by the school board.	X	☐
b. minutes on file.	X	☐
c. evidence of assistance with program improvement and assessment.	X	☐
6. The program develops personal, career, and leadership skills: a. within the curriculum	X	☐
b. through a Career Technical Student Organization (DECA, FBLA, FFA, FHA-HERO, HOSA, SkillsUSA).	X	☐
7. Curriculum, instruction, and assessment are designed to serve all students, including students who are members of special populations.	X	☐
8. Curriculum and assessment are aligned with the State CTE content standards.	X	☐
9. The program ensures equal access for all students.	X	☐
10. Career guidance and counseling services are provided for the students.	X	☐
11. Equipment is up-to-date and reflective of industry standards.	☐	X
12. The program includes paid or unpaid work-based experiences or classroom simulations that are representative of work-based experiences.	X	☐
13. The program instructor: a. has occupational experience in the program area being taught.	X	☐
b. continues to update skills through continuing education and professional development.	X	☐

1. **Describe how academic and CTE are integrated in a coherent sequence of courses so that students achieve both academic and occupational competencies.**

   We have developed a four-year Recommended Course of Study that allows students to achieve both academically and occupationally. Through this course of study, agriculture students can learn occupational skills and knowledge **and** fulfill college preparatory course requirements.

2. **Provide evidence of employee demand for the careers the program is preparing students to enter.**

   As part of the annual program review, the local and regional job market description and targeted occupations are reviewed. This information is gathered through personal industry connections, County Agriculture Reports, California Department of Food & Agriculture reports, and federal occupational reports. One example of employee demand is in the field of Agriculture Education where new Agriculture Teacher shortages leave dozens of high schools, middle schools, and community colleges without full staffing, or with no agriculture staffing at all.

3. **Describe how comprehensive professional development will be provided for career technical, academic, guidance, and administrative personnel and how this will improve the program.**

   We provide for professional development through a variety of resources. Career technical professional development is gained through professional inservices provided by the California Agriculture Teachers Association and the California Department of Education. These inservices are held four times a year-two local (county) inservices, one regional in-service, and one state in-service. We also participate in two California Partnership Academies sponsored inservices on a regional and statewide basis. These inservices typically include sessions directed to the needs of guidance counselors, administrators, and core academic teachers.

4. **Describe the process to be used to evaluate the effectiveness of the program and the degree to which the needs of special population groups are being met.**

   The agriculture department evaluates the effectiveness of the program by conducting an annual program review. This review process rotates every three years between departmental review, advisory committee review, and on-site review by a CDE Regional Supervisor. One result of this process is the review and updating of the Comprehensive Program Plan. This plan includes local and regional job market analysis, targeted occupations, goals & objectives, program description, course outlines, current facilities & equipment schedule, staff assignments, school & department policies, proficiency standards for program completers, teacher profiles, advisory committee roster & minutes, and department budgets. Upon completion the evaluation is submitted to the California Department of Education Regional Supervisor.

5. **Provide a detailed description of how the 2005-2006 Perkins funds will be used to improve the program. (i.e. what will be purchased with the funds and how will this improve the program)**

   Currently there is no facility for growing plants and carrying out controlled laboratory investigations on Jurupa Valley High School's campus. A greenhouse will provide additional agriculture laboratory facilities and housing of student horticulture projects. This greenhouse can also be used for biological science laboratory purposes. Rubidoux High School Will purchase equipment and supplies for landscaping class and Potting tables, soil, plant materials, railroad ties for demonstration landscapes.

   Both sites will utilize academy or CTE funding to provide instructional aides assists teachers and students in the classroom. The aide will assist students with special needs as needed.

6. **Describe efforts to articulate the program with feeder schools, secondary and postsecondary institutions.**

   We currently have a 2+2 agreement with Mt. San Antonio College. We plan to review and update this agreement as needed. We also work closely with California Polytechnic University, Pomona to develop curriculum that will prepare our students for postsecondary educational opportunities in a variety agriculture areas.

Fill out the MATRIX FOR ALL ASPECTS OF THE INDUSTRY - on the other attachment.

Instructions: *On the first line identify the courses in the program, which make up the sequence. Under each course,* ***list the activities*** *that meet each particular aspect of the industry. Not all aspects must be addressed in all courses.*

Program Name: AGRICULTURE-Animal Science

ASPECTS	SEQUENCE OF COURSES			
	Course 1:An/Plant Sci./Horse	Course 2:Ag. Biology	Course 3:Ag. Econ. & Bus.	Course 4:Veterinary Sci.
Planning	Econ. Systems-Supervised Agricultural Experience (SAE) project -Calif. VoAg Record Book	-Supervised Agricultural Experience (SAE) project -Calif. VoAg Record Book	-Supervised Agricultural Experience (SAE) project -Calif. VoAg Record Book -Economics Laboratories #'s 1 & 2 -Econ. Systems & Decision Making	-Supervised Agricultural Experience (SAE) project -Calif. VoAg Record Book
Management	--Supervised Agricultural Experience (SAE) project -Calif. VoAg Record Book	-Supervised Agricultural Experience (SAE) project -Calif. VoAg Record Book	-Supervised Agricultural Experience (SAE) project -Calif. VoAg Record Book -Economics Laboratories #'s 1 & 2 -Econ. Systems & Decision Making Business Organizations -Prices & Decision Mkaing	-Supervised Agricultural Experience (SAE) project -Calif. VoAg Record Book
Finance	--Supervised Agricultural Experience (SAE) project -Calif. VoAg Record Book	-Supervised Agricultural Experience (SAE) project -Calif. VoAg Record Book	-Supervised Agricultural Experience (SAE) project -Calif. VoAg Record Book -Economics Laboratories # 3 & 5 -Money & Banking	-Supervised Agricultural Experience (SAE) project -Calif. VoAg Record Book
Technical & Production Skills	-The Livestock Industry -Feed & Nutrition -Animal Breeding -Selection, Feeding, Marketing, Housing, Equipment, Diseases, and Training of Horses, Beef Cattle, Sheep, Goats, Swine	Specific productions techniques-Organizing production work	Supervised Agricultural Experience (SAE) project	-Supervised Agricultural Experience (SAE) project -Calif. VoAg Record Book

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	and Poultry			
Underlying Principles Of Technology	Technology in the workplace	Technology in the workplace	-Economics Laboratory # 6	Technology in the workplace
Labor Issues	Employee rights and responsibilities	Employee rights and responsibilities	Employee rights and responsibilities -Economics Laboratory #4	Employee rights and responsibilities
Community Issues	Impact of the industry on the community-Public image	Impact of the industry on the community-Public image	-Economics Laboratory #4 -Global Economic Issues	Impact of the industry on the community-Public image
Health, Safety, & Environmental Issues	--Supervised Agricultural Experience (SAE) project -Calif. VoAg Record Book	-Supervised Agricultural Experience (SAE) project -Calif. VoAg Record Book	Supervised Agricultural Experience (SAE) project -Calif. VoAg Record Book	-Supervised Agricultural Experience (SAE) project -Calif. VoAg Record Book

Fill out a budget page for each program

Part C: Distribution of funds for each program to be assisted.

Instructions: *Provide a budget detail sheet for* ***each*** *program to be assisted with Perkins funds. Duplicate this page so that a separate sheet is submitted for each program.*

Program Name: AGRICULTURE Pathway: ANIMAL SCIENCE

OBJECT #	DESCRIPTION	AMOUNT
1000	Teacher (Certificated) Salaries	
2000	Classified Salaries	
3000	Benefits	
	TOTAL 1000 - 3000	
4100	Textbooks	
4200	Books other than Textbooks	
4300	Materials and Supplies	11,000
4400	Non-Capitalized Equipment	4,800
5200	Travel and Conferences	1,200
5300	Dues and Memberships	
5620	Leases	2,500
	TOTAL 4000 - 5000	$19,500
6000	Capital Outlay (list items below)	
	TOTAL 6000	
	GRAND TOTAL	$19,500

SECTION V: Identification and assessment of each Career Technical Education (CTE) program to be assisted with the 2005-2006 funds

As stated in Section 135(a) of the Carl D. Perkins Vocational and Technical Education Act of 1998, "each eligible recipient that receives the funds shall use such funds to improve career technical education programs." **This means all planned expenditures must be directly related to the programs to be improved.**

NOTE: All three parts (A,B, and C) of Section V must be submitted for each approved CTE program listed in Section I of this application. Only those programs included in the LEA's approved 2000-2004 local plan are eligible for Perkins funding.

Part A: Identification of program sequences

Section 135 (b)(1) requires that LEAs describe how they will improve the academic and career technical skills of students participating in CTE programs by strengthening the academic, and career technical components of such programs through the integration of academics with career technical education through **a coherent sequence of courses.**

Instructions:

- *Identify the Program*
- *Using the Industry Sector/Pathway Matrix (see appendix) adopted as part of the California Career Technical Education Model Curriculum Standards by the State Board of Education on May 11, 2005,*
  - *Identify the Industry Sector this program prepares students to enter*
  - *Identify the career pathway*
- *List all CTE courses in the sequence*
- *Check the appropriate identifiers for each course*
- *Union and Unified districts should use the Capstone Course space and indicate ROCP if the planned sequence culminates in a ROCP course*

Program Name: Vocational Technology

Industry Sector: O. Transportation **Pathway: Auto Mechanics**

Sequence of Courses	Course Level			Funding		Duration
	Intro.	Concentration	Capstone	District	ROCP	(Hours)
Small Engine	X	☐	☐	X	☐	180
Auto I	☐	☐	X	X	☐	180
Auto II	☐	☐	☐	X		180
	☐	☐	☐	☐	☐	

Tech Prep Program: YES ☐ NO X **Partnership Academy: YES ☐ NO X**

List all school sites conducting the program.

Jurupa Valley High School

Attach additional sheets as needed

Part B: **Assessment of each CTE program against Section 135 of the Carl D. Perkins Career Technical Education Act and State-determined quality criteria and indicators established as requisites for programs to be assisted with the Perkins funds.**

Note: **CTE programs to be assisted with the Perkins funds must satisfy all of the requirements by the end of the program year.**

Instructions:

- ***Complete this form for each approved CTE program assisted with Perkins funds***
- ***Provide a written response to the questions on the following page***

	Yes	No
1. The program develops skills leading to employment and/or entry into advanced career technical education/training.	X	☐
2. The program reflects the hiring needs of employers.	X	☐
3. The program is designed to develop, improve, or expand the use of technology.	X	☐
4. Planned program improvements are based on results of industry input and core indicator results.	X	☐
5. The program advisory committee has: a. been approved by the school board.	☐	X
b. minutes on file.	☐	X
c. evidence of assistance with program improvement and assessment.	☐	X
6. The program develops personal, career, and leadership skills: a. within the curriculum	X	☐
b. through a Career Technical Student Organization (DECA, FBLA, FFA, FHA-HERO, HOSA, SkillsUSA).	☐	X
7. Curriculum, instruction, and assessment are designed to serve all students, including students who are members of special populations.	X	☐
8. Curriculum and assessment are aligned with the State CTE content standards.	X	☐
9. The program ensures equal access for all students.	X	☐
10. Career guidance and counseling services are provided for the students.	X	☐
11. Equipment is up-to-date and reflective of industry standards.	X	☐
12. The program includes paid or unpaid work-based experiences or classroom simulations that are representative of work-based experiences.	X	☐
13. The program instructor: a. has occupational experience in the program area being taught.	X	☐
b. continues to update skills through continuing education and professional development.	X	☐

1. **Describe how academic and CTE are integrated in a coherent sequence of courses so that students achieve both academic and occupational competencies.**

- Small Engines is a 50/50 mix of academics and hands on experience.
- Auto I is an 80/20 mix of academics and hands on experience. This course is designed to prepare students to take the A.S.E. exams. This is also a 2+2 class that give students college credit at RCC.
- Auto II is the capstone class with a 10/90 mix of academics and hands on experience.

2. **Provide evidence of employee demand for the careers the program is preparing students to enter.**

- Automotive Service Mechanics jobs are projected to increase as fast as average through 2012.
- Diesel Mechanics jobs are also projected to increase as fast as average through 2012.

3. **Describe how comprehensive professional development will be provided for career technical, academic, guidance, and administrative personnel and how this will improve the program.**

- Career Technical: CTE teachers stay current through seminars, conferences, and staying current of industrial trends through literature and contact with businesses.
- Academic: CTE teachers work with the academic teachers to integrate CTE curriculum into the core subjects as well as core subjects being integrated into the CTE curriculum.
- Guidance: CTE teachers keep the Guidance staff informed of current trends in industry and what changes are being made in the programs so that they can inform students better about the programs.
- Administrative: CTE teachers involve the Administrative staff whenever possible through classroom visits, conversations, clubs, and flyers.

4. **Describe the process to be used to evaluate the effectiveness of the program and the degree to which the needs of special population groups are being met.**

- All programs use a variety of written tests and hands on evaluations. The scores from such help teachers to evaluate a student's progress. If progress does not appear to be happening, then teachers counsel with students to see what alternatives in the curriculum can be done to ensure student success.

5. **Provide a detailed description of how the 2005-2006 Perkins funds will be used to improve the program. (i.e. what will be purchased with the funds and how will this improve the program)**

- The funds will be used to buy a 134A recycling machine for air conditioning work. The machine is needed to prevent the release of Freon into the atmosphere. Students need to see how companies are responsible for the environment and the ways companies take care of their responsibilities as well as the laws that govern such.

6. **Describe efforts to articulate the program with feeder schools, secondary and postsecondary institutions.**

- Auto I is articulated with RCC, which allows students to, received college credit for the course.

Fill out the MATRIX FOR ALL ASPECTS OF THE INDUSTRY - on the other attachment.

Fill out a budget page for each program

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Instructions: *On the first line identify the courses in the program, which make up the sequence. Under each course,* ***list the activities*** *that meet each particular aspect of the industry. Not all aspects must be addressed in all courses.*

Program Name: Vocational Technology

ASPECTS	SEQUENCE OF COURSES			
	Course 1: Small Engines	Course 2: Auto I	Course 3: Auto II	Course 4:
Planning	Assessment of customer needs and expectations – how worker can influence company decision -making	Assessment of customer needs and expectations – how worker can influence company decision -making	Assessment of customer needs and expectations – how worker can influence company decision -making	
Management	Organizational structures-workers chain of command-professional organizations	Organizational structures-workers chain of command-professional organizations	Organizational structures-workers chain of command-professional organizations	
Finance	Contracts, and estimates-capital acquisitions-financial operations	Contracts, and estimates-capital acquisitions-financial operations	Contracts, and estimates-capital acquisitions-financial operations	
Technical & Production Skills	How to overhaul an engine	Electronics, and how cars are built	Maintenance, suspension, brakes, welding	
Underlying Principles Of Technology	The complete study of internal combustion-New technologies	Cover all systems on a modern car-New technologies	How to repair automotive systems-New technologies	
Labor Issues	Role of labor organizations-job descriptions-employee rights and responsibilities	Role of labor organizations-job descriptions-employee rights and responsibilities	Role of labor organizations-job descriptions-employee rights and responsibilities	
Community Issues	Impact of industry on the public/environment-public image	Impact of industry on the public/environment-public image	Impact of industry on the public/environment-public image	
Health, Safety, & Environmental Issues	Safety and environmental	Alternative fuels, safety, and environment	Safety-regulations	

Part C: Distribution of funds for each program to be assisted.

Instructions: *Provide a budget detail sheet for **each** program to be assisted with Perkins funds. Duplicate this page so that a separate sheet is submitted for each program.*

Program Name: Auto Mechanics Pathway: Transportation

OBJECT #	DESCRIPTION	AMOUNT
1000	Teacher (Certificated) Salaries	
2000	Classified Salaries	
3000	Benefits	
	TOTAL 1000 - 3000	
4100	Textbooks	
4200	Books other than Textbooks (Enrichment)	$1,000
4300	Materials and Supplies	
4400	Non-Capitalized Equipment	$5,000
5200	Travel and Conferences	$1,000.
5300	Dues and Memberships	300.
		$ 7,714
	TOTAL 4000 - 5000	
6000	Capital Outlay (list items below)	
	TOTAL 6000	
	GRAND TOTAL	$7,714

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.SECTION V: Identification and assessment of each Career Technical Education (CTE) program to be assisted with the 2005-2006 funds

As stated in Section 135(a) of the Carl D. Perkins Vocational and Technical Education Act of 1998, "each eligible recipient that receives the funds shall use such funds to improve career technical education programs." **This means all planned expenditures must be directly related to the programs to be improved.**

NOTE: All three parts (A,B, and C) of Section V must be submitted for each approved CTE program listed in Section I of this application. Only those programs included in the LEA's approved 2000-2004 local plan are eligible for Perkins funding.

Part A: Identification of program sequences

Section 135 (b)(1) requires that LEAs describe how they will improve the academic and career technical skills of students participating in CTE programs by strengthening the academic, and career technical components of such programs through the integration of academics with career technical education through **a coherent sequence of courses.**

Instructions:

- *Identify the Program*
- *Using the Industry Sector/Pathway Matrix (see appendix) adopted as part of the California Career Technical Education Model Curriculum Standards by the State Board of Education on May 11, 2005,*
  - *Identify the Industry Sector this program prepares students to enter*
  - *Identify the career pathway*
- *List all CTE courses in the sequence*
- *Check the appropriate identifiers for each course*
- *Union and Unified districts should use the Capstone Course space and indicate ROCP if the planned sequence culminates in a ROCP course*

Program Name: Computer Applications

Industry Sector: Information Technology **Pathway: Information Support and Services**

Sequence of Courses	Course Level			Funding		Duration
	Intro.	Concentration	Capstone	District	ROCP	(Hours)
Technology Exploration	X	☐	☐	X	☐	180
Computer I	☐	X	☐	X	☐	180
Computer II	☐	X	☐	X	☐	180
Computer Maintenance & Repair	☐	☐	X	X	☐	180
Computer Information System	☐	☐	X	X	X	180

Tech Prep Program: YES ☐ NO X **Partnership Academy: YES ☐ NO X**

List all school sites conducting the program.

Jurupa Valley High School

Attach additional sheets as needed

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Part B: **Assessment of each CTE program against Section 135 of the Carl D. Perkins Career Technical Education Act and State-determined quality criteria and indicators established as requisites for programs to be assisted with the Perkins funds.**

Note: **CTE programs to be assisted with the Perkins funds must satisfy all of the requirements by the end of the program year.**

Instructions:

- ***Complete this form for each approved CTE program assisted with Perkins funds***
- ***Provide a written response to the questions on the following page***

	Yes	No
1. The program develops skills leading to employment and/or entry into advanced career technical education/training.	X	☐
2. The program reflects the hiring needs of employers.	X	☐
3. The program is designed to develop, improve, or expand the use of technology.	X	☐
4. Planned program improvements are based on results of industry input and core indicator results.	X	☐
5. The program advisory committee has: a. been approved by the school board.	☐	X
b. minutes on file.	☐	X
c. evidence of assistance with program improvement and assessment.	☐	X
6. The program develops personal, career, and leadership skills: a. within the curriculum	X	☐
b. through a Career Technical Student Organization (DECA, FBLA, FFA, FHA-HERO, HOSA, SkillsUSA).	X	☐
7. Curriculum, instruction, and assessment are designed to serve all students, including students who are members of special populations.	X	☐
8. Curriculum and assessment are aligned with the State CTE content standards.	X	☐
9. The program ensures equal access for all students.	X	☐
10. Career guidance and counseling services are provided for the students.	X	☐
11. Equipment is up-to-date and reflective of industry standards.	☐	X
12. The program includes paid or unpaid work-based experiences or classroom simulations that are representative of work-based experiences.	X	☐
13. The program instructor: a. has occupational experience in the program area being taught.	X	☐
b. continues to update skills through continuing education and professional development.	X	☐

1. **Describe how academic and CTE are integrated in a coherent sequence of courses so that students achieve both academic and occupational competencies.**

- The students do academics in computers (i.e.: measurements in page layout, problem solving in document planning, and vocabulary related to computers, software, etc.)
- The students see the integration of academics into the subject area and have a broader understanding of the need of a good academic foundation in any career.

2. **Provide evidence of employee demand for the careers the program is preparing students to enter.**

- Computer support specialists and systems administrators are projected to be among the fasted growing occupations over the 2002-2012 period..
- Job prospects should be best for college graduates who are up to date with the latest skills and technologies; certifications and practical experience are essential for persons without degrees.

3. **Describe how comprehensive professional development will be provided for career technical, academic, guidance, and administrative personnel and how this will improve the program.**

- Career Technical: CTE teachers stay current through seminars, conferences, and staying current of industrial trends through literature and contact with businesses.
- Academic: CTE teachers work with the academic teachers to integrate CTE curriculum into the core subjects as well as core subjects being integrated into the CTE curriculum.
- Guidance: CTE teachers keep the Guidance staff informed of current trends in industry and what changes are being made in the programs so that they can inform students better about the programs.
- Administrative: CTE teachers involve the Administrative staff whenever possible through classroom visits, conversations, clubs, and flyers.

4. **Describe the process to be used to evaluate the effectiveness of the program and the degree to which the needs of special population groups are being met.**

- Students are assessed through tests, hands-on labs, activities, and student-evaluation of labs. The culmination of this information informs both the teacher and student of his/her progress. This also indicates what areas need to be readdressed for student success.
- Through using a grade book program, grades are readily available for both teacher and student.

5. **Provide a detailed description of how the 2005-2006 Perkins funds will be used to improve the program. (i.e. what will be purchased with the funds and how will this improve the program)**

- The funds will be used to upgrade the current computer labs with industry specified software (Microsoft Office 2003) and supplemental texts for the new software and purchase/replace needed equipment.
- Funds will also be used for conferences so that instructors stay current with industry standards and methods.

6. **Describe efforts to articulate the program with feeder schools, secondary and postsecondary institutions.**

- Computer I, Computer II, and Computer Maintenance & Repair are articulated with RCC, which allows students to, received college credit for the courses.

Fill out the MATRIX FOR ALL ASPECTS OF THE INDUSTRY - on the other attachment.

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Instructions: *On the first line identify the courses in the program, which make up the sequence. Under each course,* ***list the activities*** *that meet each particular aspect of the industry. Not all aspects must be addressed in all courses.*

Program Name: Computer Applications

ASPECTS	SEQUENCE OF COURSES			
	Course 1: Tech Exploration	Course 2: Computer I	Course 3: Computer II	Course 4: Computer Maint.
Planning	How to format documents for specific purposes →	→	→	How do companies decide on the best technology for their given situations
Management	What employers are looking for in employees (ie: error proof documents) →	→	→	How to deal with management when problems occur
Finance				How do you get the equipment needed while being fiscally responsible
Technical & Production Skills	Use of the various software programs →	→	→	How to maintain, identify problems, and keep systems running
Underlying Principles Of Technology	For what purpose are each of the programs used for in industry →	→	→	Learning the various systems that are out there.
Labor Issues				
Community Issues	What threats do computers bring to the community (ie: identity theft) →	→	→	→
Health, Safety, & Environmental Issues	What safety/health measures do computer operators need to be concerned with (ie: carpal tunnel syndrome) →	→	→	What safety/health issues are there; how to properly dispose of equipment

Instructions: *On the first line identify the courses in the program, which make up the sequence. Under each course,* ***list the activities*** *that meet each particular aspect of the industry. Not all aspects must be addressed in all courses.*

Program Name: Computer Applications

ASPECTS	SEQUENCE OF COURSES			
	Course 1: Tech Exploration	Course 2: Computer I	Course 3: Computer II	Course 4: Computer Maint.
Planning	How to format documents for specific purposes			How do companies decide on the best technology for their given situations
Management	What employers are looking for in employees (ie: error proof documents)			How to deal with management when problems occur
Finance	Managing assets Payroll operations			How do you get the equipment needed while being fiscally responsible
Technical & Production Skills	Use of the various software programs			How to maintain, identify problems, and keep systems running
Underlying Principles Of Technology	For what purpose are each of the programs used for in industry			Learning the various systems that are out there.
Labor Issues	Employee rights and responsibilities – Job descriptions - equity			
Community Issues	What threats do computers bring to the community (ie: identity theft)			
Health, Safety, & Environmental Issues	What safety/health measures do computer operators need to be concerned with (ie: carpal tunnel syndrome)			What safety/health issues are there; how to properly dispose of equipment

Fill out a budget page for each program

Part C: Distribution of funds for each program to be assisted.

Instructions: *Provide a budget detail sheet for **each** program to be assisted with Perkins funds. Duplicate this page so that a separate sheet is submitted for each program.*

Program Name: Computer Applications Pathway: Information Support & Services

OBJECT #	DESCRIPTION	AMOUNT
1000	Teacher (Certificated) Salaries	
2000	Classified Salaries	
3000	Benefits	
	TOTAL 1000 - 3000	
4100	Textbooks	
4200	Books other than Textbooks (Supplemental Books)	$13,165
4300	Materials and Supplies (Software)	$ 5,387
4400	Non-Capitalized Equipment	$ 6,000
5200	Travel and Conferences	$ 1,300
5300	Dues and Memberships	
	TOTAL 4000 - 5000	$ 25,852
6000	Capital Outlay (list items below)	
	TOTAL 6000	
	GRAND TOTAL	$ 25,852

SECTION V: Identification and assessment of each Career Technical Education (CTE) program to be assisted with the 2005-2006 funds

As stated in Section 135(a) of the Carl D. Perkins Vocational and Technical Education Act of 1998, "each eligible recipient that receives the funds shall use such funds to improve career technical education programs." **This means all planned expenditures must be directly related to the programs to be improved.**

NOTE: All three parts (A,B, and C) of Section V must be submitted for each approved CTE program listed in Section I of this application. Only those programs included in the LEA's approved 2000-2004 local plan are eligible for Perkins funding.

Part A: Identification of program sequences

Section 135 (b)(1) requires that LEAs describe how they will improve the academic and career technical skills of students participating in CTE programs by strengthening the academic, and career technical components of such programs through the integration of academics with career technical education through **a coherent sequence of courses.**

Instructions:

- *Identify the Program*
- *Using the Industry Sector/Pathway Matrix (see appendix) adopted as part of the California Career Technical Education Model Curriculum Standards by the State Board of Education on May 11, 2005,*
  - *Identify the Industry Sector this program prepares students to enter*
  - *Identify the career pathway*
- *List all CTE courses in the sequence*
- *Check the appropriate identifiers for each course*
- *Union and Unified districts should use the Capstone Course space and indicate ROCP if the planned sequence culminates in a ROCP course*

Program Name: Construction Technology

Industry Sector: Building Trades & Const. Pathway: Residential & Commercial Const.

Sequence of Courses	Course Level			Funding		Duration
	Intro.	Concentration	Capstone	District	ROCP	(Hours)
Exploring Construction	X	☐	☐	X	☐	180
Construction I	☐	X	☐	X	☐	180
Construction II	☐	X	☐	X	☐	180
Construction III	☐	☐	X	X	☐	180

Tech Prep Program: YES X NO ☐ Partnership Academy: YES X NO ☐

List all school sites conducting the program.

Jurupa Valley High School

Attach additional sheets as needed

Part B: **Assessment of each CTE program against Section 135 of the Carl D. Perkins Career Technical Education Act and State-determined quality criteria and indicators established as requisites for programs to be assisted with the Perkins funds.**

Note: **CTE programs to be assisted with the Perkins funds must satisfy all of the requirements by the end of the program year.**

Instructions:

- ***Complete this form for each approved CTE program assisted with Perkins funds***
- ***Provide a written response to the questions on the following page***

	Yes	No
1. The program develops skills leading to employment and/or entry into advanced career technical education/training.	X	☐
2. The program reflects the hiring needs of employers.	X	☐
3. The program is designed to develop, improve, or expand the use of technology.	X	☐
4. Planned program improvements are based on results of industry input and core indicator results.	X	☐
5. The program advisory committee has: a. been approved by the school board.	☐	X
b. minutes on file.	X	☐
c. evidence of assistance with program improvement and assessment.	X	☐
6. The program develops personal, career, and leadership skills: a. within the curriculum	X	☐
b. through a Career Technical Student Organization (DECA, FBLA, FFA, FHA-HERO, HOSA, SkillsUSA).	☐	X
7. Curriculum, instruction, and assessment are designed to serve all students, including students who are members of special populations.	X	☐
8. Curriculum and assessment are aligned with the State CTE content standards.	X	☐
9. The program ensures equal access for all students.	X	☐
10. Career guidance and counseling services are provided for the students.	X	☐
11. Equipment is up-to-date and reflective of industry standards.	X	☐
12. The program includes paid or unpaid work-based experiences or classroom simulations that are representative of work-based experiences.	X	☐
13. The program instructor: a. has occupational experience in the program area being taught.	X	☐
b. continues to update skills through continuing education and professional development.	X	☐

1. **Describe how academic and CTE are integrated in a coherent sequence of courses so that students achieve both academic and occupational competencies.**

1. **how academic and CTE are integrated in a coherent sequence of courses so that students achieve Describe both academic and occupational competencies.**
- The students do academics in construction (i.e.: measurements in design, problem solving in project planning, and vocabulary related to the construction field)
- The students see the integration of academics into the subject area and have a broader understanding of the need of a good academic foundation in any career.

2. **Provide evidence of employee demand for the careers the program is preparing students to enter.**
- The housing boom in California continues to provide both entry level and career advancement.
- Currently there is a shortage of construction workers.

3. **Describe how comprehensive professional development will be provided for career technical, academic, guidance, and administrative personnel and how this will improve the program.**
- Career Technical: CTE teachers stay current with industrial trends through workshops, conferences, and contact with businesses.
- Academic: CTE teachers work with the academic teachers to integrate CTE curriculum into the core subjects as well as core subjects being integrated into the CTE curriculum.
- Guidance: CTE teachers keep the Guidance staff informed of current trends in industry and what changes are being made in the programs so that they can inform students better about the programs.
- Administrative: CTE teachers involve the Administrative staff whenever possible through classroom visits, conversations, clubs, and flyers.

4. **Describe the process to be used to evaluate the effectiveness of the program and the degree to which the needs of special population groups are being met.**
- Both project based tests and CRT's are used to assess the student learning. The scores from such help teachers to evaluate a student's progress. If progress does not appear to be happening, then teachers counsel with students to see what alternatives in the curriculum can be done to ensure student success.
- Special needs students comprise of 15% +/- of the students in the program

5. **Provide a detailed description of how the 2005-2006 Perkins funds will be used to improve the program. (i.e. what will be purchased with the funds and how will this improve the program)**
- We will use academy and CTE funds to replace tools and machines and conference attendance.
- Students need to be working with current industry standard equipment so that they know how to use such equipment in the workplace.

6. **Describe efforts to articulate the program with feeder schools, secondary and postsecondary institutions.**
- We are currently articulated with RCC. Students completing Construction I & II receive 3 credits for RCC's course Const 60.
- Construction III students receive 3 credits for RCC's course Const 62

Fill out the MATRIX FOR ALL ASPECTS OF THE INDUSTRY - on the other attachment.

E 28.46

Instructions: *On the first line identify the courses in the program, which make up the sequence. Under each course,* ***list the activities*** *that meet each particular aspect of the industry. Not all aspects must be addressed in all courses.*

Program Name: Construction Technology

ASPECTS	SEQUENCE OF COURSES			
	Course 1: Exp. Const.	Course 2: Construction I	Course 3: Construction II	Course 4: Construction III
Planning	Layout of student project	Preplanning of Projects	→	→
Management	Management of projects	→	→	→
Finance	Estimate Material Cost and Bid Sheets	Project simulation – Building home of our own	(at a higher level) →	(at a higher level) →
Technical & Production Skills	Work on real world project site	→	→	→
Underlying Principles Of Technology	Study of Applied Physics as related to Construction	→	→	→
Labor Issues	Research paper on careers	→	→	→
Community Issues	Impact of the industry on the community – Public Image	Demographic as related to Development	Impact of the industry on the community – Public Image – Demographics	→
Health, Safety, & Environmental Issues	Study of safety and MSDS Data	→	→	→

Fill out a budget page for each program

Part C: Distribution of funds for each program to be assisted.

Instructions: *Provide a budget detail sheet for **each** program to be assisted with Perkins funds. Duplicate this page so that a separate sheet is submitted for each program.*

Program Name: Vocational Technology Pathway: Construction Technology

OBJECT #	DESCRIPTION	AMOUNT
1000	Teacher (Certificated) Salaries	
2000	Classified Salaries	
3000	Benefits	
	TOTAL 1000 - 3000	
4100	Textbooks	
4200	Books other than Textbooks (Enrichment)	
4300	Materials and Supplies	
4400	Non-Capitalized Equipment	
5200	Travel and Conferences	$1,000
5300	Dues and Memberships	
	TOTAL 4000 - 5000	$1,000
6000	Capital Outlay (list items below)	
	TOTAL 6000	

GRAND TOTAL $1,000

.SECTION V: Identification and assessment of each Career Technical Education (CTE) program to be assisted with the 2005-2006 funds

As stated in Section 135(a) of the Carl D. Perkins Vocational and Technical Education Act of 1998, "each eligible recipient that receives the funds shall use such funds to improve career technical education programs." **This means all planned expenditures must be directly related to the programs to be improved.**

NOTE: All three parts (A,B, and C) of Section V must be submitted for each approved CTE program listed in Section I of this application. Only those programs included in the LEA's approved 2000-2004 local plan are eligible for Perkins funding.

Part A: Identification of program sequences

Section 135 (b)(1) requires that LEAs describe how they will improve the academic and career technical skills of students participating in CTE programs by strengthening the academic, and career technical components of such programs through the integration of academics with career technical education through **a coherent sequence of courses.**

Instructions:

- *Identify the Program*
- *Using the Industry Sector/Pathway Matrix (see appendix) adopted as part of the California Career Technical Education Model Curriculum Standards by the State Board of Education on May 11, 2005,*
  - *Identify the Industry Sector this program prepares students to enter*
  - *Identify the career pathway*
- *List all CTE courses in the sequence*
- *Check the appropriate identifiers for each course*
- *Union and Unified districts should use the Capstone Course space and indicate ROCP if the planned sequence culminates in a ROCP course*

Program Name: Multimedia

Industry Sector:Arts, Media and Entertainment Pathway: Media and Design Arts

Sequence of Courses	Course Level			Funding		Duration
	Intro.	Concentration	Capstone	District	ROCP	(Hours)
Computer or Intro Multimedia	X	☐	☐	X	☐	180
Com Graphics or Web Design	☐	X	☐	X		180
Phot One	☐	X	☐	X	☐	180
Video Prod	☐	☐	X	X		180
Photo II/Adv Photo	☐	☐	X	X		180
Television Production	☐	☐	X		X	

Tech Prep Program: YES ☐ NO X Partnership Academy: YES ☐ NO X

List all school sites conducting the program.

Jurupa Valley High School – Rubidoux High School

Attach additional sheets as needed

Part B: Assessment of each CTE program against Section 135 of the Carl D. Perkins Career Technical Education Act and State-determined quality criteria and indicators established as requisites for programs to be assisted with the Perkins funds.

Note: CTE programs to be assisted with the Perkins funds must satisfy all of the requirements by the end of the program year.

Instructions:

- ***Complete this form for each approved CTE program assisted with Perkins funds***
- ***Provide a written response to the questions on the following page***

	Yes	No
1. The program develops skills leading to employment and/or entry into advanced career technical education/training.	X	☐
2. The program reflects the hiring needs of employers.	X	☐
3. The program is designed to develop, improve, or expand the use of technology.	X	☐
4. Planned program improvements are based on results of industry input and core indicator results.	X	☐
5. The program advisory committee has: a. been approved by the school board.	☐	X
b. minutes on file.	☐	X
c. evidence of assistance with program improvement and assessment.	☐	X
6. The program develops personal, career, and leadership skills: a. within the curriculum	X	☐
b. through a Career Technical Student Organization (DECA, FBLA, FFA, FHA-HERO, HOSA, SkillsUSA).	☐	X
7. Curriculum, instruction, and assessment are designed to serve all students, including students who are members of special populations.	X	☐
8. Curriculum and assessment are aligned with the State CTE content standards.	X	☐
9. The program ensures equal access for all students.	X	☐
10. Career guidance and counseling services are provided for the students.	X	☐
11. Equipment is up-to-date and reflective of industry standards.	☐	X
12. The program includes paid or unpaid work-based experiences or classroom simulations that are representative of work-based experiences.	X	☐
13. The program instructor: a. has occupational experience in the program area being taught.	X	☐
b. continues to update skills through continuing education and professional development.	X	☐

1. **Describe how academic and CTE are integrated in a coherent sequence of courses so that students achieve both academic and occupational competencies**

- The students do academics in computers (i.e.: writing and dicussing treatments, problem solving in production planning, and vocabulary related to computers, software, film and T.V. etc.)
- The students see the integration of academics into the subject area and have a broader understanding of the need of a good academic foundation in any career.
- Students are able to make the connection between the core curriculum and the CTE courses.

2. **Provide evidence of employee demand for the careers the program is preparing students to enter.**

- Employment of wage and salary workers in motion picture and video industries will grow at about 31% per year over the next 10 years. (U.S. Department of Labor Bureau of Labor Statistics, 2002)
- Job prospects should be best for college graduates who are up to date with the latest skills and technologies; certifications and practical experience are essential for persons without degrees.

3. **Describe how comprehensive professional development will be provided for career technical, academic, guidance, and administrative personnel and how this will improve the program.**

- Career Technical: CTE teachers stay current through seminars, conferences, and staying current of industrial trends through literature and contact with businesses.
- Academic: CTE teachers work with the academic teachers to integrate CTE curriculum into the core subjects as well as core subjects being integrated into the CTE curriculum.
- Guidance: CTE teachers keep the Guidance staff informed of current trends in industry and what changes are being made in the programs so that they can inform students better about the programs.
- Administrative: CTE teachers involve the Administrative staff whenever possible through classroom visits, conversations, clubs, and flyers.
- Through the cooperative efforts of all concerned, students will be successful.

4. **Describe the process to be used to evaluate the effectiveness of the program and the degree to which the needs of special population groups are being met.**

- Students are assessed through tests (written and practical), hands-on projects, activities, and student critiques of projects. The culmination of this information informs both the teacher and student of his/her progress. This also indicates what areas need to be readdressed for student success. Through using a grade book program and rubrics, grades are readily available for both teacher and student.
- Instruction is differentiated to serve various groups of students. Staff has been trained in CLAD and special educational practices. Department's collaborate to strategies instructional techniques.

5. **Provide a detailed description of how the 2005-2006 Perkins funds will be used to improve the program. (i.e. what will be purchased with the funds and how will this improve the program)**

- The funds will be used to upgrade the current video production classes with industry specified software (Final Cut Pro) and supplemental texts for the new software.
- The funds will be used to upgrade and purchase the computers in multimedia and video production classes so they are similar to the equipment used in the industry.
- Funds will also be used for conferences so that instructors stay current with industry standards and methods.

6. **Describe efforts to articulate the program with feeder schools, secondary and postsecondary institutions.**

- All Photography and Video Production courses are articulated with RCC, which allows students to, received college credit for the courses.
- Instructors from the high school have met and discussed their classes and student projects with feeder schools.

Fill out the MATRIX FOR ALL ASPECTS OF THE INDUSTRY - on the other attachment.

Instructions: *On the first line identify the courses in the program, which make up the sequence. Under each course,* ***list the activities*** *that meet each particular aspect of the industry. Not all aspects must be addressed in all courses.*

Program Name: Multimedia

ASPECTS	SEQUENCE OF COURSES			
	Course 1:Computer Graphics/Multimedia	Course 2:Beginning Photography/Graph/Web	Course 3: Video Production	Course 4:Television Production (RCC)
Planning	Assessment of customer needs and expectations Study layout and design	Relationship of industry to ecomony-camera and media choices	Assessment of customer needs and expections-creating treatments and storyboards	
Management	Organizational structures-meeting deadlines	time management-corporate culture	working with groups-organizational structures-staffing	
Finance	costs involved in producing artwork	costs involved in all aspects of photographic necessities	Production financing in the television and movie industry	
Technical & Production Skills	following guidelines when creating projects	planning out a shot and controlling all components	planning a video production in it's entirety	
Underlying Principles Of Technology	learn how to use computers	Learn composition an creativity	learn non-linear editing and camera usage	
Labor Issues	job outlook for careers in the graphics field	job outlook for careers in the photographic industry	job outlook for careers in the film and video production industry	
Community Issues	finding career paths for students	photos for newspapers of student activities	cable access channels	
Health, Safety, & Environmental Issues	Regulatory issues-Internet security	Environmental issues-safe use of chemicals	Safety in the workplace electrical hazards	

Fill out a budget page for each program
Part C: Distribution of funds for each program to be assisted.

Instructions: *Provide a budget detail sheet for **each** program to be assisted with Perkins funds. Duplicate this page so that a separate sheet is submitted for each program.*

Program Name: Multimedia Pathway: Media and Design Arts

OBJECT #	DESCRIPTION	AMOUNT
1000	Teacher (Certificated) Salaries	0
2000	Classified Salaries	0
3000	Benefits	0
	TOTAL 1000 - 3000	0
4100	Textbooks	
4200	Books other than Textbooks	
4300	Materials and Supplies	8,200
4400	Non-Capitalized Equipment	11,200
5200	Travel and Conferences	2,800
5300	Dues and Memberships	
5630	Repairs	800
	TOTAL 4000 - 5000	$23,000
6000	Capital Outlay (list items below)	
	GRAND TOTAL	$23,000

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.SECTION V: Identification and assessment of each Career Technical Education (CTE) program to be assisted with the 2005-2006 funds

As stated in Section 135(a) of the Carl D. Perkins Vocational and Technical Education Act of 1998, "each eligible recipient that receives the funds shall use such funds to improve career technical education programs." **This means all planned expenditures must be directly related to the programs to be improved.**

NOTE: All three parts (A,B, and C) of Section V must be submitted for each approved CTE program listed in Section I of this application. Only those programs included in the LEA's approved 2000-2004 local plan are eligible for Perkins funding.

Part A: Identification of program sequences

Section 135 (b)(1) requires that LEAs describe how they will improve the academic and career technical skills of students participating in CTE programs by strengthening the academic, and career technical components of such programs through the integration of academics with career technical education through **a coherent sequence of courses.**

Instructions:

- *Identify the Program*
- *Using the Industry Sector/Pathway Matrix (see appendix) adopted as part of the California Career Technical Education Model Curriculum Standards by the State Board of Education on May 11, 2005,*
  - *Identify the Industry Sector this program prepares students to enter*
  - *Identify the career pathway*
- *List all CTE courses in the sequence*
- *Check the appropriate identifiers for each course*
- *Union and Unified districts should use the Capstone Course space and indicate ROCP if the planned sequence culminates in a ROCP course*

Program Name: Food Service

Industry Sector: Food Ser. & Hospitality Pathway: Hospitality, Tourism, & Recreation

Sequence of Courses	Course Level			Funding		Duration
	Intro.	Concentration	Capstone	District	ROCP	(Hours)
Foods I	X	☐	☐	X	☐	90-180
Foods II	☐	X	☐	X	☐	90-180
Restaurant Occupations	☐	☐	X	☐	X	180-360
	☐	☐	☐	☐	☐	

Tech Prep Program: YES ☐ NO X Partnership Academy: YES ☐ NO X

List all school sites conducting the program.

Rubidoux High School

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Attach additional sheets as needed

Part B: Assessment of each CTE program against Section 135 of the Carl D. Perkins Career Technical Education Act and State-determined quality criteria and indicators established as requisites for programs to be assisted with the Perkins funds.

Note: CTE programs to be assisted with the Perkins funds must satisfy all of the requirements by the end of the program year.

Instructions:

- ***Complete this form for each approved CTE program assisted with Perkins funds***
- ***Provide a written response to the questions on the following page***

	Yes	No
1. The program develops skills leading to employment and/or entry into advanced career technical education/training.	X	☐
2. The program reflects the hiring needs of employers.	X	☐
3. The program is designed to develop, improve, or expand the use of technology.	X	☐
4. Planned program improvements are based on results of industry input and core indicator results.	X	☐
5. The program advisory committee has: a. been approved by the school board.	☐	X
b. minutes on file.	☐	X
c. evidence of assistance with program improvement and assessment.	☐	X
6. The program develops personal, career, and leadership skills: a. within the curriculum	X	☐
b. through a Career Technical Student Organization (DECA, FBLA, FFA, FHA-HERO, HOSA, SkillsUSA).	☐	X
7. Curriculum, instruction, and assessment are designed to serve all students, including students who are members of special populations.	X	☐
8. Curriculum and assessment are aligned with the State CTE content standards.	X	☐
9. The program ensures equal access for all students.	X	☐
10. Career guidance and counseling services are provided for the students.	X	☐
11. Equipment is up-to-date and reflective of industry standards.	X	☐
12. The program includes paid or unpaid work-based experiences or classroom simulations that are representative of work-based experiences.	X	☐
13. The program instructor: a. has occupational experience in the program area being taught.	X	
b. continues to update skills through continuing education and professional development.	X	☐

1. **Describe how academic and CTE are integrated in a coherent sequence of courses so that students achieve both academic and occupational competencies.**

- The students do academics in Foods (i.e.: fractions in measurements, problem solving in lab planning, and vocabulary related to equipment, preparation, etc.)
- The students see the integration of academics into the subject area and have a broader understanding of the need of a good academic foundation in any career.

2. **Provide evidence of employee demand for the careers the program is preparing students to enter.**

- Job openings are forecasted to be plentiful through 2012, and expected to increase about as fast as the average for all occupations over the 2002-2012 period.
- 20% of students work at restaurants between the ages of 16-19.

3. **Describe how comprehensive professional development will be provided for career technical, academic, guidance, and administrative personnel and how this will improve the program.**

- Career Technical: CTE teachers stay current through seminars, conferences, and staying current of industrial trends through literature and contact with businesses.
- Academic: CTE teachers work with the academic teachers to integrate CTE curriculum into the core subjects as well as core subjects being integrated into the CTE curriculum.
- Guidance: CTE teachers keep the Guidance staff informed of current trends in industry and what changes are being made in the programs so that they can inform students better about the programs.
- Administrative: CTE teachers involve the Administrative staff whenever possible through classroom visits, conversations, clubs, and flyers.

4. **Describe the process to be used to evaluate the effectiveness of the program and the degree to which the needs of special population groups are being met.**

- Students are assessed through tests, hands-on labs, activities, and student-evaluation of labs. The culmination of this information informs both the teacher and student of his/her progress. This also indicates what areas need to be readdressed for student success.
- Through using a grade book program, grades are readily available for both teacher and student.

5. **Provide a detailed description of how the 2005-2006 Perkins funds will be used to improve the program. (i.e. what will be purchased with the funds and how will this improve the program)**

- Vocational resources will support instructional equipment, instructional supplies and professional development.

6. **Describe efforts to articulate the program with feeder schools, secondary and postsecondary institutions.**

- Constant communication is kept with the program teacher at Jurupa Valley High School.
- Guest speakers from postsecondary institutions visit classes and discuss their available programs.
- ROP is part of this pathway.

Fill out the MATRIX FOR ALL ASPECTS OF THE INDUSTRY - on the other attachment.

E 8.54

Instructions: *On the first line identify the courses in the program, which make up the sequence. Under each course,* ***list the activities*** *that meet each particular aspect of the industry. Not all aspects must be addressed in all courses.*

Program Name: Food Science

ASPECTS	SEQUENCE OF COURSES			
	Course 1: Foods I	Course 2: Foods II	Course 3: Restaurant Occ	Course 4:
Planning	Prepare lab plan sheets – for foods labs – dividing jobs between the team/group for effective performance and attaining goal	Analyze likes, dislikes, interests and abilities as a preliminary step in choosing a career.	ROP Course	
Management	Every member of the preparation team has jobs to do	Give suggestions for conversing resources in the kitchen.		
Finance		Calculate the cost of unit pricing and cost of a planned meal.		
Technical & Production Skills	Using equipment safely and properly in the food labs and also demonstrate correct techniques.	Using equipment safely and properly in the foods lab along with correct techniques		
Underlying Principles Of Technology	Learn names and use of various food prep equipment	Plan & do a food preparation demo		
Labor Issues	Study safety and sanitation through handouts, videos, and discussions. Discuss food handling in the laboratories.	Study safety and sanitation through handouts, videos, and discussions. Discuss food handling in the laboratories.		
Community Issues				
Health, Safety, & Environmental Issues				

Fill out a budget page for each program

Part C: Distribution of funds for each program to be assisted.

Instructions: *Provide a budget detail sheet for **each** program to be assisted with Perkins funds. Duplicate this page so that a separate sheet is submitted for each program.*

Program Name: Food Service

Pathway: Food Service and Hospitality

OBJECT #	DESCRIPTION	AMOUNT
1000	Teacher (Certificated) Salaries	
2000	Classified Salaries	
3000	Benefits	
	TOTAL 1000 - 3000	
4100	Textbooks	
4200	Books other than Textbooks	
4300	Materials and Supplies	3,000
4400	Non-Capitalized Equipment	2,400
5200	Travel and Conferences	600
5300	Dues and Memberships	
	TOTAL 4000 - 5000	6,000
6000	Capital Outlay (list items below)	
	TOTAL 6000	
	GRAND TOTAL	$6,000

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CALIFORNIA DEPARTMENT OF EDUCATION
Secondary, Postsecondary, and Adult Leadership Division
CDE 101-A (8/05)

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Program Year 2005-2006
BUDGET AND EXPENDITURE SCHEDULE
Carl D. Perkins Vocational and Technical Education Act of 1998

Local Educational Agency: Jurupa Unified School District

CD Code: 33-67090

Total Allocation: $177,225
Indirect Cost Rate:

Select One
- [x] ORIGINAL BUDGET
- [ ] END-OF-YEAR CLAIM
- [ ] REVISION DATE:

Funding Source and Purpose:
- [x] Section 131 - Secondary
- [ ] Section 132 - ROC/P & Adult
- [ ] Section 112 - State Institutions

Object of Expenditure Classifications		(A) Instruction (including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Research Evaluation & Data Dev.	(E) Guidance & Counseling	(F) Transportation & Child Care for Participants	(G) Special Population Services (including Coordination)	(H) Appren-ticeship	(I) Tech. Prep.	(J) Incarcerated Students	(K) Administration or Indirect (must total no more than 5% of allocation)	(L) Total
1000	Certificated salaries		$3,500		$2,500								$6,000
2000	Classified salaries	$8,660				$25,500							$34,160
3000	Employee benefits	$2,438	$237			$11,425							$14,100
4000	Books & supplies	$98,282			$500								$98,782
5000	Services and other operating expenditures	$8,000	$5,183		$2,500								$15,683
6000	Capital outlay												
7000	Indirect Costs											$8,500	$8,500
	Total	$117,380	$8,920		$5,500	$36,925						$8,500	$177,225

1. Heading: Enter the name of the local educational agency (district) applying for funding. Enter county and district code number (CD Code).
2. Enter the total allocation amount and the agency's indirect cost rate (use decimal)
3. Identify "Original Budget," "End-of-Year Claim or "Revision" by checking the appropriate box.
4. Check appropriate box for the funding source/purpose (only one per page).
5. Object of Expenditure Classifications & Funding Categories.
   - Enter the proposed/actual expenditures for the funding source checked.
   - Refer to the current California School Accounting Manual for clarification of object of expenditure classifications 1000 through 7000.
   - Please note that a single capital outlay of more than $5,000 requires prior approval from the awarding agency.
   - Please note that a maximum of 5% of federal Perkins funds may be budgeted/expended for direct and/or indirect costs (Column K).

NEGATIVE DECLARATION

1. Name, if any, and a brief description of project:
   School Readiness Center – The installation of permanent modular buildings and related site work.

2. Location: Mustang Lane, north of Mission Blvd. and west of La Rue Street.
3. Entity or person undertaking project:
   _X_ A. Jurupa Unified School District
   _____ B. Other (Private)
   (1) Name: _____
   (2) Address: _____

The School District Board, having reviewed the Initial Study of this proposed project and having reviewed the written comments received prior to the public meeting of the Board, including the recommendation of the School District's Staff, does hereby find and declare that the proposed project will not have a significant effect on the environment. A brief statement of the reasons supporting the Board's findings are as follows:

The proposed project will not have a significant effect upon fish or wildlife species, or eliminate important examples of cultural resources. The cumulative effect of the proposed project is less than significant because it serves to improve service efficiency to District schools. There will not be a direct or indirect substantial adverse impact on human beings resulting from the proposed project.

The School District Board hereby finds that the Negative Declaration reflects its independent judgment. A copy of the Initial Study may be obtained at:

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

The location and custodian of the documents and any other material which constitute the record of proceedings upon which the School District based its decision to adopt this Negative Declaration are as follows:

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

_____
Staff

_____
Date Received for Filing

RESOLUTION #2006/14

A RESOLUTION OF THE BOARD OF EDUCATION OF THE JURUPA UNIFIED SCHOOL DISTRICT ADOPTING DETERMINATIONS AND FINDINGS PURSUANT TO PUBLIC RESOURCE CODE 21151.8 AND EDUCATION CODE 17213 ON SCHOOL READINESS CENTER

WHEREAS, per Public Resource Code 21151.8 and Education Code Section 17213, the Jurupa Unified School District consulted, in writing, with the South Coast Air Quality Management District, the California Department of Toxic Substances Control and Riverside County administering agencies to identify any facilities within ¼ mile of the proposed School Readiness Center site; which might reasonably be anticipated to emit hazardous or acutely hazardous air emissions, or to handle hazardous or acutely hazardous materials, substances, or waste. The Board determines that this consultation indicated that there are no facilities reasonably anticipated to emit hazardous air emissions, or to handle hazardous or acutely hazardous materials, substances or wastes within ¼ mile of the proposed school site.

WHEREAS, based upon the above referenced consultation and a Phase I Environmental Assessment Report prepared for this site, and per PRC 21151.8 and Education Code 17213, the Board determines that the proposed school site:

1. Is not a current or former hazardous waste disposal site or solid waste disposal site, and

2. Is not identified as a hazardous substance release site identified by the State Department of Health Services in a current list adopted for removal or remedial action pursuant to Chapter 6.8 (commencing with Section 25300) of Division 20 of the Health and Safety Code; and

3. Does not contain one or more pipelines situated under or above ground which carry hazardous substances, acutely hazardous materials, or hazardous wastes, unless the pipeline is a natural gas line which is used only to supply natural gas to the school or neighborhood.

4. Is not located within 500 feet of the edge of the closest lane of a freeway or other busy traffic corridor. Freeway or other busy traffic corridors means those roadways that on an average day have traffic in excess of 100,000 vehicles.

WHEREAS, based upon District consultation with the California Department of Fish and Game, and because the School Readiness Center project 2.77 acres will comply with mitigation measures identified in the project's initial study, the Board finds that there is no evidence before the lead agency that the proposed project will have any potential for adverse effect on wildlife resources as defined in Section 711.2 of the California Fish and Game Code.

WHEREAS, the documents or other materials that constitute the records of proceedings upon which this resolution approving the mitigated negative declaration is based on, is located at Jurupa Unified School District's Facilities Planning and Development Department, 4850 Pedley Road, Riverside, California, 92509.

NOW, THEREFORE, BE IT RESOLVED, the Governing Board of the Jurupa Unified School District hereby acknowledges and approves the School Readiness Center project as presented to date, and authorizes the filing of a Notice of Completion with the County Clerk and the State

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Clearinghouse, and the filing of a California Department of Fish and Game Certificate of Exemption with the County Clerk.

AYES:

NOES:

ABSENT:

ABSTENTIONS:

Signed and approved by the Jurupa Unified School District's Board of Education President.

_____
Date

_____
John J. Chavez
President of the Board of Education

ATTEST:

_____
Sam D. Knight
Clerk of the Board of Education

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REDEVELOPMENT AGENCY FOR THE
COUNTY OF RIVERSIDE
(Herein referred to as "Agency"), and

JURUPA UNIFIED SCHOOL DISTRICT
(Herein referred to as "Grantor")

Project: RUBIDOUX AREA 3 SIDEWALKS
APN: 182-160-002, 003, 004 and 005
Address: 4199, 4215 and 4227 Pacific Avenue

RIGHT OF ENTRY AND TEMPORARY CONSTRUCTION AGREEMENT

1. The right is hereby granted Agency to enter upon and use the land of Grantor in the County of Riverside, State of California, described as Assessor's Parcel Number 182-160-002, 182-160-003, 182-160-004 and 182-160-005, highlighted on the map attached hereto, and made a part hereof for all purposes necessary to facilitate and accomplish the construction of the Rubidoux Area 3 Sidewalks Project.

   The rights herein granted may be exercised from execution of said agreement by all parties, to December 31, 2006 or until completion of the Rubidoux Area 3 Sidewalks Project, whichever shall be sooner.

2. It is understood that the Agency may enter upon Grantor's property where appropriate or designated for the purpose of getting equipment to and from the easement area. Agency agrees not to damage Grantor's property in the process of performing such activities. In the event there is damage done to Grantor's property, Agency shall remedy such damage with due diligence.

3. At the termination of the period of use of Grantor's land by Agency, but before its relinquishment to Grantor, debris generated by Agency's use will be removed and the surface will be left in a neat condition.

5. Grantor shall be held harmless from all claims of third persons arising from the use by Agency of Grantor's land.

6. Grantor hereby warrants that they are the owners of the property described above and that they have the right to grant Agency permission to enter upon and

use the land.

7. This agreement is the result of negotiations between the parties hereto. This agreement is intended by the parties as a final expression of their understanding with respect to the matters herein and is a complete and exclusive statement of the terms and conditions thereof.

9. This agreement shall not be changed, modified, or amended except upon the written consent of the parties hereto.

10. This agreement supersedes any and all other prior agreements or understandings, oral or written, in connection therewith.

11. Grantor, their assigns and successors in interest, shall be bound by all the terms and conditions contained in this agreement, and all the parties thereto shall be jointly and severally liable thereunder.

Jurupa Unified School District

Date:_____ By:_____

Date:_____ By:_____

RECOMMENDED FOR APPROVAL:

By:_____
Jan Spindler
Real Property Agent II

APPROVED AS TO FORM:
JOE S. RANK
County Counsel

By:_____
Deputy

REDEVELOPMENT AGENCY FOR
THE COUNTY OF RIVERSIDE

By:_____
Robin Zimpfer
Executive Director

Dated:_____

Patriot High School
Offsite Improvements - Change Order # 8
Oct-05
Actual Quantity Adjustment from Estimated Bid Quantity
These costs are shared between JUSD, County Transportation & County Flood Control

Sheet
A

Item #	Bid Item	Qty	Unit	Unit Cost	Amount	JUSD%	RCFC%	RCTD%
9	Structure excavation	909	CY	$8.00	$7,272.00	$2,168.00	$5,104.00	
11	Backfill	641	CY	$9.00	$5,769.00		$5,769.00	
13	Class A concrete	25	CY	$800.00	$20,000.00		$20,000.00	
14	Class B concrete	2	CY	$600.00	$1,200.00		$1,200.00	
21	RCP 60"	36	EA	$140.00	$5,040.00		$5,040.00	
22	RCP 54"	7	EA	$130.00	$910.00		$910.00	
23	RCP 48"	-21	EA	$120.00	-$2,520.00		-$2,520.00	
25	RCP 24"	22	EA	$70.00	$1,540.00		$1,540.00	
26	Chain link fence	-14	LF	$20.00	-$280.00		-$280.00	
29	Slag	-50	CY	$70.00	-$3,500.00		-$3,500.00	
31	Asphalt concrete	-139.65	Ton	$34.00	-$4,748.10	-$2,374.05		-$2,374.05
32	Class 2 base	270.58	Ton	$20.00	$5,411.60	$1,956.30	$1,499.01	$1,956.29
33	6" curb & gutter	-186	LF	$8.00	-$1,488.00	-$744.00		-$744.00
34	6" ac dike	1651	LF	$10.00	$16,510.00	$6,315.08		$10,194.92
40	PCC sidewalk	-702	SF	$2.00	-$1,404.00	-$702.00		-$702.00
42	Driveway approach B	393.5	SF	$5.00	$1,967.50	$1,967.50		
43	Driveway approach A	133.5	SF	$5.20	$694.20	$694.20		
44	Remove existing pavement	18448	SF	$1.00	$18,448.00	$11,806.72		$6,641.28
45	Overlay pavement	635	Ton	$50.00	$31,750.00	$23,018.75		$8,731.25
46	Cold plane	2917	SF	$0.30	$875.10	$632.20		$242.90
49	Adjust water valves	7	EA	$400.00	$2,800.00	$1,800.00		$1,000.00
50	Remove trees	12	EA	$1,000.00	$12,000.00	$6,000.00		$6,000.00
54	Relocate existing trees	-3	EA	$1,400.00	-$4,200.00	-$2,100.00		-$2,100.00
55	Relocate existing fence	-255	LF	$30.00	-$7,650.00	-$7,650.00		
56	4" AC over fill	0.8	Ton	$80.00	$64.00	$64.00		
57	Remove fencing	278	LF	$4.00	$1,112.00	$556.00		$556.00
63	12" cross walk line	122	LF	$1.60	$195.20	$97.60		$97.60
64	Turn arrow	-1	EA	$45.00	-$45.00			-$45.00
65	4" solid edgeline	14	LF	$0.25	$3.50	$1.75		$1.75

66	4" white stripe	3810	LF	$0.25	$952.50	$628.20		$324.30
67	8" white stripe 3B	-467	LF	$0.35	-$163.45	-$81.72		-$81.73
68	8" white stripe 37B	211	LF	$0.35	$73.85	$73.85		
69	Sandblast striping	-2771	LF	$0.50	-$1,385.50	-$1,198.46		-$187.04
70	4" Double yellow stripe	129	LF	$0.35	$45.15			$45.15
71	Two way left turn	2005	LF	$0.40	$802.00	$499.65		$302.35
74	School legend strip	1	EA	$100.00	$100.00	$100.00		
75	Pavement markers - single	108	EA	$3.00	$324.00	$324.00		
76	Pavement markers - double	471	EA	$10.00	$4,710.00	$3,061.50		$1,648.50
Alternate 1								
1-9	Crosswalk markings	20	SF	$2.00	$40.00	$40.00		
1-13	Road sign	2	EA	$175.00	$350.00	$350.00		
	Individual total					**$47,305.07**	**$34,762.01**	**$31,508.47**
	Grand Total				**$113,575.55**			

Patriot High School
10/01/05
Sequel - Change Order # 8

Sheet
B

Proposal and recommended amount - These costs are shared between JUSD, County Transportation & County Flood Control

		Submitted Amount	TCC amount recommendation	JUSD %	RCFC%	RCTD%
a.9/15/2004	Install pipe sleeves per JCSD	$618.24	$618.24	$618.24	$0.00	$0.00
b. 8/5/2004	Added phone conduit per SBC	$531.30	$0.00	$0.00	$0.00	$0.00
c. 1/25/2005	Traffic Signal revisions per County Transportation	$1,595.00	$0.00	$0.00	$0.00	$0.00
d. 1/24/2005	Traffic signage revisions per County Transportation	$1,870.00	$1,870.00	$1,870.00	$0.00	$0.00
e. 1/27/2005	Pipe bollards at vault per County Transportation	$1,378.15	$1,378.15	$1,378.15	$0.00	$0.00
f. 2/7/2005	Duct bank removal in conflict with signal	$1,561.22	$0.00	$0.00	$0.00	$0.00
g. 3/30/2005	Remove & replace damaged concrete	$5,715.80	$5,715.80	$5,715.80	$0.00	$0.00
h. 4/29/2005	Remove encasement & repair water lines	$3,300.20	$3,300.20	$3,300.20	$0.00	$0.00
I. 5/6/2005	Delays due to unidentified utilities	$16,322.74	$0.00	$0.00	$0.00	$0.00
j. 2/17/2005	Relocate water line on Mission	$118,712.39	$118,712.39	$0.00	$118,712.39	$0.00
k. 3/3/2005	Relocation of sewer laterial	$31,049.55	$31,049.55	$0.00	$31,049.55	$0.00
l. 4/29/2005	Unanticipated soil conditions	$101,728.91	$40,042.07	$20,021.04	$20,021.03	$0.00
m.2/11/2005	Revised catch basin on Jurupa	$16,137.40	$12,137.40	$12,137.40	$0.00	$0.00
n.2/17/2005	Project delays	$55,752.00	$43,711.50	$21,855.75	$10,927.88	$10,927.88
o. 2/11/2005	Relocate storm drain on Jurupa	$2,248.25	$2,248.25	$0.00	$2,248.25	$0.00
p. 2/7/2005	Relocate sewer on Mission	$9,184.56	$8,489.93	$0.00	$8,489.93	$0.00
q. 2/11/2005	Relocate sewer on Jurupa	$13,409.35	$13,409.35	$0.00	$13,409.35	$0.00
r. 1/27/2005	Sequel material cost increases - conc & pave	$42,397.64	$42,397.64	$21,198.82	$0.00	$21,198.82
s. 2/11/2005	Lateral C conflicts	$29,260.34	$20,363.36	$0.00	$20,363.36	$0.00
t. 2/7/2005	Pavement removals for storm per Transportation	$589.59	$589.59	$0.00	$0.00	$589.59
u. 2/11/2005	Premium time for railroad crossing	$3,022.23	$3,022.23	$0.00	$3,022.23	$0.00
v. 2/11/2005	Storm drain material increase -KEC	$7,394.45	$7,394.45	$3,697.23	$0.00	$3,697.22
w.2/11/2005	Remobilzation	$24,165.76	$3,609.93	$3,609.93	$0.00	$0.00
x. 2/11/2005	Disputed catch basin work on Mission	$18,446.29	$0.00	$0.00	$0.00	$0.00
y. 12/3/2004	two structure # 4	$2,886.05	$0.00	$0.00	$0.00	$0.00
		$509,277.41				
				$95,402.56	**$228,243.97**	**$36,413.51**
			$360,060.03			

H
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Jurupa Unified School District

Personnel Report #8

November 7, 2005

Regular Assignment

Teacher	Ms. Elise Norwood 541 N. Heathdale Ave. Covina, CA 91722	Eff. October 17, 2005 Preliminary Single Subject Physical Education

Change of Assignment

From Teacher To Teacher on Special Assignment	Ms. Sylvia Bottom 2376 Lassalette Ct. Riverside, CA 92503	Eff. October 4, 2005

Extra Compensation Assignment

Education Services; stipend to attend optional staff development day at Rubidoux High School; September 1, 2005; appropriate rate of pay; Funding Source: Staff Development Buy Back Days; $17,500 total.

Ms. Jamie Angulo	Ms. Leanna Apodaca	Ms. Cori Barber
Ms. Amber Barnes	Ms. Andrea Biggs	Ms. Cindy Blackstone
Ms. Laurie Boggio	Mr. Jerry Bowman	Ms. Lisa Brown
Mr. Kent Bukarau	Ms. Shannyn Cahoon	Mr. Victor Centeno
Mr. Todd Chard	Ms. Alison Cherry	Ms. Janice Cloward
Ms. Gillian Coffey	Mr. Harrison Cole	Mr. Ron Crawford
Ms. Staci Della-Rocca	Mr. Mike Dohr	Ms. Vanessa Douty
Ms. Cori Eakin	Ms. Martha Escobar	Mr. Leonard Fisher
Mr. Jeremy Fletcher	Mr. Chris Gillotte	Ms. Mindy Gould
Mr. Charles Guzman	Ms. Connie Halloway	Mr. Dave Hansen
Ms. Lupe Hernandez	Mr. Noah Holzknecht	Ms. Jennifer Jiannino
Mr. Tim Jones	Mr. Michael Krapes	Ms. Kwang-Sug Lee
Ms. Michelle Lenichek	Mr. Rob Liddle	Ms. Pam Lukkarila
Mr. Ray Marisnick	Mr. Mark McFerren	Ms. Heather McIntosh
Ms. Ardith McKim	Ms. Theresa Mendoza	Mr. Brian Miller
Mr. David Moberly	Ms. Ann Monville	Ms. Kristina Moore
Mr. Rigoberto Olazaba	Ms. Amy Oliva	Ms. Tatyana Oresko
Ms. Roberta Pace	Mr. Gary Pike	Ms. Kristin Podgorski
Mr. Oscar Reynoso	Mr. James Rose	Mr. Vince Rosse
Mr. Joshua Runyan	Mr. Robert Santiago	Ms. Jenna Saugstad
Ms. Lisa Serrano	Ms. Karen Shaw	Mr. Allan Stringer
Ms. Sharon Tavaglione	Ms. Thuy Truong	Mr. Paul Van Lent
Mr. Fed Veenendaal	Mr. Dan Weatherford	Ms. Jeni Williams
Ms. Rachel Williams		

Personnel Report #8

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Education Services; stipend for Peer Assistance and Review members; August 2005 through December 2005; appropriate rate of pay; Funding Source: California Peer Assistance and Review; $7,750 total.

Ms. Deborah Bennett
Ms. Fran Rice-Laabs
Mr. Doug Torbert
Ms. Sandra Young

Education Services; coordinate the District Science and Engineering Fair; 2005-2006; 115 hours total; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $3,990 total.

Mr. Vince Rosse

Education Services; stipend to attend optional staff development day at Nueva Vista High School; September 27 & 29, 2005; appropriate rate of pay; Funding Source: Staff Development Buy Back Days; $3,500 total.

Ms. Lucile Arntzen
Ms. Margery Ashwood
Ms. Traci Coffelt
Mr. Gary Ennis
Mr. Stephen Fox
Ms. Maudie Gooden
Ms. Susan Gurrola
Mr. Art Huerta
Mr. Jeff Jacobs
Ms. Karen Lancaster
Ms. LeDair Sanner
Mr. Doug Torbert
Mr. Rich Torbert
Ms. Mariann Vetrhus

Granite Hill Elementary; provide time to collaborate, calendar standards and develop interim assessments; September 2005 through June 2006; not to exceed 1 hour per week; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $1,179 total.

Ms. Maria McCollum

Granite Hill Elementary; provide assistance in proctoring tests and distributing materials; October 2005 and December 2005; not to exceed 4 hours each; appropriate hourly rate of pay; Funding Source: School & Library Improvement Block Grant; $1,527 total.

Ms. Kathleen Brooks
Ms. Kara Davis
Ms. Kristin De France
Mr. Sean Edwards
Ms. Kelly Keprios
Ms. Sherine Patton
Ms. Jacqueline Pedersen
Ms. Suandra Pedro
Ms. Debbie Ramirez
Ms. Marilyn Robinson
Ms. Jamie Smallwood

Personnel Report #8

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Mission Bell Elementary; attend IEP meetings outside of work day; September 2005 through June 2006; not to exceed 90 hours each; appropriate hourly rate of pay; Funding Source: Special Education; $10,518 total.

Ms. Lori Knight
Ms. Sherri Kposowa
Ms. Lori Smith

Pedley Elementary; provide increased opportunities for GATE students; October 2005 through June 2006; not to exceed 50 hours; appropriate hourly rate of pay; Funding Source: Gifted and Talented Education; $1,948 total.

Mr. Andrew Elliott

Sunnyslope Elementary; provide services and assistance to under-performing students; October 2005 through June 2006; not to exceed 85 hours total; appropriate hourly rate of pay; Funding Source: School & Library Improvement Block Grant; $3,000 total.

Ms. Cathy Armitage
Ms. Mary Blevins
Ms. Shawnette Bukarau
Ms. Sherrill Ferguson
Ms. Anne Gibson
Ms. Harriet Huling
Ms. Heather Knell
Ms. Leah Luke
Ms. Brooke Martinez
Ms. Kristin Regua
Ms. Shirly Taylor
Ms. Zoe Washburn
Mr. Carl Zitek
Ms. Sally Beese
Ms. Sherrie Bockman
Ms. Deborah Cedarholm
Mr. Wayne Fowler
Ms. Gina Gurrola
Ms. Jeanette Ingram
Ms. Deborah Knodel
Ms. Barbara Martin
Mr. Robert Mitchell
Ms. Deanna Soccio
Ms. Janet Thompson
Ms. Elizabeth Weeks
Mr. Giovanni Bernier
Ms. Lori Brown
Ms. Lorayne Corcoran
Ms. Elizabeth Garcia
Ms. Carol Hogerty
Ms. Cynthia Johnson
Ms. Rikki Lightfoot
Ms. Anita Martinez
Ms. Deborah Provenzano
Ms. Jennifer Stromdahl
Ms. Joanne Viafora
Ms. Marilyn Wior

Troth Street Elementary; participate in planning and implementation of professional development to improve student achievement; October 16, 2005; not to exceed 8 hours; appropriate hourly rate of pay; Funding Source: II/USP; $278 total.

Mr. James Carey

Troth Street Elementary; assist with student pre-testing and translation; September 6-8, 2005; not to exceed 10 hours; appropriate hourly rate of pay; Funding Source: II/USP; $347 total.

Ms. Jovanka Martinez

Personnel Report #8

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Mira Loma Middle School; provide parent meetings and activities for GATE program; September 2005 through June 2006; not to exceed 30 hours total; appropriate hourly rate of pay; Funding Source: Gifted and Talented Education; $1,041 total.

Mr. Anthony Alvarez	Ms. Jana Aragon	Ms. Valerie Baule
Mr. Todd Beasley	Mr. Robert Berghorn	Mr. Libbern Cook
Ms. Anne Cox	Ms. Nancy Croxton	Ms. Patricia Cruz
Ms. Stephanie Cunningham	Ms. Melissa Davis	Mr. Glenn DeHart
Ms. Kathy DiLeo	Ms. Gayle Dowling	Ms. Wendy Eccles
Ms. Martha Estrella	Ms. Michelle Fisher	Ms. Toni Fletcher
Mr. Larry Franklin	Mr. Freddie Goss	Ms. Jennifer Griffin
Ms. Lynn Hill	Ms. Kathi Jensen	Ms. Clara Jones
Ms. Karen Kimmell	Mr. Brian Long	Mr. Antonio Lopez
Ms. Bernadette Lopez	Ms. Nancy Lott	Ms. Joyce Malle
Ms. Laura May	Mr. Rudy Monge	Ms. Michelle Navigato
Mr. John Parker	Ms. Terese Pisarik	Ms. Mary Pritchard
Ms. Danielle Richardson	Ms. Diane Rose	Ms. Elizabeth Rountree
Ms. Suzanne Rowland	Mr. Jorge Sanchez	Ms. Linda Sanchez
Mr. Keith Schumacher	Ms. Karen Stokoe	Mr. Rory Tso
Ms. Gayle Venegas	Ms. Carol Veneman	Ms. Vera Walker
Ms. Mary Ward	Mr. Kris Winemiller	Ms. Roxane Winemiller
Ms. Susan Wisener		

Mira Loma Middle School; provide instruction for CBET classes; September 2005 through June 2006; not to exceed 25 hours; appropriate hourly rate of pay; Funding Source: Title III, LEP; $865 total.

Ms. Roxane Winemiller

Jurupa Valley High School; attend training on administration of CELDT testing; September 19, 2005; not to exceed 1 hour each; appropriate hourly rate of pay; Funding Source: Title III-LEP; $382 total.

Ms. Cheryl Boyce	Ms. Vicky Castillo	Ms. Patricia DeSantos
Mr. Robert Diaz	Mr. John Gunty	Ms. Tanya Kessler
Ms. Karen Martinez	Ms. Elizabeth O'Connor	Ms. Pasqualita Olguin
Mr. Craig Sevey	Ms. Judy Tomboc	

Jurupa Valley High School; provide supervision for extra curricular events; September 2005 through June 2006; appropriate rate of pay; Funding Source: Unrestricted Resources; $13,000 total.

Ms. Laura Demerath	Mr. Jeff DuBransky	Mr. John Gunty
Ms. Kortney Hughes	Mr. Paul Janeway	Ms. Tanya Kessler
Ms. Claudia Liggan	Ms. Jill Miller	Ms. Cynthia Nadolny
Ms. Brenda Nowak	Ms. Elizabeth O'Conner	Mr. Tim Peterson
Mr. David Pierson	Ms. Sheila Roach	Ms. Michele Taylor
Ms. Melissa VanVooren		

Personnel Report #8

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Jurupa Valley High School; proctor PSAT testing; October 15, 2005; not to exceed 4 hours each; appropriate hourly rate of pay; Funding Source: Donations; $850 total.

Ms. Joy Estrada	Ms. Ann Hwang	Mr. Josh Lewis
Ms. Kelly McArdle	Ms. Craig Sevey	Mr. Enrique Velasquez

Jurupa Valley High School; Special Education teachers to attend meeting to review classroom instruction strategies; August 18, 2005; not to exceed 4 hours each; appropriate hourly rate of pay; Funding Source: School Assistance & Intervention Team; $971 total.

Ms. Heidi Chastain	Ms. Keri Colgan	Ms. Connie Finazzo
Mr. Pete McGowan	Mr. Jason McMains	Ms. Trish Rafanan
Ms. Marcia Rivero		

Jurupa Valley High School; provide assistance in placement of ninth grade students in Pacing Guide Development; August 24 & 30, 2005; not to exceed 3 hours each; appropriate hourly rate of pay; Funding Source: School Assistance and Intervention Team; $312 total.

Ms. Debbie Buckhout	Ms. Christine Jacobson	Ms. Melissa Van Vooren

Jurupa Valley High School; provide assistance in placement of ninth grade students in Pacing Guide Development; August 23, 2005; not to exceed 2 hours each; appropriate hourly rate of pay; Funding Source: School Assistance and Intervention Team; $278 total.

Ms. Connie Finazzo	Mr. Dan Goldsmith	Mr. Tim Hopper
Mr. Brent Lumsden		

Rubidoux High School; extra period daily teaching assignment; September 2005 through June 2006; not to exceed 1 hour per day each; appropriate rate of pay; Funding Source: Unrestricted Resources; $180,000 total.

Ms. Jamie Angulo	Ms. Cori Barber	Ms. Andrea Biggs
Mr. Paul Binns	Ms. Shannyn Cahoon	Ms. Rhonda Fuller
Mr. Dave Hansen	Mr. John A. Hill	Mr. Ron Kahn
Mr. Michael Krapes	Mr. Brian Miller	Mr. David Moberly
Ms. Kristina Moore	Mr. Armando Muniz	Ms. Carol O'Dell
Mr. Rigoberto Olazaba	Ms. Melissa Olivier	Mr. Oscar Reynoso
Mr. Jeremy Sampson	Ms. Lisa Serrano	Mr. Dale Thorpe
Mr. Paul Van Lent	Ms. Jeni Williams	

Personnel Report #8

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Learning Center; provide instruction for Adult Education program; September 19, 2005 through June 22, 2005; not to exceed 19 hours per week; appropriate hourly rate of pay; Funding Source: Adult Education Apportionment; $21,750 total.

Mr. James Mendonca

Learning Center; provide instruction in Independent Study Program; September 2005 through June 2006; not to exceed 5 hours per week each; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $19,779 total.

Ms. Traci Coffelt
Mr. Jason McMains
Mr. William Murray

Learning Center; provide instruction for Adult Education program; November 7, 2005 through June 23, 2006; not to exceed 6 hours per week; appropriate hourly rate of pay; Funding Source: Adult Education Apportionment; $5,700 total.

Ms. Tania Barroso

Learning Center; site representatives to attend CBET meetings for 2005-2006 school year; not to exceed 100 hours total; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; $3,470 total.

Ms. Jodi Archibald
Mr. Darwin Dallas
Ms. Michelle Maisel
Ms. Nanette Prince-Egetter
Ms. Roxane Winemiller
Ms. Kristy Bonsangue
Ms. Julie Herman
Ms. Barbara Martin
Ms. Maria Rodriguez
Ms. Melissa Bope
Ms. Carolyn Hoggard
Ms. Antonia Mercado
Ms. Lucia Sagasta-Chavez

Substitute Assignment

Teacher	Mr. Jorge Betancourt 3961 Eucalyptus Ave. Riverside, CA 92507	As needed Emergency 30-Day Permit
Teacher	Ms. Bridget Brown 4492 12th St. Riverside, CA 92501	As needed Emergency 30-Day Permit
Teacher	Ms. Heidy Fong 3900 Klamath River Dr. Ontario, CA 91761	As needed Emergency 30-Day Permit
Teacher	Ms. Elisabeth Giem 25057 Huron Loma Linda, CA 92354	As needed Emergency 30-Day Permit

Personnel Report #8

CERTIFICATED PERSONNEL

Substitute Assignment

Teacher	Ms. Beatriz Gonzalez 1104 Magnolia Ave. Ontario, CA 91762	As needed Emergency 30-Day Permit
Teacher	Mr. Arthur Gonzales 7349 Barnstable Pl. Riverside, CA 92506	As needed Emergency 30-Day Permit
Teacher	Ms. Jennifer Jonas 2454 Corona Ave. Norco, CA 92860	As needed Emergency 30-Day Permit
Teacher	Mr. Douglas Keith 2299 Trafalgar Ave. Riverside, CA 92506	As needed Emergency 30-Day Permit
Teacher	Mr. James Mendonca 5125 Shire Ln. Riverside, CA 92509	As needed Emergency 30-Day Permit
Teacher	Ms. Sheryl Pidgeon 3121 Armstrong Dr. Corona, CA 92881	As needed Emergency 30-Day Permit
Teacher	Mr. Christopher Thompson 2065 Pacific Ave. Norco, CA 92860	As needed Emergency 30-Day Permit

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Business Services; train for new position; October 10-14, 2005; not to exceed 40 hours; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $825 total.

Payroll Specialist Ms. Sandra Perry

Categorical Projects; provide assistance with TSCC staff development mailings; October 5-14, 2005; not to exceed 100 hours total; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $1,186 total.

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

Personnel Report #8

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Education Services; provide assistance with after school program; September 26, 2005 through November 16, 2005; not to exceed2 hours per day; appropriate hourly rate of pay; Funding Source: After School Education & Safety Program; $1,260 total.

Instructional Aide	Ms. Nicole McDowell

Education Support Services; additional support to supervise student until end of school day; September 2005 through June 2006; not to exceed 30 minutes per day; appropriate hourly rate of pay; Funding Source: Special Education: IDEA Basic Grant Entitlement; $2,096 total.

Student Attendant Aide	Ms. Lorraine Robles

Language Services; Bilingual Language Tutors to assist with administration of the CELDT testing at various sites; September 12, 2005 through June 30, 2006; not to exceed 60 hours each; appropriate hourly rate of pay; Funding Source: Title III (LEP); 12,554 total.

Ms. Guadalupe Acosta	Ms. Maria Aguirre	Ms. Susie Camacho
Ms. Gabriela Chavez	Ms. Ermelinda Cruz	Ms. Rita Figueroa
Ms. Patricia Griffin	Ms. Lilia Guillen	Ms. Maria Hernandez
Ms. Elisa Marquez	Ms. Diana Martinez	Ms. Dalia Morales
Ms. Elvia Prado	Ms. Jessica Raya	Ms. Angie Saldana

Language Services; Language Proficiency Evaluators to test for proper instructional program placement; September 12, 2005 through June 30, 2006; not to exceed 240 hours total; appropriate hourly rate of pay; Funding Source: Title III (LEP); $3,428 total.

Ms. Delma Kason	Ms. Lydia Reese	Ms. Estela Sanchez
Ms. Myrna Alba		

Granite Hill Elementary; provide assistance in proctoring tests, maintain documentation and translation; November 1, 2005 through June 22, 2006; not to exceed 20 hours each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $2,750 total.

Activity Supervisor	Ms. Mary Almaguer
Activity Supervisor	Ms. Andrea Christensen
Activity Supervisor	Ms. Maria Cordero
Activity Supervisor	Ms. Leslie Freitas
Activity Supervisor	Ms. Jesse Garcia
Activity Supervisor	Ms. Carmen Medina
Instructional Aide	Ms. Jeanne Sadler
Instructional Aide/BLT	Ms. Kenia Ramirez
Bilingual Language Tutor	Ms. Sandy Cohen
Bilingual Language Tutor	Ms. Diana Martinez
Bilingual Language Tutor	Ms. Maria Morfin

Personnel Report #8

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Ina Arbuckle Elementary; Bilingual Language Tutors to provide assistance with translation; October 3, 2005 through June 15, 2006; not to exceed 40 hours total; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; $574 total.

Ms. Dora Chavez	Ms. Lourdes Espinosa	Ms. Leticia Lopez-Perez
Ms. Jessica Raya	Ms. Angelita Saldana	Ms. Victoria Samano

Ina Arbuckle Elementary; Instructional Aides to assist students in lessons to improve English literacy; October 3, 2005 through June 15, 2006; not to exceed 180 hours; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; $2,520 total.

Ms. Marie Clemente	Ms. Lourdes Espinosa	Ms. Linda Hogarth
Ms. Debbie Vanderhagen		

Indian Hills Elementary; assist with electronic data collection during CRT testing; 2005-2006 school year; not to exceed 15 hours each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $395 total.

Activity Supervisor	Ms. Gail Chism
Activity Supervisor	Ms. Cindy Rineer

Mission Bell Elementary; Bilingual Language Tutors to assist with translation during parent meetings; September 2005 through June 2006; not to exceed 60 hours; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $775 total.

Ms. Kenia Catalan Angulo	Ms. Jessica Munoz	Ms. Freida Posada
Ms. Jessica Terriquez		

Pedley Elementary; Activity Supervisors to provide childcare during CBET classes; October 3, 2005 through May 24, 2005; not to exceed 228 hours total; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; $2,563 total.

Ms. Maria Lopez	Ms. Mary Stallard	Ms. Judy Alvarez
Ms. Stephanie Christian	Ms. Jeanne Cline	Ms. Barbara Dean
Ms. Judy Hesler		

Sky Country Elementary; provide translation for parent meetings and conferences; September 2005 through June 2006; not to exceed 25 hours; appropriate hourly rate of pay; Funding Source: Title III (LEP); $359 total.

Bilingual Language Tutor	Ms. Elisa Marquez
Activity Supervisor	Ms. Rosa Pantoja

Personnel Report #8

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Sunnyslope Elementary; provide childcare to the CBET program; October through December 2005; not to exceed 90 hours; appropriate hourly rate of pay; Funding Sources: Community Based English Tutoring & Child Abuse, Prevention, Intervention; $1,350 total.

Activity Supervisor	Ms. Andrea Christensen
Instructional Aide	Ms. Jenny Dean
Instructional Aide	Ms. Therese Gonyer

Sunnyslope Elementary; provide childcare and support to the CBET program; September 2005 through June 2006; not to exceed 50 hours; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; $750 total.

Activity Supervisor	Ms. Andrea Christensen
Health Care Aide	Ms. Karen Hayden
Instructional Aide	Ms. Marsha Bain
Instructional Aide	Ms. Jenny Dean

Sunnyslope Elementary; assist with increased educational opportunities for students with special needs; November 2005 through Mary 2006; not to exceed 160 hours; appropriate hourly rate of pay; Funding Source: Title III (LEP); $2,240 total.

Instructional Aide	Ms. Joan Jardine

Van Buren Elementary; Activity Supervisors to provide supervision of students for student safety; September 2005 through June 2006; not to exceed 200 hours; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $2,140 total.

Ms. Patti Brown	Ms. Sylvia Hernandez	Mr. Levar Hicks
Ms. Sharri Miller	Ms. Sandy Reilly	Ms. Bertice Roper
Ms. Christine Silva		

Jurupa Valley High School; provide assistance and translation for Construction Academy; September 2005 through June 2006; not to exceed 15 hours; appropriate hourly rate of pay; Funding Source: Partnership Academies Programs; $202 total.

Bilingual Language Tutor	Ms. Margaret Mendoza

Jurupa Valley High School; Bilingual Language Tutors to assist teachers and parent at Back To School Night; October 4, 2005; not to exceed 2 hours each; appropriate hourly rate of pay; Funding Source: Title III (LEP); $84 total.

Ms. Veronica Chavez	Ms. Susie Camacho	Ms. Margaret Mendoza

Personnel Report #8

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Rubidoux High School; provide clerical assistance for SAIT program; September 2005 through June 2006; appropriate hourly rate of pay; Funding Source: School Assistance & Intervention Team; $4,000 total.

On Campus Detention Supervisor	Ms. Pat Abbott
Night Attendance Caller	Ms. Gloria Acosta
Bilingual Language Tutor	Ms. Maria Aguirre
Library Technician	Ms. JoAnn Alford
HS Asst Princ. Secty.	Ms. Alma Alvarez
Campus Supervisor	Mr. Paul Avila
Instructional Aide	Ms. Catharine Bloom
ASB Bookkeeper Secty.	Ms. Diane Carlson
Bilingual Language Tutor/IA	Ms. Anamaria Carrillo
Instructional Aide	Ms. Ashley Criddell
Campus Supervisor	Ms. Kolleen Drake
Health Care Aide	Ms. Phyllis Forsse
Agriculture Asst.	Ms. Sarah Green
Bilingual Language Tutor	Ms. Patty Griffin
HS Principal Secty.	Ms. Polly Heverly
Instructional Aide	Ms. Catherine Hills
Instructional Aide	Ms. Nancy Iverson
Campus Supervisor	Ms. Judy James
Clerk Typist	Ms. Linda Ledesma
Health Care Aide	Ms. Lana Maley
Night Attendance Caller/IA	Ms. Esther Marquez
Instructional Aide	Ms. Genia McKinney
Instructional Aide	Ms. Magdalena Monestero
Instructional Aide	Ms. Ernestine Moreno
Campus Supervisor	Mr. John Mosher
HS Asst. Princ. Secty.	Ms. Gail O'Donnell
Clerk Typist	Ms. Laura Olaiz
Bilingual Language Tutor	Ms. Alice Perez
Bilingual Language Tutor	Ms. Elva Prado
Career Center Clerk	Ms. Sandra Radford
HS Asst. Princ. Secty.	Ms. Shelly Rethaford
Translator Clerk Typist	Ms. Kathy Reynoso-Lopez
Instructional Aide	Ms. Shannon Robinson
Campus Supervisor	Ms. Karin Russell
Clerk Typist	Ms. Rosanne Salvatore
Instructional Aide	Ms. Heather Schwalm
Instructional Aide	Ms. Dana Smith
Clerk Typist	Ms. Sherri Stewart
Campus Supervisor	Ms. Annette Thompson
Instructional Aide	Ms. Kristina Tolmack
Secretary	Ms. Cynthia Vasquez-Rodriquez
Secretary	Ms. Maria Villa
Instructional Aide	Ms. Priscilla White

Personnel Report #8

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Learning Center; provide instructional assistance in the Adult Education program; October 17, 2005 through June 23, 2006; not to exceed 6 hours per week; appropriate hourly rate of pay; Funding Source: Adult Education Apportionment; $1,950 total.

Instructional Aide	Mr. Ruben Rodriguez

Learning Center; provide additional supervision of students during lunch hour; September 12 & 13, 2005; not to exceed 1 hour per day; appropriate hourly rate of pay; Funding Source: Community Day School; $20 total.

Activity Supervisor	Ms. Tanya Michles

Learning Center; provide childcare for CBET program; October 10, 2005 through June 23, 2006; not to exceed 4 hours per week each; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; $3,700 total.

Instructional Aide	Ms. Jenny Dean
Instructional Aide	Ms. Susan Randleman

Leave of Absence

Café Asst. II	Ms. Bobbi Self 8709 Old Springtown Rd. Springtown, TX 76082	Amend Unpaid Special Leave September 21, 2005 through October 17, 2005 without compensation.

Promotion

From Night Attendance Caller to Café Asst. II	Ms. Betty Sotomayor 10414 Latour Ln. Mira Loma, CA 91752	Eff. October 11, 2005 Work Year E1
From Custodian to Grounds Equip. Operator	Mr. James Thomas 5646 Troth St. Mira Loma, CA 91752	Eff. October 17, 2005 Work Year A

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pg. 12

Personnel Report #8

CLASSIFIED PERSONNEL

Regular Assignment

Café Asst. I	Ms. Claudia Almanza 4941 Rock Ct. Mira Loma, CA 91752	Eff. October 26, 2005 Work Year F
Activity Supervisor	Ms. Jeanell Barker 2991 Hall Ave. Riverside, CA 92509	Eff. October 26, 2005 Work Year F1
Instructional Aide	Ms. Julia Berry 4470 Glen St. Riverside, CA 92509	Eff. October 17, 2005 Work Year E1
Café Asst. I	Ms. Rebecca Carmona 6487 Via Florencia Riverside, CA 92509	Eff. October 11, 2005 Work Year F
Instructional Aide	Ms. Gabriela Chavez 7281 Pico Ave. Riverside, CA 92509	Eff. October 11, 2005 Work Year E1
Activity Supervisor	Ms. Tina Dimichina 3182 Tamarack Way Mira Loma, CA 91752	Eff. October 11, 2005 Work Year F1
Campus Supervisor	Mr. Pablo Garcia 6290 Rustic Lane Riverside, CA 92509	Eff. October 26, 2005 Work Year E1
Instructional Aide	Ms. Aimee Gomez 8432 Lakeview Ave. Riverside, CA 92509	Eff. October 13, 2005 Work Year E1
Activity Supervisor	Ms. Therese Gonyer 6076 Allwood St. Riverside, CA 92509	Eff. October 26, 2005 Work Year F1
Café Asst. I	Ms. Rita Hubbard 6593 Avenida Mariposa Riverside, CA 92509	Eff. October 26, 2005 Work Year F1
Instructional Aide	Mr. Jake McMains 5753 El Palomino Dr. Riverside, CA 92509	Eff. October 11, 2005 Work Year E1
Activity Supervisor	Ms. Carmen Medina 3700 Quartz Canyon Rd. #49 Riverside, CA 92509	Eff. Ocotber 13, 2005 Work Year F1

Personnel Report #8

CLASSIFIED PERSONNEL

Regular Assignment

Instructional Aide	Ms. Christine Nicholson 5678 Skyloft Dr. Riverside, CA 92509	Eff. October 11, 2005 Work Year E1
Instructional Aide HS/PS	Ms. Shawna Parker PO Box 564 Lake Arrowhead, CA 92352	Eff. October 5, 2005 Work Year E2
Payroll Specialist	Ms. Sandra Perry 3619 Honeyglen Way Ontario, CA 91761	Eff. October 10, 2005 Work Year A
Activity Supervisor	Ms. Valerie Rudolph 6115 Homestead St. Riverside, CA 92509	Eff. October 17, 2005 Work Year F1
Instructional Aide	Ms. Cynthia Zepeda 4089 Kenneth St. Riverside, CA 92509	Eff. October 31, 2005 Work Year E1

Resignation

Bus Driver	Ms. Shannon Corner 845 S. 6th St. Cottage Grove, OR 97424	Eff. October 19, 2005
Instructional Aide	Ms. Amanda Gutierrez 6166 Marcia Ct. Riverside, CA 92509	Eff. October 28, 2005
Administrative Secty.	Ms. Karen Hansen 3722 Harding St. Riverside, CA 92506	Eff. October 11, 2005
Activity Supervisor	Ms. Patricia Ortega 10001 Mission Blvd. Riverside, CA 92509	Eff. October 14, 2005
Campus Supervisor	Ms. Virginia Perkins 6613 Azusa Ct. Riverside, CA 92509	Eff. October 21, 2005
Account Clerk	Ms. Raelynn Strothman 5925 Sycamore Canyon Blvd. #207 Riverside, CA 92507	Eff. October 14, 2005

Personnel Report #8

CLASSIFIED PERSONNEL

Resignation

Instructional Aide	Ms. Patricia Woolery 2839 Donner Wy. Riverside, CA 92509	Eff. October 14, 2005
Secretary	Ms. Maureen Zimmer 11581 Range View Rd. Mira Loma, CA 91752	Eff. November 18, 2005

Substitute Assignment

Instructional Aide	Ms. Delia Aguilera 5684 Tilton Riverside, CA 92509	As needed
Activity Supervisor	Ms. Cherie Francis 9950 Jurupa Rd. Riverside, CA 92509	As needed
Custodian	Mr. Terence Gordon 7401 Pheasant Run Rd. Riverside, CA 92509	As needed
Instructional Aide	Ms. Gabrielle Zamora Scott 6040 Moraga Ave. Riverside, CA 92509	As needed
Activity Supervisor	Ms. Lisa Trejo 5411 Beach St. Riverside, CA 92509	As needed
Activity Supervisor	Ms. Lupe Valdez 4842 Dodd St. Mira Loma, CA 91752	As needed

OTHER PERSONNEL

Short-Term/Extra Work

Education Technology; provide assistance with follow-up on non-returned textbooks and distribution; October 5, 2005 through December 31, 2005; not to exceed 4 hours per day; appropriate hourly rate of pay; Funding Source: Lottery; $765 total.

Short-Term Instructional Materials Technician Ms. Terri Spencer

Personnel Report #8

OTHER PERSONNEL

Short-Term/Extra Work

Student Services; provide ongoing counseling services to students; September 16, 2005 through June 30, 2006; not to exceed 20 hours per week; appropriate hourly rate of pay; Funding Source: Title IV Drug Free Schools; $5,550 total.

Student & Community Liaison	Ms. Rochelle Ashton

Ina Arbuckle Elementary; provide assistance in entering medical data; September 26, 2005 through November 1, 2005; not to exceed 30 hours; appropriate hourly rate of pay; Funding Source: Discretionary -Allocations; $390 total.

Short-Term Clerk Typist	Ms. Ana Orozco

Sunnyslope Elementary; provide custodial support and assistance; October 4, 2005 through December 20, 2005; not to exceed 35 hours; appropriate hourly rate of pay; Funding Sources: Community Based English Tutoring & Child Abuse, Prevention, Intervention; $445 total.

Short-Term Custodian	Ms. Takara Butler

Jurupa Valley High School; provide instructional tutoring to students; September 2005 through June 2006; not to exceed 30 hours per week; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $37,606 total.

AVID Tutor	Mr. Chris Bolten
AVID Tutor	Ms. Angelica Juarez
AVID Tutor	Ms. Patricia Martinez
AVID Tutor	Ms. Jessica Madrigal

Rubidoux High School; provide assistance with work load due to student enrollment; September 26, 2005 through November 30, 2005; not to exceed 4 hours per day each; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $7,050 total.

Short-Term Clerk Typist	Ms. Lori Duran
Short-Term Clerk Typist	Ms. Sara Miller

Personnel Report #8

OTHER PERSONNEL

Short-Term/Extra Work

Rubidoux High School; provide assistance in distribution of furniture and equipment; September 26, 2005 through October 31, 2005; not to exceed 8 hours per day; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $1,526 total.

Short-Term Custodian	Mr. Brandon Powell

Rubidoux High School; stipend for fall coaching; appropriate rate of pay; Funding Source: Unrestricted Resources; $62,990 total.

Head Volleyball Coach	Mr. Victor Centeno
Asst. Volleyball Coach	Ms. Giselle Kendall
Asst. Volleyball Coach	Ms. Stephanie Frasier
Head Cross Country Coach	Mr. Jay Hammer
Asst. Cross Country Coach	Ms. Shannon Robinson
Head Cross Country Coach	Mr. Sam Gee
Asst. Cross Country Coach	Mr. Ruben Aguirre
Head Tennis Coach	Mr. Sam Drapiza
Head Football Coach	Mr. Kevin Corridan
Asst. Football Coach	Mr. Chad Reed
Asst. Football Coach	Mr. Chris Fowler
Asst. Football Coach	Mr. Steve Sanderson
Asst. Football Coach	Mr. John Mosher
Asst. Football Coach	Mr. David Brown
Asst. Football Coach	Mr. Shannon Smith
Asst. Football Coach	Mr. Kenneth Ersery
Asst. Football Coach	Mr. Eric Hammond
Asst. Football Coach	Mr. Geoff Holt
Asst. Football Coach	Mr. Ryan Becher

Rubidoux High School; provide assistance in tutoring students; September 2005 through June 30, 2006; not to exceed 25 hours per week; appropriate hourly rate of pay; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $7,000 total.

AVID Tutor	Ms. Elvira Estrada

The above actions are recommended for approval:

Tamara Elzig

Tamara Elzig, Assistant Superintendent-Personnel Services

JURUPA UNIFIED SCHOOL DISTRICT
DISTRICT PLAN FOR
COMMITTEE ON ASSIGNMENTS

Purpose: A district may establish a committee on assignments as outlined in E.C. 44258.7(c) & (d) to review and approve assignments of full time teachers with special skills and preparation outside of their credential authorization to be assigned to teach in an "elective" area. (An "elective course" is a course other than English, Mathematics, Science, or Social Studies.)

Submit this form to Personnel Administrator, County Office of Education

1. This is to certify the establishment of our District Committee on Assignments in accordance with provisions of E.C. 44258.7(d)

   District Superintendent _____ President of Board of Education _____

2. Effective date of establishment of Committee on Assignments: September 6, 2005

3. District administrative contact person relative to the Committee on Assignments:

   Name: Tammy Elzig Phone: (951) 360-4124
   Title: Assistant Superintendent, Personnel Services

4. Procedures for selection of the committee membership:

   1. Teachers selected by the President of the Teachers' Association (Nat'l Education Assoc. - Jurupa)
   2. Administrators selected by the Assistant Superintendent, Personnel Services

5. Term of office for Committee on Assignments members:

Teacher Representative(s)	Date	Length of Term
John Hill	9/6/05	3 years
Administrator Representative(s)		
Tammy Elzig	9/6/05	3 years

6. Criteria for determining teachers' qualifications for assignments:
   Assignment must be voluntary.
   College coursework.
   Relevant, practical on-the-job experience.
   Relevant volunteer experience.
   Relevant professional growth activities/experience.
   Previous successful teaching experience in the specific area.
   Other criteria deemed appropriate by committee.

JURUPA UNIFIED SCHOOL DISTRICT
SCHOOL CALENDAR 2005-2006

Revised

JULY

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST

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28	29	30	31			

SEPTEMBER

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OCTOBER

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NOVEMBER

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27	28	29	30			

DECEMBER

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JANUARY

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FEBRUARY

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MARCH

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30						

MAY

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28	29	30	31			

JUNE

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11	12	13	14	15	16	17
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25	26	27	28	29	30	

HOLIDAYS

July	4	Independence Day
Sept	5	Labor Day
Nov	11	Veterans Day
Nov	24	Thanksgiving Day
Nov	25	Local Holiday
Dec	23	Local Holiday
Dec	26	Christmas Day (Obs)
Dec	30	Local Holiday
Jan	2	New Year's Day(Obs)
Jan	16	Dr. Martin Luther King, Jr. Day
Feb	13	Lincoln Day
Feb	20	Washington Day
Mar	17	Admission Day(Obs)
May	29	Memorial Day

END OF SCHOOL MONTHS AND DAYS TAUGHT

SCHOOL MONTH	DATE		DAYS TAUGHT
1	Sept	23	12
2	Oct	21	20
3	Nov	18	17/19
4	Dec	16	18
5	Jan	13	9
6	Feb	10	19/18
7	Mar	10	18
8	Apr	7	14
9	May	5	20
10	Jun	2	19
11	Jun	21/22	14/13
	TOTAL		180/180

IMPORTANT DATES

Sep	2	New Teachers Report
Sep	6	Staff Development
Nov	4	Minimum Instr. Day K-6
Nov	9-10	ELEMENTARY Conference (No Pupils)
Nov	10	End of 1st Quarter
Nov	24-25	Thanksgiving Recess
Dec 19-Jan 2		Winter Recess
Feb	3	MIDDLE & SR. HIGH Conference (No Pupils) Minimum Instr. Day K-6
Feb	3	End of 1st Semester
Mar	31	End of 3rd Quarter Minimum Instr. Day K-6
Apr	3-7	Spring Recess
June	16	Minimum Instr. Day K-6
June	21	End of 2nd Semester 7-12
June	22	Minimum Instr. Day K-6 End of 2nd Semester K-6 Planning Day 7-12 (No Pupils)

LEGEND

- LEGAL HOLIDAY
- LOCAL HOLIDAY
- SCHOOL RECESS
- ELEMENTARY SCHOOLS NOT IN SESSION
- MIDDLE & HIGH SCHOOLS NOT IN SESSION
- ○ BEGINNING AND ENDING OF SCHOOL K-6
- △ BEGINNING AND ENDING OF SCHOOL 7-12

5/16/2005

J-4

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

WILLIAMS SETTLEMENT QUARTERLY UNIFORM COMPLAINT REPORT SUMMARY

(For submission to school district governing board and county office of education)

District Name: Jurupa Unified School District

Quarter covered by this report: *(e.g., January -March 2005)* July-September, 2005

Please fill in the following table. Enter "0" in any cell that does not apply.

	Number of complaints received in quarter	Number of complaints resolved	Number of complaints unresolved*
Instructional Materials	0	0	0
Facilities	0	0	0
Teacher Vacancy and Misassignment	0	0	0
Totals	0	0	0

**Please submit information on complaints and reasons why they were unresolved.*

Submitted by:

Steve Eimers
Name

Director, Administrative Services
Title

Signature

Please return no later than 10 days after the end of the Quarter to:

Antonio Arredondo Jr.
Riverside County Office of Education
P.O. Box 868
Riverside, CA 92501

K-1

Initial Study for the School Readiness Program Facility Jurupa Unified School District

State Clearinghouse Number 2005-

Prepared for
Jurupa Unified School District
4850 Pedley Road
Riverside, CA 92509

Contact: Ms. Shelia Carpenter, Director
Centralized Support Services
(951) 360-2777

Prepared by:
David Leonard Associates
1223 University Avenue, Suite 240
Riverside, CA 92507
Contact: David Leonard
(951) 782-9868

Draft: September 15, 2005
Final:
Adopted:

**HS 11

Initial Study for the School Readiness Program Facility Jurupa Unified School District

State Clearinghouse Number 2005-

Prepared for
Jurupa Unified School District
4850 Pedley Road
Riverside, CA 92509

Contact: Ms. Shelia Carpenter, Director
Centralized Support Services
(951) 360-2777

Prepared by:
David Leonard Associates
1223 University Avenue, Suite 240
Riverside, CA 92507
Contact: David Leonard
(951) 782-9868

Draft: September 15, 2005
Final:
Adopted:

Jurupa Unified School District School Readiness Program
Initial Study

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PART 1
PROJECT LOCATION DESCRIPTION AND SETTING

A. Project Title

Jurupa Unified School District School Readiness Program facility

B. Lead Agency and Sponsor

Jurupa Unified School District

C. Authority

This study has been prepared under the provisions of the California Environmental Quality Act, (CEQA). Section 21082 of the Act establishes provisions for all public agencies to adopt objectives, criteria, and procedures for the evaluation of projects and the preparation of environmental documents to comply with CEQA criteria. The Jurupa Unified School District (JUSD) has adopted Local Guidelines for Implementing the California Environmental Quality Act, which has been applied to the preparation of this Study.

D. Project Location and Description

The site of the proposed 5,280 square foot facility lies along the south side of Mustang Lane, north of Mission Blvd. and west of La Rue Street in the community of Rubidoux, unincorporated Riverside County. The project site contains 2.77 acres located in the Section 10, Range 5 West, Township 2 South, San Bernardino Base and Meridian. The project area consists of Assessors Parcels 177-250-001. See Exhibit 1 for Vicinity Map.

The Jurupa Unified School District has acquired the property to construct a school readiness program for pre-school children. The facility will provide children literacy activities and training, provide family support services that include parenting classes, provide health and social services that will include counseling, and to create a staff development plan for teacher's input. The facility will serve 64 regular students and up to 250 students per month on a referral basis. There will be seven regular full time employees, with visitations by approximately eight additional staff for specific training purposes. The center will be open between the hours of 7 AM and 4 PM Monday through Friday. All transport of students will be by private vehicle. No students will walk or ride a bicycle to school.

E. Setting

The Jurupa Unified School District serves a population of approximately 21,222 students from grades K through 12, including special education programs. District campuses consist of 16 elementary schools, three middle schools, three general high school campuses, two alternative/ continuation high schools, and a learning center.

The proposed project site is located within a residential area across from the Mission Middle School. The Department of Education considers the project site as part of the Mission Middle School campus. See Exhibit 2 for a photo of the site. Access is gained from Mustang Lane a fully constructed street with sidewalks. Mustang Lane is a 60 foot Local Street to accommodate

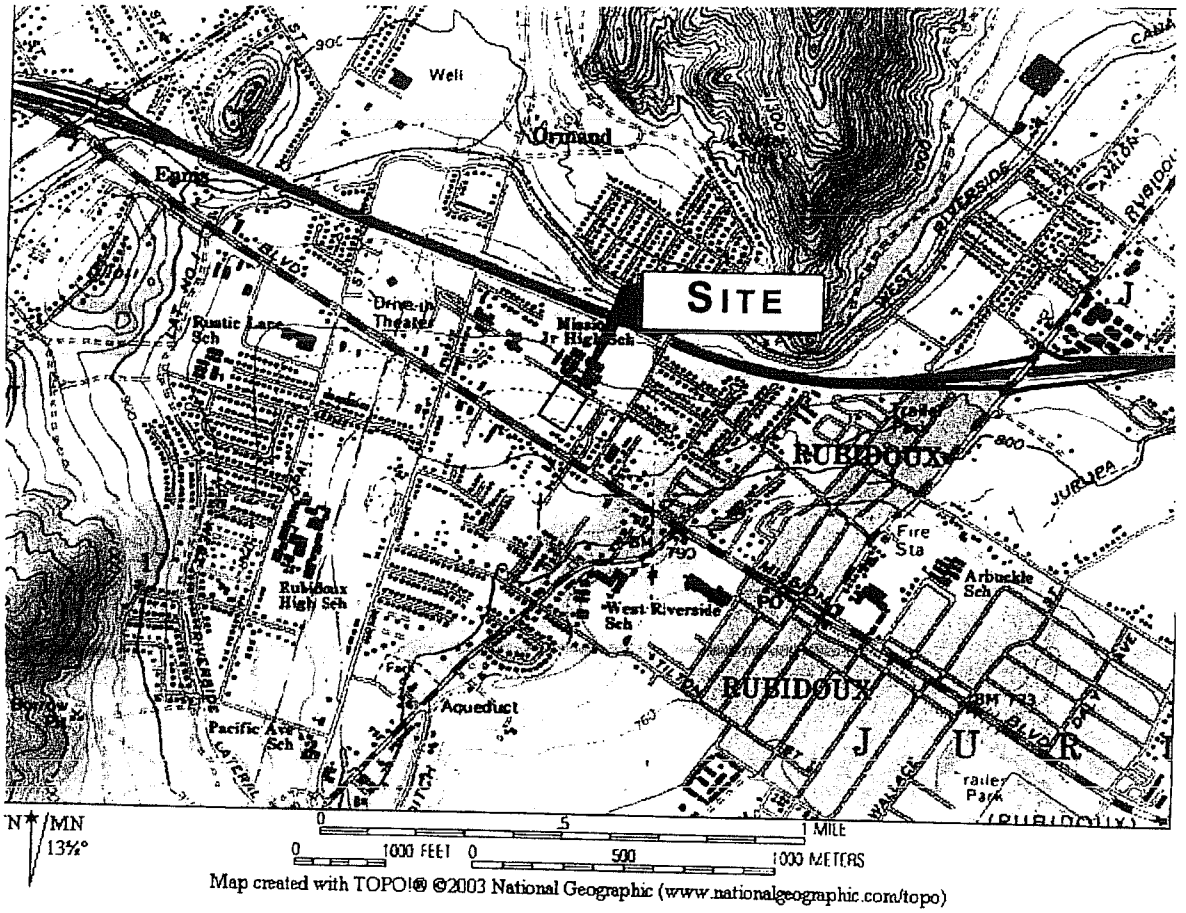
one lane of travel in each direction. Sidewalks and landscape improvements will be required along the Mustang Lane frontage.

F. Facility Design

The School Readiness Facility will open with a building area of 5,280 square feet. Future phases are planned to include a 1,440 square foot portable building. The ultimate build out square footage is 12,480 square feet. Access for employees and the public will be from a proposed parking lot along Mustang Lane. A driveway opening already exists at the proposed access point. See Exhibit 3 for a site plan of the facility.

G. Conformity with Area Plans

The project lies within unincorporated Riverside County. Land uses are guided by the Riverside County Integrated Plan (RCIP), which designates the site as Commercial Office (CO). The property is zoned R-3 (General Residential). The proposed use is allowed within the R-3 zone.



Source: Leighton Consulting, Inc.

Exhibit 1
Vicinity Map

Looking south toward Mission Blvd. along the western site boundary. Curb and gutter is in place along Mustang. There is no sidewalk.

Looking west along Mustang Lane at existing improvements.

Looking north from Mission Blvd. to the project site and Mission Middle School beyond.

Looking south from Mission Middle School across the project site toward Mission Blvd.

Exhibit 2
Site Photos

< Mission Middle School >

MUSTANG LANE

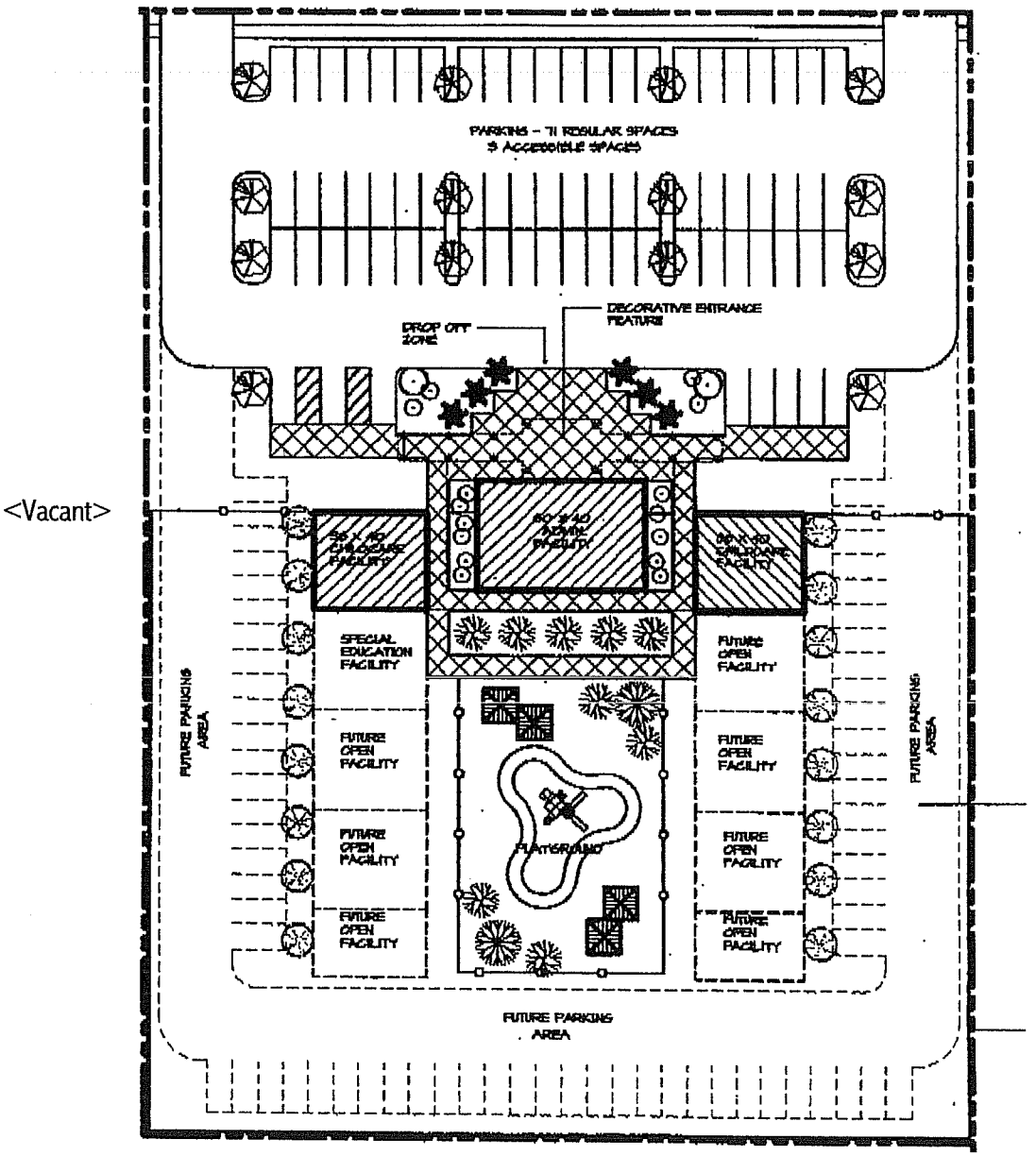


Exhibit 3
Conceptual Site Plan

PART TWO
ENVIRONMENTAL IMPACT ASSESSMENT
(STAFF RECOMMENDATION FOR INTERNAL USE ONLY)

1. Name or description of project: Jurupa Unified School District School Readiness.
2. Location: South side of Mustang Lane, north of Mission Blvd., west of La Rue St.
3. Entity or Person undertaking project:
   _X_ A. Jurupa Unified School District
   _____ B. Other (Private)
   (1) Name: _____
   (2) Address: _____

4. Staff Determination:

The School District's staff, having undertaken and completed an Initial Study of this project in accordance with the School District's "Local Guidelines for Implementing the California Environmental Quality Act (CEQA)" for the purpose of ascertaining whether the proposed project may have a significant effect on the environment, has reached the following conclusion:

(a) _X__ The project could not have a significant effect on the environment; therefore, a Negative Declaration should be adopted.

(b) ____ The Initial Study identified potentially significant effects on the environment but revisions in the project plans or proposals made by or agreed to by the applicant would avoid the effects, or mitigate the effects to a point where clearly no significant effects would occur; therefore a Mitigated Negative Declaration should be adopted.

(c) _____ The project may have a significant effect on the environment; therefore, an Environmental Impact Report will be required.

Date: September 15, 2005

Sheila E. Carpenter
Centralized Support Services

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PART THREE
ENVIRONMENTAL CHECKLIST FORM

1. **Project Title:** Jurupa Unified School District School Readiness Center

2. **Lead Agency Name and Address:**
   Jurupa U.S.D., 4850 Pedley Road, Riverside, CA 92509

3. **Contact Person and Phone Number:**
   Shelia Carpenter, Director
   Centralized Support Services
   (951) 360-4102

4. **Project Location:** Mustang Lane, between La Rue Street and Morey Way

5. **Project Sponsor's Name and Address:**
   Jurupa U.S.D., 4850 Pedley Road., Riverside, CA 92509

6. **General Plan Designation:** Commercial Office

7. **Zoning:** R-3 General Residential

8. **Description of Project: (Describe the whole action involved, including but not limited to later phases of the project, and any secondary, support, or off-site features necessary for its implementation. Attach additional sheet(s) if necessary.)**
   Development of 2.77 acres of vacant land to establish a readiness center for pre-school aged children. The facility will provide children literacy activities and training, family support services that will include parenting classes, health and social services that will also provide counseling, and a staff development plan with teacher's input. The initial building will be 5,280 square feet, with a 1,440 square foot relocatable building to be added in the near future. The ultimate build-out of the project will feature 12,480 square feet of buildings.

9. **Surrounding Land Uses and Setting: (Briefly describe the project's surroundings.)**
   The project site lies within an established community that featured a mix of residential, institutional, and commercial uses as well as vacant lands.

10. **Other public agencies whose approval is required (e.g., permits, financing approval, or participation agreement):**
    California Department of Education:
    Plan approval in process
    Riverside County Transportation Department:
    Encroachment permit.

ENVIRONMENTAL FACTORS POTENTIALLY AFFECTED:

The environmental factors checked below would be potentially affected by this project, involving at least one impact that is a "Potentially Significant Impact" as indicated by the checklist on the following pages.

- ☐ Aesthetics
- ☐ Biological Resources
- ☐ Hazards & Hazardous Materials
- ☐ Mineral Resources
- ☐ Public Services
- ☐ Utilities / Service Systems
- ☐ Agriculture Resources
- ☐ Cultural Resources
- ☐ Hydrology / Water Quality
- ☐ Noise
- ☐ Recreation
- ☐ Mandatory Findings of Significance
- ☐ Air Quality
- ☐ Geology / Soils
- ☐ Land Use / Planning
- ☐ Population / Housing
- ☐ Transportation / Traffic

DETERMINATION (To be completed by the Lead Agency):

On the basis of this initial evaluation:

X I find that the proposed project COULD NOT have a significant effect on the environment, and a NEGATIVE DECLARATION will be prepared.

☐ I find that although the proposed project could have a significant effect on the environment, there will not be a significant effect in this case because revisions in the project have been made by or agreed to by the project proponent. A MITIGATED NEGATIVE DECLARATION will be prepared.

☐ I find that the proposed project MAY have a significant effect on the environment, and an ENVIRONMENTAL IMPACT REPORT is required.

☐ I find that the proposed project MAY have a "potentially significant or "potentially significant unless mitigated" impact on the environment, but at least one effect 1) has been adequately analyzed in an earlier document pursuant to applicable legal standards, and 2) has been addressed by mitigation measures based on the earlier analysis as described on attached sheets. An ENVIRONMENTAL IMPACT REPORT is required, but it must analyze only the effects that remain to be addressed.

☐ I find that although the proposed project could have a significant effect on the environment, because all potentially significant effects (a) have been analyzed adequately in an earlier EIR or NEGATIVE DECLARATION pursuant to applicable standards, and (b) have been avoided or mitigated pursuant to that earlier EIR or NEGATIVE DECLARATION, including revisions or mitigation measures that are imposed upon the proposed project, nothing further is required.

David M. Leonard
Signature

Sept. 15, 2005
Date

Jurupa USD
For

DAVID M. LEONARD

EVALUATION OF ENVIRONMENTAL IMPACTS:

1) A brief explanation is required for all answers except "No Impact" answers that are adequately supported by the information sources a lead agency cites in the parentheses following each question. A "No Impact" answer is adequately supported if the referenced information sources show that the impact simply does not apply to projects like the one involved (e.g. the project falls outside a fault rupture zone). A "No Impact" answer should be explained where it is based on project-specific factors as well as general standards (e.g. the project will not expose sensitive receptors to pollutants, based on a project-specific screening analysis).

2) All answers must take account of the whole action involved, including off-site as well as on-site, cumulative as well as project-level, indirect as well as direct, and construction as well as operational impacts.

3) Once the lead agency has determined that a particular physical impact may occur, then the checklist answers must indicate whether the impact is potentially significant, less than significant with mitigation, or less than significant. "Potentially Significant Impact" is appropriate if there is substantial evidence that an effect is significant. If there are one or more "Potentially Significant Impact" entries when the determination is made, an EIR is required.

4) "Negative Declaration: Less Than Significant With Mitigation Incorporated" applies where the incorporation of mitigation measures has reduced an effect from "Potentially Significant Impact" to a "Less than Significant Impact." The lead agency must describe the mitigation measures, and briefly explain how they reduce the effect to a less than significant level (mitigation measures from Section XVII, "Earlier Analyses," may be cross-referenced).

5) Earlier analyses may be used where, pursuant to the tiering, program EIR, or other CEQA process, an effect has been adequately analyzed in an earlier EIR or negative declaration. Section 15063(c)(3)(D). In this case, a brief discussion should identify the following:

a) Earlier Analyses Used. Identify and state where they are available for review.

b) Impacts Adequately Addressed. Identify which effects from the above checklist were within the scope of and adequately analyzed in an earlier document pursuant to applicable legal standards, and state whether such effects were addressed by mitigation measures based on the earlier analysis.

c) Mitigation Measures. For effects that are "Less than Significant with Mitigation Measures Incorporated," describe the mitigation measures which were incorporated or refined from the earlier document and the extent to which they address site-specific conditions for the project.

6) Lead agencies are encouraged to incorporate into the checklist references to information sources for potential impacts (e.g. general plans, zoning ordinances). Reference to a previously prepared or outside document should, where appropriate, include a reference to the page or pages where the statement is substantiated.

7) Supporting Information Sources. A source list should be attached, and other sources used or individuals contacted should be cited in the discussion.

8) This is only a suggested form, and lead agencies are free to use different formats; however, lead agencies should normally address the questions form this checklist that are relevant to a project's environmental effects in whatever format is selected.

9) The explanation of each issue should identify:
   a) the significance criteria or threshold, if any, used to evaluate each question; and
   b) the mitigation measure identified, if any, to reduce the impact to less than significance.

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
I. AESTHETICS. Would the project:				
a) Have a substantial adverse effect on a scenic vista?	~	~	X	~

Less than significant impact. The proposed project is an infill development that will feature buildings having a height in common with surrounding development and will not obstruct views of nearby hills. (Source: Site plan and field review).

b) Substantially damage scenic resources, including, but not limited to, trees, rock outcroppings, and historic buildings within a state scenic highway?	~	~	~	X

No Impact. There are no scenic trees, rock outcrops, or structures on the site. There is not a designated state scenic highway in proximity to the site. (Source: field review and Figure C-9 Riverside County Scenic Highways, Transportation Element, RCIP)

c) Substantially degrade the existing visual character or quality of the site and its surroundings?	~	~	~	X

Less than significant impact . As an infill development, views of the site are predominantly from Mission Blvd to the south, and from Mustang Lane along the north. New construction, as represented by the project, will have a beneficial effect upon the community that is primarily comprised of older commercial and residential uses that adjoin the project site.

d) Create a new source of substantial light or glare which would adversely affect day or nighttime views in the area?	~	~	~	X

Less than significant impact. Lighting will be minimal for security purposes. No flood lights or lighting for night time recreation is proposed. (Source: site plan)

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact

II. AGRICULTURE RESOURCES. In determining whether impacts to agricultural resources are significant environmental effects, lead agencies may refer to the California Agricultural Land Evaluation and Site Assessment Model (1997) prepared by the California Dept. of Conservation as an optional model to use in assessing impacts on agriculture and farmland. Would the project:

a) Convert Prime Farmland, Unique Farmland, or Farmland of Statewide Importance (Farmland), as shown on the maps prepared pursuant to the Farmland Mapping and Monitoring Program of the California Resources Agency, to non-agricultural use?	~	~	~	X

No impact. The project site is not designated as Farmland of Statewide Importance, Prime, or Unique Farmland by the State of California. The site has not been used for agricultural purposes extending back at least to 1931. (Source: Riverside County General, Exh. VI.34 and aerial photos)

b) Conflict with existing zoning for agricultural use, or a Williamson Act contract?	~	~	~	X

No impact. The project site is not located within Williamson Act contract lands. (Source: County Planning Department letter dated November 3, 2004)

c) Involve other changes in the existing environment which, due to their location or nature, could result in conversion of Farmland, to non-agricultural use?	~	~	~	X

No impact. There are no lands committed to farming in the vicinity of the site. The project area is an older established community consisting of commercial and residential uses. (Source: Field review)

III. AIR QUALITY. Where available, the significance criteria established by the applicable air quality management or air pollution control district may be relied upon to make the following determinations. Would the project:

a) Conflict with or obstruct implementation of the applicable air quality plan?	~	~	X	~

Less than significant impact. The County RCIP cites a number of policies to improve air quality that include reducing vehicle trips and reducing particulate emissions from unpaved roads. The proposed project provides a public educational facility within an established residential area and in proximity to employment centers. Access to the project site is along paved streets and on-site parking will be paved. The project will generate particulate emissions during construction activities. This will be mitigated by street cleaning, equipment maintenance, and regular watering during the construction phase. (Source: Riverside County RCIP and site plan)

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
b) Violate any air quality standard or contribute substantially to an existing or projected air quality violation?	~	X	~	~

Less than significant impact with mitigation incorporated. The proposed project falls below the significance thresholds as defined by the Air Quality Handbook. (Source: CEQA Handbook, South Coast Air Quality Management District, 1994)

c) Result in a cumulatively considerable net increase of any criteria pollutant for which the project region is nonattainment under an applicable federal or state ambient air quality standard (including releasing emissions which exceed quantitative thresholds for ozone precursors)?	~	~	X	~

Less than significant impact The proposed use does not represent a significant point source for emissions that would produce a considerable net increase of any criteria pollutant, but does contribute toward a cumulative impact in an area of non-attainment of federal air quality standards. The Air Quality Management District has developed a comprehensive program, (AQMP), to bring this basin area into compliance with all federal and state air quality standards. With recommended mitigation measures, the project is in conformance with the AQMP and the project alone is not significant. Based on conformity with the AQMP, the project's incremental emissions are not cumulatively significant. (Source: AQMD CEQA Handbook: 1994)

d) Expose sensitive receptors to substantial pollutant concentrations?	~	~	X	~

Less than significant impact. State Route 60 is a source of concentrated pollutants generated by an estimated 138,000 vehicles per day. This qualifies SR 60 as a 'Major Roadway' pursuant to SB 352. School facilities are discouraged on sites within 500 feet of the nearest freeway travel lane. The project site is located approximately 800 to 1000 feet south of SR 60, which allows sufficient air mix to disperse concentrations of pollutants below hazardous levels. (Source: site plan; Environmental Hazard Review for Southwest Side of Mustang Lane, Leighton Consulting, 2005; State Department of Transportation Traffic Counts, Cal Trans web site; and AQMD CEQA Handbook: 1994 criteria)

e) Create objectionable odors affecting a substantial number of people?	~	~	X	~

Less than significant impact. Odors relating to the proposed project would be short-term emissions relating to diesel fumes from construction vehicles, and application of paints and asphalts. Such odors would dissipate rapidly as they mix with local air. The potential effect would be temporary and not affect a substantial number of people. (Source: site plan)

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
IV. BIOLOGICAL RESOURCES. Would the project:				
a) Have a substantial adverse effect, either directly or through habitat modifications, on any species identified as a candidate, sensitive, or special status species in local or regional plans, policies, or regulations, or by the California Department of Fish and Game or U.S. Fish and Wildlife Service?	~	~	X	~

Less than significant impact. The project site is a highly disturbed infill development within an established community. The site does not lie within a cell criteria area of the MSHCP, nor are any of the referenced categories of species identified in the area of the project . The MSHCP does identify Burrowing Owl and Brand's phacelia narrow endemic plants in the area. Figure 6-4 (Burrowing Owl Survey Areas with Criteria Area) in the MSHCP shows that the Burrowing Owl community does not extend in the area of the project site. Table 6-1 (Narrow Endemic and Criteria Survey Area) notes that the species is dependent on periodic flooding and sediment transport. Those conditions are not present at the project site. (Source: Riverside County Multi-Species Habitat Conservation Plan, (MSHCP) and field review)

b) Have a substantial adverse effect on any riparian habitat or other sensitive natural community identified in local or regional plans, policies, regulations or by the California Department of Fish and Game or U.S. Fish and Wildlife Service?	~	~	~	X

No impact. According to the MSHCP The project site does not contain riparian habitat, vernal pools, or other forms of sensitive natural biotic communities. See also the response to Item a) above.

c) Have a substantial adverse effect on federally protected wetlands as defined by Section 404 of the Clean Water Act (including, but not limited to, marsh, vernal pool, coastal, etc.) through direct removal, filling, hydrological interruption, or other means?	~	~	~	X

No impact. The project site contains no wetlands, vernal pools, or and distinguishable habitat feature. (Source: Riverside County MSHCP and field review)

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
d) Interfere substantially with the movement of any native resident or migratory fish or wildlife species or with established native resident or migratory wildlife corridors, or impede the use of native wildlife nursery sites?	~	~	~	X

No impact. The MSHCP identifies wildlife corridors and establishes linkages for preservation among core habitat sites. The project site is not within or adjacent to any proposed habitat core area of movement corridors. No suitable vegetation is on the site to provide habitat. (Riverside County MSHCP field review, aerial photos)

e) Conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance?	~	~	~	X

No impact. The project site does not lie within a Criteria Cell Area of the Riverside County MSHCP or other local ordinance protecting biological resources. (Riverside County MSHCP and field review)

f) Conflict with the provisions of an adopted Habitat Conservation Plan, Natural Community Conservation Plan, or other approved local, regional, or state habitat conservation plan?	~	~	~	X

No impact. See the response to Item e) above.

V. CULTURAL RESOURCES – Would the project:

a) Cause a substantial adverse change in the significance of a historical resource as defined in § 15064.5?	~	~	~	X

No impact. A records search and historical research revealed no resources within or adjacent to the project site. (Source:CRM TECH report dated February 1, 2005 and Field review)

b) Cause a substantial adverse change in the significance of an archaeological resource pursuant to § 15064.5?	~	~	~	X

No impact. See the response to a) above.

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
c) Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature?	~	~	~	X

No impact. There are no unique geologic features at the site, and no paleontological resources have been found in the vicinity of the project site.

d) Disturb any human remains, including those interred outside of formal cemeteries?	~	~	~	X

No impact. No evidence exists of potential resources. Initial grading shall be monitored by a qualified archaeologist. Grading shall be temporarily halted in the event resources are uncovered to allow collection and transfer to an appropriate repository. (Source: CRM TECH report dated February 1, 2005)

VI. GEOLOGY AND SOILS -- Would the project:

a) Expose people or structures to potential substantial adverse effects, including the risk of loss, injury or death involving:

i) Rupture of a known earthquake fault, as delineated on the most recent Alquist-Priolo Earthquake Fault Zoning Map issued by the State Geologist for the area or based on other substantial evidence of a known fault? Refer to Division of Mines and Geology Special Publication 42.	~	~	~	X

No impact. There are no known active or potentially active onsite earthquake faults. The project site does not lie within an Alquist-Priolo Special Studies Zone or within close proximity to any known fault. (Source: Geologic Hazard Review Riverside County Planning Department letter dated November 3, 2004, Geologic Hazards Review and Geotechnical Investigation..., Leighton Consulting Inc, March 23, 2005)

ii) Strong seismic ground shaking?	~	~	X	~

Less that significant impact. The project site is located within a region that has experienced significant seismic activity in the recent past. The site lies within a Phase Three Groundshaking Zone that would produce modest effects from seismic events based on the distance from known faults and the geology of the site. Levels for groundshaking in this zone are generally less or equal to building design levels set forth in the Uniform Building Code. (Riverside County General Plan, Exh. VI.1 and Phase One Environmental Site Assessment, and Geologic Hazards Review and Geological Investigation..., Leighton Consulting Inc. March 2005)

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
iii) Seismic-related ground failure, including liquefaction?	~	~	X	~

Less than significant impact. A thin layer of silt overlays a relatively thick layer overburden of non-liquefiable material that render the potential for damage resulting from liquefaction as unlikely. The potential for lateral spreading is not a concern. (Source: Riverside County General Plan, Exh. VI.1 and Geologic Hazards Review and Geotechnical Investigation ..., Leighton Consulting, March 23, 2005)

iv) Landslides?	~	~	~	X

No impact. The site is flat and is void of landslide potential. (Source: site plan)

b) Result in substantial soil erosion or the loss of topsoil?	~	~	~	X

No impact. The flat topography of the site minimizes the loss of top soil resulting from erosion. Compliance with the provisions of the Uniform Building Code during grading and construction activities will reduce the potential impacts to a level of insignificance. (Source: Site plan)

c) Be located on a geologic unit or soil that is unstable, or that would become unstable as a result of the project, and potentially result in on- or off-site landslide, lateral spreading, subsidence, liquefaction or collapse?	~	~	~	X

Less than significant impact. Seismically induced settlement can occur during a strong seismic event. Settlement is often non-uniformly distributed which can result in differential settlement. Potential settlement on the site is calculated to be 1 to 1 ½ inches, with differential settlement expected to be half of the total settlement over a horizontal distance of 40 feet. (Source: Geologic Hazards Review and Geotechnical Investigation...Leighton Consulting Inc. March 23, 2005)

d) Be located on expansive soil, as defined in Table 18-1-B of the Uniform Building Code (1994), creating substantial risks to life or property?	~	~	X	~

Less than significant impact. Based on lab tests of subsurface soils, near-surface soil is generally expected to produce a low to medium expansion potential . . (Source: Geologic Hazards Review and Geotechnical Investigation...Leighton Consulting Inc. March 23, 2005)

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
e) Have soils incapable of adequately supporting the use of septic tanks or alternative waste water disposal systems where sewers are not available for the disposal of waste water?	~	~	~	X

No impact. The proposed project will be connected to a community sewer system. (Source: site plan)

VII. HAZARDS AND HAZARDOUS MATERIALS. Would the project:

a) Create a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials?	~	~	X	~

Less than significant impact. There are no high pressure natural gas pipelines within 1500 feet of the site and no petroleum pipelines within 1500 feet of the site. A low pressure Santa Ana Regional Interceptor (SARI) line runs within 1500 feet of the site that operates on gravity feed. Local domestic water supply lines operate at pressures of 85 -100 psi. There are no high voltage power lines above 50 kV within 350 feet of the site.

A railroad spur facility exists within 1500 feet north of the site. Mission Middle School and State Route 60 lie between the site and the railroad. A rail risk study was performed that found that the rail line is owned and operated by Union Pacific Railroad as the Crestmore Industrial Lead. The line is used to transport lumber, cement, steel pipes, and limited amounts of grain products. It is not a main line and it operates one round-trip daily each weekday. No passenger trains use this line. The maximum speed is 10 mph. No mitigation is proposed due to the limited number of trains, low operating speed, the commodities that are transported, and the distance between the rail line and the project site.

State Route 60 lies 800 feet north of the site which carries 138,000 trips per day, (Cal Trans web site) and Mission Blvd. lies within 500 feet south of the site, which carries 23,000 trips per day (Traffic impact study for Rio Vista Specific Plan) . No mitigation is proposed due to traffic volumes rates below the significance thresholds stipulated in SB 352.

There are three businesses within a quarter mile of the site that handle hazardous substances. These sites are not in the vicinity of the project site and do not appear to pose a significant environmental risk to soil or groundwater. There are no above ground fuel tanks within 1500 feet of the site. The proposed project does not involve uses that require the transport, use, or disposal of hazardous materials. (source: Environmental Hazards Review, Leighton & Assoc; Traffic Impact Study or Rio Vista Specific Plan, Cal Trans Traffic Counts, website; and Rail Risk Study, Leighton Associates with Schiermeyer Consulting Services)

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
b) Create a significant hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the release of hazardous materials into the environment?	~	~	X	~

Less than significant impact. See the response to Item a) above.

c) Emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school?	~	~	~	X

See the response to Item a) above.

d) Be located on a site which is included on a list of hazardous materials sites compiled pursuant to Government Code section 65962.5 and, as a result, would it create a significant hazard to the public or the environment?	~	~	X	~

The project site is not included on a list of hazardous material sites. (Source: Riverside County Environmental Health Department and State Department of Toxic Substance Control).

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project result in a safety hazard for people residing or working in the project area?	~	~	X	~

The local Flabob Airport lies one nautical mile southeast of the site, outside of any Safety Compatibility Zone. However, the Riverside County Airport Land Use Compatibility Plan Policy Document, discourages schools in this area, but absent other feasible alternative sites, recommends mitigations as stated below.

- Potential impacts upon local airport facilities shall be mitigated as follows:
  1. All lights shall be downward facing.
  2. An avigation easement shall be granted to the Airport Operator prior to the sale of the property to the District.
  3. An acoustical study shall be performed to assure interior noise levels are 45 Ldn or less, and include airport and highway noise sources.
  4. The following uses shall be prohibited:
     a. Direct and steady light or flashing light of red, white, green, or amber colors associated with aircraft operations toward an aircraft engaged in an initial straight climb following takeoff, or toward an aircraft engaged in a straight final approach toward landing at an airport, other than FAA-approved navigational signal light or visual approach indicator.
     b. Any use that would cause sunlight to be reflected toward an aircraft in the course of flight as described above.
     c. Any use that would generate smoke or vapor, or which would attract large concentrations of birds, or which may otherwise affect safe air navigation within the area.
     d. Any use that would generate electrical interference that may be detrimental to the aircraft and/or aircraft instrumentation

(Source: Riverside County General Plan and Riverside County Planning Department letter dated November 3, 2004 and Dept. of Transportation, Aeronautics Division letter dated June 30, 2004)

f) For a project within the vicinity of a private airstrip, would the project result in a safety hazard for people residing or working in the project area?	~	~	X	~

Less than significant impact. See the response to Item e) above.

g) Impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan?	~	~	~	X

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact

No impact. The only possible interruption would be impairment of access. All public streets are constructed at the project site, so no impact will result. (source: field review)

h) Expose people or structures to a significant loss, injury, or death involving wildland fires, including where wetlands are adjacent to urbanized areas or where residences are intermixed with wildlands?	~	~	~	X

No impact. The project site does not lie in proximity to a wildland or wetland area that would produce fuel for a fire. (source: Riverside County General Plan and field review)

VIII. HYDROLOGY AND WATER QUALITY.

Would the project:

a) Violate any water quality standards or waste discharge requirements?	~	~	X	~

Less than significant. Grading activities on the vacant site has the potential to create soil sedimentation and water pollution on a short-term basis. This will be addressed through the water quality management plan required for grading permit approval. The project will be connected to a community sewer system and will be required to prepare and process a Storm Water Pollution Prevention plan to control surface water runoff. (source: site plan)

- An erosion/sediment control plan and a Water Quality Control Plan shall be required to address effects from grading operations.

b) Substantially deplete groundwater supplies or interfere substantially with groundwater recharge such that there would be a net deficit in aquifer volume or a lowering of the local groundwater table level (e.g., the production rate of pre-existing nearby wells would drop to a level which would not support existing land uses or planned uses for which permits have been granted)?	~	~	~	X

No impact. The project will be connected to a community water system for domestic, fire flow, and landscape irrigation. (source: site plan)

c) Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, in a manner which would result in substantial erosion or siltation on- or off-site?	~	~	~	X

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact

Less than significant impact. Storm drain and other collection facilities already exist around the project site. On-site improvements will tie into these facilities. (source: site plan and field review)

d) Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river, or substantially increase the rate or amount of surface runoff in a manner which would result in flooding on- or off-site?	~	~	~	X

No impact. See the response to c) above.

e) Create or contribute runoff water which would exceed the capacity of existing or planned storm water drainage systems or provide substantial additional sources of polluted runoff?	~	~	X	~

Less than significant impact. Increases in drainage rates resulting from construction will be calculated to assure that existing drainage facility capacities are not exceeded. Drainage facilities have been designed to accommodate projects of the size and nature proposed. (source: site plan and County of Riverside Grading Ord.)

f) Otherwise substantially degrade water quality?	~	~	X	~

Less than significant impact. See Item b) above.

g) Place housing within a 100-year flood hazard area as mapped on a federal Flood Hazard Boundary or Flood Insurance Rate Map or other flood hazard delineation map?	~	~	~	X

No impact. The proposed project is not located within a 100 year floodplain or flood hazard area. (source: Riverside County Planning Department letter dated November 3, 2004)

h) Place within a 100-year flood hazard area structures which would impede or redirect flood flows?	~	~	~	X

No impact. See the response to g) above.

i.) Expose people or structures to a significant risk of loss, injury or death involving flooding, including flooding as a result of the failure of a levee or dam.	~	~	~	X

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact

No impact. The project site is not located within an area subject to flooding or dam inundation. (source: Riverside County General Plan)

j) Inundation by seiche, tsunami, or mudflow?	~	~	~	X

No impact. There are no large bodies of water or hillsides having highly erosive soils in the region of the project that could produce these hazards. (source: USGS map: Riverside West)

IX. LAND USE AND PLANNING. Would the project:

a) Physically divide an established community?	~	~	~	X

No impact. The proposed project implements the provisions of the Riverside County General Plan and supports the education use already established at this location. (source: Riverside County Planning Department letter dated November 3, 2004)

b) Conflict with any applicable land use plan, policy, or regulation of an agency with jurisdiction over the project (including, but not limited to the general plan, specific plan, local coastal program, or zoning ordinance) adopted for the purpose of avoiding or mitigating an environmental effect?	~	~	~	X

No impact. Educational uses established to serve the surrounding community are directed to areas designated for Community Development on the Jurupa Area Plan. All of the site is located within the Community Development Foundation Component of the Jurupa Area Plan and is therefore consistent provided that the facility is compatible in sale and design with surrounding land uses, and does not generate excessive noise, light, traffic, fumes, or odors that might create a negative impact on neighborhoods or jeopardize public health, safety, and welfare. School facilities are discouraged in this area under the Draft Riverside County Land Use Compatibility Plan Policy Document based on potential hazards to aircraft and the airport. Mitigation measures are incorporated to address that issue. There are no conflicts that would cause health and safety risks to students and staff at the proposed school site. (Source: Riverside County Planning Department letter dated November 3, 2004 and Jurupa Area Plan)

c) Conflict with any applicable habitat conservation plan or natural community conservation plan?	~	~	~	X

No impact. Development of the project site will not be in conflict with the Riverside County MSHCP or other local ordinance protecting biological resources. (Riverside County MSHCP and field review)

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
X. MINERAL RESOURCES. Would the project:				
a) Result in the loss of availability of a known mineral resource that would be of value to the region and the residents of the state?	~	~	~	X

No impact. The site contains no known mineral resources that would have commercial value. (source: Riverside County General Plan, Exh. 40)

b) Result in the loss of availability of a locally-important mineral resource recovery site delineated on a local general plan, specific plan or other land use plan?	~	~	~	X

No impact. There are no delineated mineral resources on local plans attributed to the proposed site. (source: Riverside County General Plan, Exh. 40)

XI. NOISE. Would the project result in:				
a) Exposure of persons to or generation of noise levels in excess of standards established in the local general plan or noise ordinance, or applicable standards of other agencies?	~	~	X	~

Less than significant impact. While the proposed project meets the standards established for noise in the Riverside County General Plan, the proposed project lies within 800 feet of State Highway 60 and 500 feet of Mission Blvd. that are sources of noise. Therefore, additional mitigation is required.

- An acoustical study shall be performed to assure interior noise levels are 45 Ldn or less, based on airport and highway noise sources.

(source: Riverside County General Plan Noise Goals and Policies and State Transportation Dept, Division of Aeronautics letter dated June 30, 2004)

b) Exposure of persons to or generation of excessive groundborne vibration or groundborne noise levels?	~	~	X	~

Less than significant impact. See response to a) above. (source: site plan)

c) A substantial permanent increase in ambient noise levels in the project vicinity above levels existing without the project?	~	~	X	~

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact

Less than significant impact. Existing and planned uses adjoining the subject site along Mustang Lane are all noise sensitive uses relating to health education, and residential activities. Non-noise sensitive commercial uses are oriented to Mission Blvd. The proposed project will contribute toward a cumulative noise environment resulting from additional vehicle trips in the area. The impact will not be significant based on estimated vehicle trip generation for the project. (source: site plan)

d) A substantial temporary or periodic increase in ambient noise levels in the project vicinity above levels existing without the project?	~	~	X	~

Less than significant impact. Temporary noise increased will occur during the construction phase of the project. The amount of noise will not be substantial and will occur in compliance with the County of Riverside Noise Ordinance. (source: Riverside Noise Ordinance)

e) For a project located within an airport land use plan or, where such a plan has not been adopted, within two miles of a public airport or public use airport, would the project expose people residing or working in the project area to excessive noise levels?	~	~	X	~

Less than significant impact. Noise levels generated from the proposed project will be similar to other uses in the area and will not reach levels that could expose workers to excessive noise levels. (Riverside County Noise Ord.)

f) For a project within the vicinity of a private airstrip, would the project expose people residing or working in the project area to excessive noise levels?	~	~	X	~

Less than significant impact. This topic is addressed under Section VII e)

XII. POPULATION AND HOUSING. Would the project:

a) Induce substantial population growth in an area, either directly (for example, by proposing new homes and businesses) or indirectly (for example, through extension of road or other infrastructure)?	~	~	~	X

No impact. The proposed use is a service to existing and planned population in the area and will not serve to induce growth. (source: site plan)

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
b) Displace substantial numbers of existing housing, necessitating the construction of replacement housing elsewhere?	~	~	~	X

No impact. The proposed project will be implemented on vacant land and will not displace residences. (source: field review)

c) Displace substantial numbers of people, necessitating the construction of replacement housing elsewhere?	~	~	~	X

No impact. See the response to b) above.

XIII. PUBLIC SERVICES. Would the project:

a) Result in substantial adverse physical impacts associated with the provision of new or physically altered governmental facilities, need for new or physically altered governmental facilities, the construction of which could cause significant environmental impacts, in order to maintain acceptable service ratios, response times or other performance objectives for any of the public services:

Fire protection? Riverside County Fire Department	~	~	X	~

Less than significant impact. Improvements for fire protection services are in place at the project site. The project will contribute toward an incremental increase in calls, but not at a significant level. (source: site plan and field review)

Police protection? Riverside County Sheriff Department	~	~	X	~

Less than significant impact. The nature of the proposed will contribute toward an incremental increase in calls for Sheriff services, but not at a significant level. (source: site plan)

Schools? Jurupa Unified School District	~	~	~	X

No impact. The proposed project is designed to generate a beneficial affect of expanded services to meet public educational needs. (source: Jurupa USD)

Parks? Jurupa Area Recreation and Park District	~	~	~	X

No impact. The proposed project will comply with County of Riverside standards for landscaping. (source: Jurupa Area Plan of the Riverside County RCIP)

Other public facilities? Waste Management	~	~	X	~

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact

Less than significant impact. The proposed project will generate solid waste. The amount of waste to be generated will not be significant. The method of disposal will follow established municipal waste disposal guidelines. (source: Riverside County Waste Management Agency)

XIV. RECREATION. Would the project:

a) Increase the use of existing neighborhood and regional parks or other recreational facilities such that substantial physical deterioration of the facility would occur or be accelerated?	~	~	~	X

No impact. The nature of the proposed project will not affect any recreation facilities. Onsite recreation facilities are provided. (source: site plan)

b) Does the project include recreational facilities or require the construction or expansion of recreational facilities which have an adverse physical effect on the environment?	~	~	~	X

No impact. The proposed project provides necessary recreational facilities to serve students. (source: site plan)

XV. TRANSPORTATION / TRAFFIC. Would the project:

a) Cause an increase in traffic which is substantial in relation to the existing traffic load and capacity of the street system (i.e., result in a substantial increase in either the number of vehicle trips, the volume to capacity ratio on roads, or congestion at intersections)?	~	~	X	~

Less than significant impact. Opening year traffic will generate approximately 320 daily trips with 61 during the AM peak hour and 58 at the PM peak. Ultimate build-out will generate approximately 998 daily trips with 190 during the AM peak hour and 180 during the PM peak. This is a minor increase to the capacity of streets serving the project area. (Source: ITE Traffic Manual, Riverside County Transportation Standards, Jurupa USD student and employee information)

b) Exceed, either individually or cumulatively, a level of service standard established by the county congestion management agency for designated roads or highways?	~	~	X	~

Less than significant impact. The proposed project will generate traffic that will have an incremental affect on area roadways. The streets in the vicinity of the site have been designed and constructed to handle traffic of this nature. No significant impact will occur.(source: Riverside City General Plan Circulation Element)

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
c) Result in a change in air traffic patterns, including either an increase in traffic levels or a change in location that results in substantial safety risks?	~	~	~	X

No impact. The building height and land use intensity will not interfere with flight operations of Flabob Airport. Mitigations are provided for operational controls relating to the proposed project to control in-flight hazards to aircraft. (source: site plan)

d) Substantially increase hazards due to a design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment)?	~	~	~	X

No impact. Street necessary to serve the proposed project are already constructed to County of Riverside standards. Students will be transported to the school by private vehicles, rather than by pedestrian or bicycle travel. (source: field review and JUSD staff)

e) Result in inadequate emergency access?	~	~	~	X

No impact. See the response to d) above

f) Result in inadequate parking capacity?	~	~	~	X

No impact. The design of the proposed project shall comply with Riverside County parking standards. (source: Site plan)

g) Conflict with adopted policies, plans, or programs supporting alternative transportation (e.g., bus turnouts, bicycle racks)?	~	~	X	~

Less than significant impact. The design of the proposed school includes provisions for an on-site vehicular drop off area for students in order to avoid congesting local streets. (Source: Site Plan)

XVI. UTILITIES AND SERVICE SYSTEMS.

Would the project:

a) Exceed wastewater treatment requirements of the applicable Regional Water Quality Control Board?	~	~	X	~

Less than significant impact. The proposed project will result in an incremental increase in demand for wastewater treatment. The wastewater treatment plant serving the area has sufficient capacity to accommodate this use. (source: Riverside County General Plan)

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
b) Require or result in the construction of new water or wastewater treatment facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?	~	~	~	X

No impact. Rubidoux Community Services District provides domestic water supply and sewer service to the site. Existing water and sewer facilities exist at the site and the regional treatment facility has capacity to serve the proposed project. (source: Riverside County General Plan)

c) Require or result in the construction of new storm water drainage facilities or expansion of existing facilities, the construction of which could cause significant environmental effects?	~	~	~	X

No impact. Storm water collection systems are already in place to serve the proposed project. Projected runoff from the site will be calculated to assure existing systems are not overburdened. (source: field review)

d) Have sufficient water supplies available to serve the project from existing entitlements and resources, or are new or expanded entitlements needed?	~	~	X	~

Less than significant impact. Water service providers have sized their facilities based on the build-out criteria of the Riverside County General Plan. The proposed project is consistent with the General Plan, therefore the project is not contrary to the service plans of the local water purveyor. (Source: Riverside County General Plan)

e) Result in a determination by the wastewater treatment provider which serves or may serve the project that it has adequate capacity to serve the project's projected demand in addition to the provider's existing commitments?	~	~	X	~

Less than significant impact. See the response to d) above.

f) Be served by a landfill with sufficient permitted capacity to accommodate the project's solid waste disposal needs?	~	~	X	~

Less than significant impact. Solid waste will be disposed at the El Sobrante landfill that has sufficient capacity to accommodate the proposed project. (source: Riverside County Solid Waste Management Plan)

Issues:	Potentially Significant Impact	Less Than Significant With Mitigation Incorporated	Less Than Significant Impact	No Impact
g) Comply with federal, state, and local statutes and regulations related to solid waste?	~	~	~	X

No impact. The proposed project shall participate in existing waste management programs.

XVII. MANDATORY FINDINGS OF SIGNIFICANCE

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

No impact. Information contained in the Initial Study supports the conclusion that no significant affects will occur to a fish or wildlife species, or eliminate examples of cultural resources.

b) Does the project have impacts that are individually limited, but cumulatively considerable? ("Cumulatively considerable" means that the incremental effects of a project are considerable when viewed in connection with the effects of past projects, the effects of other current project, and the effects of probable future projects.)	~	~	X	~

Less than significant impact. The conclusion formed from all the information contained in this initial study is that the cumulative effect of the proposed project is less than significant due to the site having off-site improvements in place and serves as an infill development.

c) Does the project have environmental effects which will cause substantial adverse effects on human beings, either directly or indirectly?	~	~	~	X

No impact. The conclusion formed from all the information contained in this initial study is that there will not be a direct or indirect substantial adverse effect on human beings resulting from the proposed project.

Information Sources Referenced in this Initial Study

Document	*Location/Preparer*
1. Riverside *County Integrated Plan,* County of Riverside, 2004 et. Seq.	Riverside County Planning Department 4080 Lemon Street Riverside, CA 92501
3. *Riverside County Ordinance No. 348* County of Riverside,(Zoning)	Riverside County Planning Department 4080 Lemon Street Riverside, CA 92501
4. *Riverside County Solid Waste Management Plan.* County of Riverside, 1989 et, seq	Riverside County Waste Management District 1995 Market Street Riverside, CA 92501
5. *School Readiness Facility Site Plan* Higginson & Cartozian Architects,	Jurupa Unified School District Facility Planning & Development 4850 Pedley Road Riverside, CA 92509
6 .*CEQA Air Quality Handbook* 1994	South Coast Air Quality South Coast Management District, 21865 East Copley Drive Diamond Bar, CA 91765
7. *Historical/Archaeological Resource Mission Blvd. School Site Records Search, February 1, 2005*	CRM Tech 4472 Orange Street Riverside, CA 92501
8. *Rail Risk Study September 8, 2005*	Leighton Consulting, Inc. 10532 Acacia Street, Suite B-6 Rancho Cucamonga, CA 91730
9. *Phase I Environmental Site Assessment Report, March 4, 2005*	Leighton Consulting, Inc. 10532 Acacia Street, Suite B-6 Rancho Cucamonga, CA 91730
10. *Environmental Hazards Review* March 9, 2005	Leighton Consulting, Inc. 10532 Acacia Street, Suite B-6 Rancho Cucamonga, CA 91730

11. *Geologic Hazards Review and Geotechnical Investigation, March 9, 2005* — Leighton Consulting, Inc. 10532 Acacia Street, Suite B-6 Rancho Cucamonga, CA 91730

12. *State Department of Transportation (Caltrans)* *http://www.dot.ca.gov/hq/traffops/saferesr/trafdata/index.htm*

13, *Draft Traffic Impact Study Report Rio Vista Specific Plan 243* — AA Webb & Associates *3988 McCray St. Riverside, CA 92504*

Correspondence

1. Riverside County TLMA: Planning Department — November 3, 2004

2. Dept. of Toxic Substances Control — December 30, 2004

3. Dept. of Transportation, Aeronautics Division — June 30, 2005

COUNTY OF RIVERSIDE

TRANSPORTATION AND LAND MANAGEMENT AGENCY

Planning Department

Tony Carstens
Agency Director

Robert C. Johnson
Planning Director

November 3, 2004

Jurupa Unified School District
ATTN: Sheila Carpenter
4850 Pedley Road
Riverside CA 92509

RE: Public Resources Code (PRC) §21151.2 and Government Code §65402 School Site Acquisition and Construction – Proposed Learning Center (APN 177-250-001 through 177-250-003)

Dear Ms. Carpenter:

The Riverside County Planning Department received the above notice and request for comments and recommendations concerning operation of a learning center on a 2.77-acre portion of a 10-acre site consisting of Assessor's Parcel Numbers 177-250-001, 177-250-002, and 177-250-003.

The site is within an area that has multiple designations on the Jurupa Area Plan, but all of the site is located within the Community Development Foundation Component. All of Assessor's Parcel Number 177-250-001 is designated Commercial Office on the Jurupa Area Plan. Assessor's Parcel Numbers 177-250-002 and 177-250-003 have split designations, with the southerly half (fronting on Mission Boulevard) designated Commercial Retail and the northerly half (fronting on Mustang Lane) designated Medium High Density Residential (five to eight dwelling units per acre).

Each of the parcels is split by a zoning boundary. The southerly half of all three parcels is zoned C-P-S (Scenic Highway Commercial), while the northerly half of all three parcels is zoned R-3 (General Residential).

We are pleased to advise you that the property is not located within a 100-year flood plain, an earthquake fault zone, a high fire hazard area, an agricultural preserve, or an airport influence area.

The most appropriate land use designation to accommodate your proposed facility would be the Public Facilities designation; however, educational uses established to serve the surrounding community may be found consistent with each of the above Community Development Foundation Component designations (Commercial Office, Commercial Retail, and Medium High Density Residential) provided that the "facility is compatible in scale and design with surrounding land uses, and does not generate excessive noise, traffic, light, fumes, or odors that might have a negative impact on adjacent neighborhoods" and that "the location of the proposed use will not jeopardize public health, safety, and welfare." (Riverside County General Plan October 2003, Land Use Element, Page LU-25, Policy LU 6.2)

The Riverside County Planning Department recommends that, should your District propose a school or an expansion of an existing school at this location, your District submit a public use permit application to determine whether the proposed project complies with this standard. This is based on the provisions of Riverside County Ordinance No. 348. (Pursuant to Section 53094 of the California Government Code, if

classroom facilities are proposed at this site, your District Board of Trustees may override the provisions of the County's zoning ordinance by a two-thirds vote.)

Please note that, pursuant to Government Code Section 53097, school districts must comply with ordinances regulating drainage improvements and road improvements and requiring the review of grading plans, as these provisions relate to the design and construction of onsite improvements which affect drainage, road conditions, or grading.

In summary, the County of Riverside has no objections to the acquisition of this property as a school site.

We understand that the site is being acquired to serve as the site of a learning center. From a General Plan perspective, this would be similar to a school. From a zoning standpoint, the R-3 zone applicable to the northerly half of the overall property allows for "nursery schools for preschool day care" subject to plot plan approval, while the C-P-S zone applicable to the southerly half of the property allows for "day care centers" subject to plot plan approval. In this situation, Section 53094 of the California Government Code authorizing overriding of zoning provisions may not apply. (Please consult your District Counsel for an opinion.) Therefore, the Riverside County Planning Department would require the filing of a plot plan application (with environmental assessment) to establish the proposed use at this location.

Thank you for the opportunity to comment on the District's proposed site acquisition. Should you have any questions, please contact John J. G. Guerin at (951) 955–1872.

Sincerely,

RIVERSIDE COUNTY PLANNING DEPARTMENT
Robert C. Johnson, Planning Director

_____
John J. G. Guerin, Senior Planner

cc: Mark Balys, Deputy Planning Director
Robert Johnson, Planning Director

Summary Parcel Number: 177250001

Riverside County Integrated Project (RCIP)
Proposed Multiple Species Habitat Conservation Plan (MSHCP)
Online Custom Reporting

The selected Parcel is not located within a proposed criteria area.

Habitat Assessments
Habitat Assessment shall be required and should address at a minimum potential habitat for the following species:

Burrowing Owl
Burrowing owl

Narrow Endemic Plant Species
Brand's phacelia

If potential habit for these species is determined to be located on the property focused surveys may be required during the appropriate season.

Project Status

Riverside County is nearing the end of a comprehensive planning effort called the Riverside County Integrated Project (RCIP). RCIP integrates three regional planning efforts; a County General Plan, a Community and Environmental Transportation Acceptability Process to determine present and future road-way infrastructure; and a Multiple Species Habitat Conservation Plan (MSHCP) to conserve listed and sensitive species and their habitats. The final MSHCP was approved by the County Board of Supervisors on June 17, 2003.

The MSHCP is a comprehensive, multi-jurisdictional effort that includes portions of Western Riverside County and fourteen cities. Rather than deal with endangered species on a one-by-one basis, this Plan focuses on the conservation of 146 species. The MSHCP proposes a reserve system of approximately 500,000 acres of which approximately 347,000 acres is currently within public ownership and 153,000 acres are currently in private ownership. An approved MSHCP will contribute to the economic viability of the region by providing landowners, developers, and those who build public infrastructure with certainty, a streamlined regulatory process, and identified project mitigation.

Although the MSHCP has been adopted by the County, federal and state permits have not yet been issued. Once the permits are granted, the MSHCP, will require no further surveys for 75% of the 146 species covered by the MSHCP. Habitat assessments and/or surveys may be undertaken within suitable habitat areas in specific locations identified on survey maps in the MSHCP.

More information concerning RCIP, the MSHCP, and processing schedules may be obtained from www.rcip.org or by contacting the following:

County contact: Ken Baez, 909-955-2137

DEPARTMENT OF TRANSPORTATION
DIVISION OF AERONAUTICS – M.S.#40
1120 N STREET
P. O. BOX 942873
SACRAMENTO, CA 94273-0001
PHONE (916) 654-4959
FAX (916) 653-9531
TTY (916) 651-6827

Flex your power!
Be energy efficient!

June 30, 2004

Mr. Tom Tooker
Field Consultant
School Facilities Planning Division
California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720

Dear Mr. Tooker:

Thank you for your request dated May 11, 2004, received by us on May 19, 2004, and in response to Section 17215 of the State Education Code, the California Department of Transportation (Department), Division of Aeronautics, analyzed the Jurupa Unified School District's proposed elementary school site and proposed school readiness center site near the Flabob Airport. The proposed elementary school site is located approximately 6,000 feet northeast of the approach end of Runway 24 and the proposed school readiness center site is located approximately 5,500 north of the approach end of Runway 6.

Our analysis consisted of a thorough review of our files concerning the public use Flabob Airport including but not limited to the 2004 Draft Riverside County Airport Land Use Compatibility Plan Policy Document, vicinity maps depicting the relationship of the airport's traffic patterns to the proposed site, and other publications relating to aircraft operations at the airport. In addition, Airport Management and the Riverside County Airport Land Use Commission (ALUC) were offered the opportunity to comment or respond. We also referred to the 2002 California Airport Land Use Planning Handbook (State Handbook) for guidance in our evaluation. On June 17, 2004 we conducted a flight evaluation of the proposed site.

The Flabob Airport, a privately owned facility open for public use, has been in existence since at least 1925. Approximately 200 aircraft are based at the airport, which experiences approximately 27,000 annual operations. These are split nearly evenly between itinerant and local operations. Many of the based aircraft based are vintage or experimental general aviation aircraft. The 2004 Draft Riverside County Airport Land Use Compatibility Plan Policy Document indicates that plans call for construction of additional hangars with space for perhaps another 80 aircraft. While a corresponding increase in operations is anticipated, it should be noted that limited land area prevents expansion of the airport's single 3,190-foot runway. Therefore, the fleet-mix and types of aircraft that use the airport are not likely to change substantially.

RECEIVED
JUL - 8 2004
SCHOOL FACILITIES PLANNING

Our investigation indicated that neither site falls within any designated Safety Compatibility Zone as described in the 2002 California Airport Land Use Planning Handbook However, our flight evaluation of the proposed sites and comments received from airport management did reveal that occasional direct overflights of both sites can be anticipated due in part to several reasons. Flabob Airport lies partially beneath Ontario Class C airspace and lies in a "cut-out" of Riverside Airport Class D airspace. Many pilots legitimately prefer to avoid operating within controlled airspace if they don't have to. Combined with local noise abatement procedures, the likelihood increases that aircraft arriving and departing the airport will fly over or very near both proposed sites. These factors notwithstanding, our investigation also indicates that both sites fall well outside of the forecast 55 dB CNEL aircraft noise contour forecast for 2022. Considering distances from the airport and the relatively low number of annual operations, it is unlikely that these sites will be subjected to frequent or particularly loud aircraft noise events. Thus, noise should not be a significant problem at either site.

The response provided by the Riverside County Airport Land Use Commission (RCALUC) noted that while the school site is not within the current influence area of the Flabob Airport, the current 2004 Draft Riverside County Airport Land Use Compatibility Plan Policy Document would place the sites within Compatibility Zones D and/or E. Within Zone D, schools are to be discouraged to the extent that they should not be permitted unless no other feasible alternative is available. The RCALUC also included the following design elements they recommend that the district include in their site design and development:

1. That all lights are downward facing.
2. That an avigation easement shall be granted to the Airport Operator prior to the sale of the property to the district.
3. That acoustical studies assure that the interior noise levels are 45 Ldn or less, and include airport and highway noise as sources. Particularly for the Towngate.
4. That the following uses shall be prohibited:

a. Any use which would direct a steady light or flashing light of red, white, green, or amber colors associated with airport operations toward and aircraft engaged in an initial straight climb following takeoff or toward and aircraft engaged in a straight final approach toward a landing at an airport, other than FAA-approved navigational signal light or visual approach slope indicator.
b. Any use which would cause sunlight to be reflected towards an aircraft engaged in an initial straight climb following takeoff or towards an aircraft engaged in a straight final approach toward a landing at an airport.
c. Any use which would generate smoke or water vapor or which would attract large concentrations of birds, or which may otherwise affect safe air navigation within the area.
d. Any use which would generate electrical interference that may be detrimental to the operation of aircraft and/or aircraft instrumentation.

The Department encourages the district to work closely with both airport management and the RCALUC to ensure consistency with adopted policies and plans and to minimize any potential interruption or degradation of the learning process.

The Department cannot guarantee the safety of this school site or any other school site. We found based upon Department guidelines, State Handbook compatibility guidelines, and our ground and flight evaluations that the site is outside of all applicable State Handbook Safety Compatibility Zones for the Flabob Airport. Our investigation did not reveal any condition that would create an undue hazard. Therefore, the Department does not object to the school district's acquisition of either site. If either of the sites is not acquired by June 26, 2009, another site evaluation by the Department of the specific site is required prior to acquisition of that site.

If you have any questions, or if we can be of assistance in the future, please do not hesitate to contact us.

Sincerely,

J. GLEN RICKELTON
Aviation Planner

DRAFT TRAFFIC IMPACT STUDY REPORT
RIO VISTA SPECIFIC PLAN 243

Prepared For:

American Pacific Homes

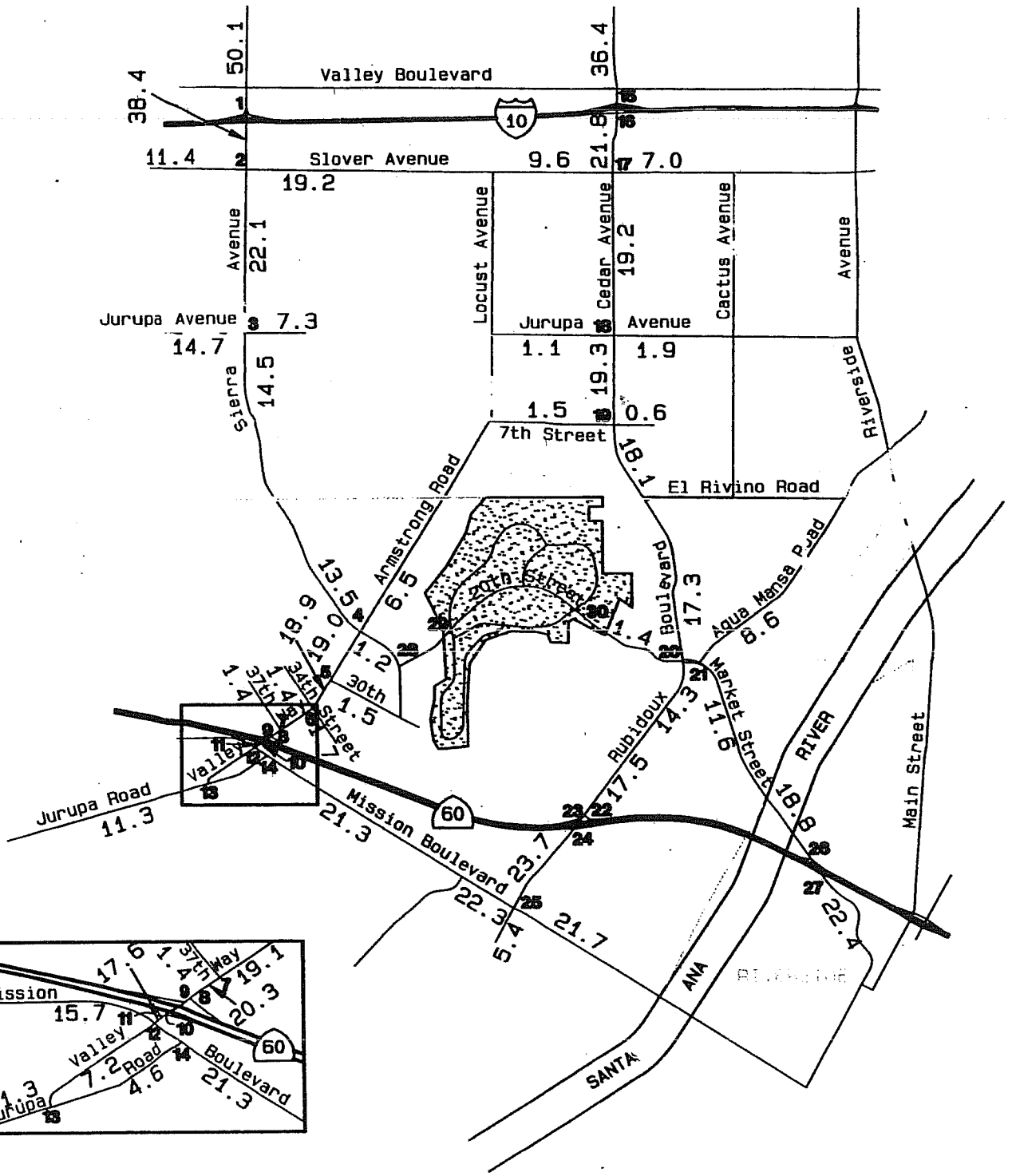
REGISTERED PROFESSIONAL ENGINEER
DILESH R. SHETH
No. 2112
Exp. 6-30-07
TRAFFIC
STATE OF CALIFORNIA

August 26, 2005

ALBERT A.
WEBB
ASSOCIATES
ENGINEERING CONSULTANTS

LEGEND

X.X = VEHICLES PER DAY (1000'S)



ALBERT A. WEBB ASSOCIATES
ENGINEERING CONSULTANTS

EXISTING AVERAGE DAILY TRAFFIC VOLUMES

RIO VISTA SPECIFIC PLAN 243
COUNTY OF RIVERSIDE, CALIFORNIA

FIGURE 3-3

W.O. 05-00175

8	60		RIV		9.56	RUBIDOUX, RUBIDOUX BOULEVARD	10400	138000	134000	10400
8	60		RIV		11.07	RIVERSIDE, CRESTMORE AVENUE	10400	139000	135000	11000
8	60		RIV		11.73	RIVERSIDE, MAIN STREET	11000	147000	143000	10200
8	60		RIV		11.82	RIVERSIDE, ORANGE STREET	10200	138000	134000	11100
8	60		RIV		12.21	RIVERSIDE, WEST JCT. RTE. 215, JCT. RTE. 91, RIVERSIDE/ESCONDIDO FREEWAYS	11100	150000	146000	
8	60		RIV			(BREAK IN ROUTE)				
8	60		RIV	R	12.21	RIVERSIDE, EAST JCT. RTE. 215				12000
8	60		RIV	R	12.63	MILEPOST EQUATION =12.94				
8	60		RIV		13.31	RIVERSIDE, DAY STREET	12000	140000	132000	11100
8	60		RIV		14.32	MORENO VALLEY, FREDERICK STREET/PIGEON PASS ROAD	11100	129000	122000	8900
8	60		RIV		15.34	MORENO VALLEY, HEACOCK STREET	8900	104000	98000	7500
8	60		RIV		16.35	MORENO VALLEY, PERRIS BOULEVARD	7500	89000	84000	5900
8	60		RIV		18.37	MORENO VALLEY, NASON STREET	5900	71000	67000	5600
8	60		RIV		19.12	MORENO VALLEY, MORENO BEACH DRIVE	5600	67000	64000	4850
8	60		RIV		20.37	MORENO VALLEY, REDLANDS BOULEVARD	4850	58000	56000	4300
8	60		RIV		21.37	MORENO VALLEY, THEODORE STREET	4300	52000	50000	4300
8	60		RIV		22.1	GILMAN SPRINGS ROAD	4300	52000	50000	4100
8	60		RIV		27.98	JACKRABBIT TRAIL, END FREEWAY	4100	46500	44000	4100
8	60		RIV		30.5	JCT. RTE. 10; BEAUMONT, WEST	4100	46500	44000	
4	61		ALA			ALAMEDA COUNTY				
4	61		ALA		14.8	SAN LEANDRO, JCT. RTE. 112 EAST, DAVIS STREET				2050
4	61		ALA		16.07	OAKLAND, HEGENBERGER/ AIRPORT ROADS	1900	22600	22100	2500
4	61		ALA		18.52	ALAMEDA, ISLAND DRIVE	1800	21100	20600	3600
						ALAMEDA, SAN				

CRM TECH

4472 Orange Street
Riverside, CA 92501

February 1, 2005

David Leonard
David Leonard Associates
1223 University Avenue, #240
Riverside, CA 92507

Re: Historical/Archaeological Resources Records Search
Mission Boulevard School Site, Jurupa Unified School District
Portion of the Rancho Jurupa (Rubidoux) Land Grant, T2S R5W, SBBM
Rubidoux Area, Riverside County, California
CRM TECH Contract #1537

Dear Mr. Leonard:

At your request, CRM TECH has completed a historical/archaeological resources records search for the project referenced above. The records search is required by the Jurupa Unified School District (JUSD), as Lead Agency for the proposed project, in compliance with the California Environmental Quality Act (CEQA). The purpose of the records search is to assist JUSD in determining whether any previously identified "historical resources," as defined by CEQA, are located within or adjacent to the project area and in assessing the project area's sensitivity for as-yet unrecorded historical resources.

In order to inventory all known historical/archaeological sites and previously completed cultural resources studies in the vicinity of the project area, CRM TECH conducted a records search at the Eastern Information Center (EIC) on January 21, 2005, and pursued preliminary historical background research. The EIC, located at the University of California, Riverside, is the State of California's official cultural resource records repository for the County of Riverside.

Sources consulted at the EIC include listings of California Historical Landmarks, Points of Historical Interest, and Riverside County Landmarks, as well as the National Register of Historic Places, the California Register of Historical Resources, and the California Historical Resource Information System. Sources consulted during the historical research included primarily the U.S. General Land Office's (GLO) land survey plat maps dated 1872, 1878, and 1896, the U.S. Geological Survey's (USGS) topographic maps dated 1901, 1943, 1953, and 1967.

According to EIC records, the project area has not been surveyed systematically and intensively for cultural resources, and no cultural resources had been recorded on or adjacent to the property. Outside the project boundaries but within a one-mile radius, EIC records show at least nine previous cultural resources studies covering various tracts of land (Fig. 1). As a result of these studies and a countywide historical resources reconnaissance completed in the 1980s, a total of 26 historical/archaeological sites have been identified and recorded within the scope of the records search.

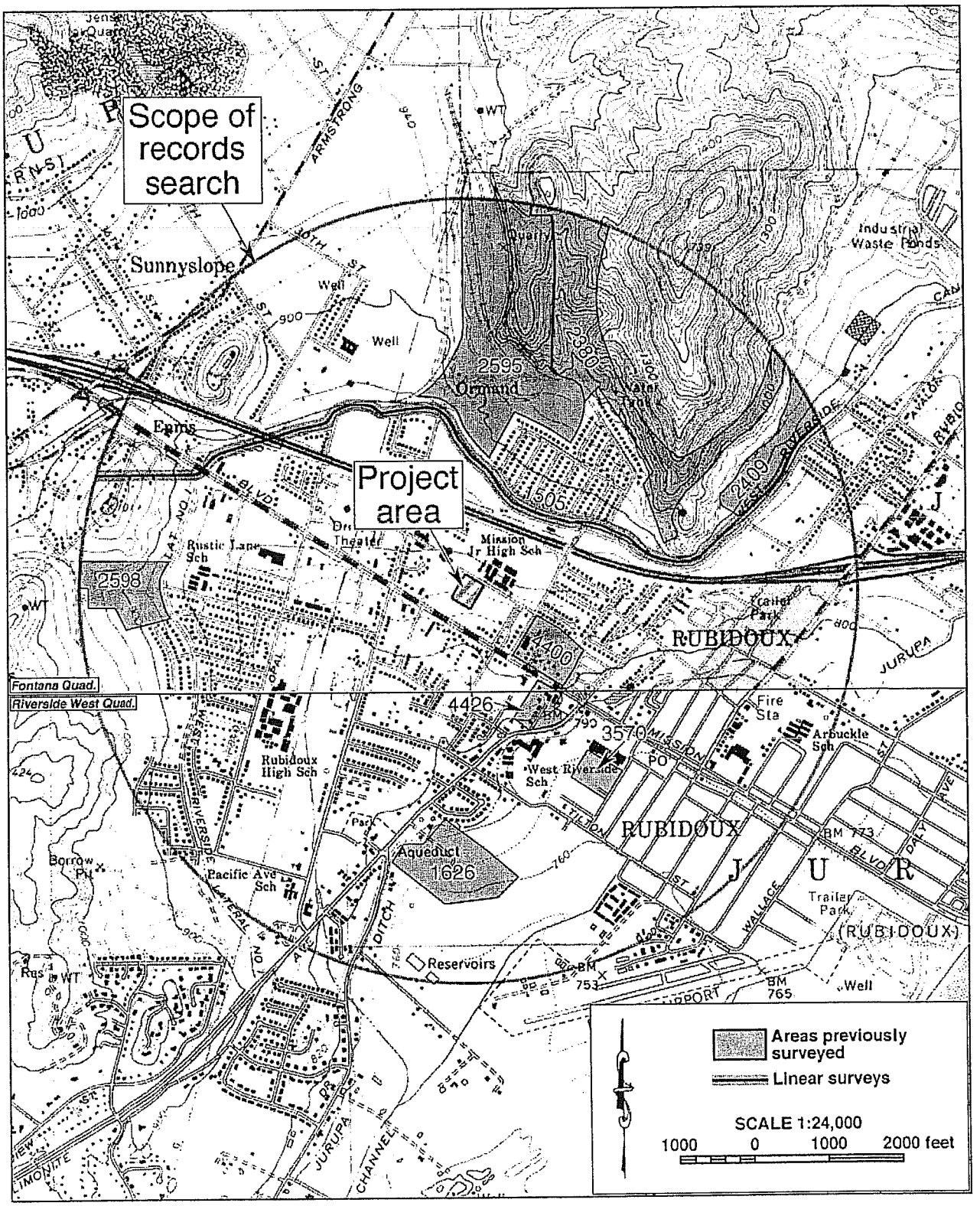


Figure 1. Previously completed cultural resources studies in the vicinity of the project area. (Based on USGS Fontana and Riverside West, Calif., 1:24,000 quadrangles, 1980 edition)

The majority of the previously recorded sites in the project vicinity were historic-period buildings, including fourteen single-family residences, two apartment complexes, and the 1868 Jensen-Alvarado Ranch, which has been designated a California Historical Landmark. The other previously recorded sites included three prehistoric—i.e., Native American—archaeological sites and six historic-period archaeological sites. The prehistoric sites consisted predominantly of bedrock milling features, and the historic-period sites included trash scatters, irrigation features, and the abandoned Kumpe-Hauser/Rohl-Connolly Quarry, a large stone quarry that was operated between the 1920s and the 1970s. None of these previously recorded sites was located in the immediate vicinity of the project area.

Historical maps consulted for this study suggest that the project area is low in sensitivity for cultural resources from the historic period. Although a road was noted in close proximity to this location in the 1860s-1870s, the entire project area evidently remained vacant and undeveloped through the historic period. The first notable man-made feature within or adjacent to the project area was Mustang Lane, which appeared along the northeastern project boundary sometime between 1953 and 1967.

In summary, the records search and the historical research have both produced negative results, and no known historical resources were identified within or adjacent to the project area by any of the sources consulted for this study. Based on these findings, CRM TECH concludes that the likelihood of encountering potential historical resources during the proposed project is relatively low. The final determination on the presence or absence of potential historical resources within the project area, however, would require an intensive-level field survey of the property.

If you have any questions regarding this study or need any further information, please feel free to contact our office.

Sincerely,

B. Tom Tang, Principal Investigator
CRM TECH

Leighton Consulting, Inc.
A LEIGHTON GROUP COMPANY

RECEIVED
SEP 1 4 2005
FACILITY PLANNING

September 8, 2005

Project No. 600723-002

To: Jurupa Unified School District
Centralized Support Services
4850 Pedley Road
Riverside, California 92509

Attention: Ms. Sheila E. Carpenter

Subject: Rail Risk Study, Jurupa Unified School District, Proposed School Readiness Center, Southwest Side of Mustang Lane, Northwest of La Rue Street, Rubidoux Area of Unincorporated Riverside County, California

Reference: Leighton Consulting, 2005, Environmental Hazards Survey, Proposed School Readiness Center, Southwest Side of Mustang Lane, Northwest of La Rue Street, Rubidoux Area of Unincorporated Riverside County, California, dated March 9, 2005

Introduction

Leighton Consulting, Inc. (Leighton Consulting) recommended in its *Environmental Hazards Survey,* dated March 9, 2005 to conduct a Rail Risk study to evaluate safety concerns for the Jurupa Unified School District's proposed School Readiness Center, because a railroad easement was identified within 1,500 feet of the proposed school center. The Site of the Jurupa Unified School District's proposed School Readiness Center is located on the south side of Mustang Lane, northwest of La Rue Street, in the Rubidoux Area of unincorporated Riverside County.

10532 Acacia Street, Suite B-6 ▪ Rancho Cucamonga, CA 91730
909.484.2205 ▪ Fax 909.484.2170 ▪ www.leightongeo.com

Rail Risk Study

Leighton Consulting contracted with Schiermeyer Consulting Services (SCS), an experienced Rail Risk Assessor, to conduct a Rail Risk Study for the railroad easement located northeast of the proposed School Readiness Center. A copy of the Rail Risk study is found in Attachment A. According to the Rail Risk study report the railroad easement was identified as being owned and operated by Union Pacific Railroad and is commonly referred to as Crestmore Industrial Lead. The rail line is not a main line and serves industrial customers and the principal products being handled by trains, are lumber, cement, steel pipes, and modest quantities of grain. According to the Rail Risk Study, the Union Pacific Railroad operates one round trip daily each weekday. No passenger trains operate on this line. The maximum speed of the line is 10 miles per hour (mph).

According to the Rail Risk Study, there is a railroad crossing at La Rue Street to the north of the proposed School Readiness Center. The railroad crossing is marked by a cross-buck warning device and has Federal Railroad Administration (FRA) identifier 810988C for an accident that occurred in 1994 when a vehicle stopped on the railroad crossing and was struck by a short freight train with an estimated speed of 15 mph. There were no fatalities or injuries but the damage to the vehicle was estimated at $2,500.

Recommendations

Based on the limited number of freight trains, the low operating speed of the trains, the distance of the rail line from the school site, and the type of commodities being transported by the trains, there appears to be a very low risk associated with locating a school within 1,500 feet of this rail line. Therefore, no mitigation measures are recommended.

If you have questions regarding this letter, please contact the undersigned at (909) 484-2205. We appreciate this opportunity to be of continued service to Jurupa Unified School District.

Respectfully submitted,

LEIGHTON CONSULTING, INC.

Anthony M. Chakurian

Anthony M. Chakurian, PG
Senior Staff Geologist

Anthony M. Chakurian
For Richard L. Orr, PG, REA II
Associate

AMC/RLO/rsh

Attachment: Rail Risk Study report

Distribution: (3) Addressee

ATTACHMENT A

SCS SCHIERMEYER CONSULTING SERVICES · 540-101 LEXINGTON COURT · LONG BEACH 90803 · 562.597.5777 · FAX 562.498.0156

September 9,2005

Mr. Richard Orr
Leighton Consulting, Inc.
10532 Acacia Street, Suite B-6
Rancho Cucamonga, California 91730

Dear Mr. Orr:

I have sent under separate cover the Rail Risk Study for the Jurupa Unified School District. Schiermeyer Consulting Services has prepared over 30 similar studies for California school districts. If you have any questions regarding the information provided in the Jurupa study, please do not hesitate to contact me. I look forward to assisting you in similar studies in the future.

Cordially,

Carl H. Schiermeyer
Principal

RAIL RISK STUDY
Readiness Center
Jurupa Unified School District

Introduction

The Jurupa Unified School District is evaluating the feasibility of constructing a Readiness Center on Mustang Lane, west of La Rue Street in the Rubidoux area of Riverside County. The school site is within 1,500 feet of a railroad easement and under Section 14010 (d) of the California Code of Regulations the District is required to prepare a Rail Risk study.

Administrative Agencies

The Federal Railroad Administration (FRA) is responsible for ensuring the safety of all railroad operations in the United States. It issues and enforces a broad array of regulations that carry out the provisions of federal railroad safety acts. The agency also investigates major train accidents, assists industry in training its work force on relevant safety laws and regulations, educates the public on the dangers associated with railroading, conducts research, and facilitates cooperative efforts between industry and government to enhance the safety of all railroad operations.

The FRA also maintains accident data and makes it available for public inspection. There is a single at-grade crossing of the railroad within 1,500 feet of the school site. The FRA database has been reviewed for this project.

General Description of Surrounding Area

The proposed school site will be located in a generally residential community. An existing school is also located on Mustang Lane across from this site. The State Route 60 freeway borders the existing school to the north while the rail line is generally parallel to the existing school boundary and lies just beyond the freeway.

La Rue Street borders the existing school site on the east and is the principal means of crossing the freeway in this location. It functions as a two-lane minor arterial. Figure 1 (photo 001) is a view to the north along La Rue Street. Note the existing school in the left of the picture. La Rue rises to cross the State Route 60 freeway. As the road rises a yellow roadside sign is visible alerting motorists to the upcoming railroad crossing.

Description of Railroad Easement

The railroad easement located within 1,500 feet of the school site is owned and operated by the Union Pacific Railroad (UPRR) and is commonly referred to as the Crestmore Industrial Lead (CIL). The CIL extends from its beginning point with the UPRR main

line at Pedley a distance of approximately 6.9 miles. As indicated by its name, this railroad easement is not a main line. The line serves industrial customers and the principal products being handled by trains are lumber, cement and steel pipes. No through trains operate on this line. Top train speed is 10 MPH and the line is unsignaled. Typically the UPRR operates one round trip daily each weekday thus there is never more than a single train operating on the line at any one time. No passenger trains operate on this line.

In the vicinity of the school the line consists of jointed rail, laid on wooden ties supported by a modest cross section of ballast. The line appears well maintained for the train loads and speeds it is meant to support. The line consists of a single main track. There are no passing sidings but yard tracks are provided on several of the line's customer's facilities. There is a small team track operation at the end of the line near the Cement plant where modest quantities of grain are unloaded. In the vicinity of the school site there are no yards.

Existing Road and Railroad Conditions

As noted earlier, La Rue Street borders the eastern boundary of the existing school on the south side of the freeway and railroad. La Rue Street crosses over the freeway on a bridge and crosses the railroad easement at-grade. Figure 2 (photo 005) is a view of La Rue Street to the north. Visible in the photograph is the cross-buck warning device. There are no other safety appliances. Figure 3 (photo 004) is a view to the west of the same crossing. The roadway crossing is paved and there is space along the roadway for pedestrians to cross the rail line.

Figure 4 (photo 003) is a view to the east from the La Rue Street crossing. Motorists and pedestrians crossing the rail line have generally unobstructed views of the railroad. Parallel to the railroad is Canal Street (seen in Figures 3 and 4). Canal Street has STOP signs for its intersection with La Rue Street. There are no STOP signs on La Rue Street but advance pavement markings and roadside signage warn approaching motorists of the railroad crossing.

Figure 5 (photo 002) is a view to the south from La Rue Street at the railroad crossing. The freeway and existing school site lies just beyond the roadway's crest in the middle center of the picture.

The railroad crossing of La Rue Street has an FRA identifier of 810988C. The FRA records have been accessed to confirm the safety appliance inventory conducted on site as well as the accident history of the crossing.

Railroad records confirm that the principal safety appliance at the crossing is the crossbuck, coupled with the advance warning signs and pavement markings. There are no gates, bells or other train detection devices.

There has been only a single recorded incident at this crossing. In 1994 a vehicle stopped on the railroad crossing and was struck by a short freight train with an estimated speed of 15 MPH. There were no fatalities or injuries but damage to the vehicle was estimated at $2,500.

Railroad Risk Analysis

The operation of trains poses intrinsic risks that can be managed but not fully eliminated. In the area of the proposed school a number of factors work to significantly mitigate risks associated with trains.

The rail line itself is located almost 1,500 feet from the proposed school site. It is buffered from the school site not only by this great distance but also by the freeway lying between them and the sound wall located on the south side of the freeway.

There are only two trains operating on this line on a typical weekday (one round trip). Even under an expansion of local traffic on this line it is unlikely there would ever be any more than four trains (two round trips). The typical operating pattern is for a switch train to arrive in the afternoon, switch local industries, and return in the evening. Thus the few trains operating on the line automatically reduces risk exposure from derailment or train-to-train collision.

The speed of trains on the line further acts to reduce risk factors. This is not a main line and trains do not operate at high speeds. Maximum train speed is 10 MPH.

Another potential risk factor—the commodities being transported by train—also works to reduce the risk factor on this line. Railroads are authorized to transport virtually all commodities, including some which can be dangerous to humans if released into the environment. On a main line track, trains typically transport oils and chemicals which are classified as hazardous materials. On this particular branch line, the Crestmore Industrial Lead, the customers appear to be limited to lumber, steel, pipes and cement, with a limited delivery of grain. Thus the commodities, were there to be a derailment, are not of a type that would generate a hazardous release. In conducting research for this report the consultant inspected the entire length of the branch line to confirm that there were no users of chemical or oil products.

Notwithstanding the relatively benign nature of the commodities being transported, an incident involving a train derailment still has the potential to generate release of diesel fuel and, potentially, a fire. Factors to consider when evaluating the relative potential for a derailment include the condition of track itself. The trains operating on this line travel at speeds not exceeding 10 MPH. At this lower speed the track and roadbed requirements are significantly less than what is required for a main line where freight trains can operate at speeds up to 70 MPH.

The track and roadbed on this line are appropriate for this type of line. While mainline tracks are most usually welded, the tracks on this line consist of jointed rail. Jointed rail

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The track and roadbed on this line are appropriate for this type of line. While mainline tracks are most usually welded, the tracks on this line consist of jointed rail. Jointed rail

means that shorter sections of track are bolted together and require that inspectors check the rails to insure the joint bars have maintained their integrity and that the rail is firmly attached to the ties. For higher speed operations the ties themselves must be of a high quality, supported by a well drained cross section of ballast. For lower speed train operations, good drainage is still important but the line can tolerate somewhat lower quality ties and depth of ballast.

Because of the lower quality of the line compared to a main line, there is a somewhat enhanced possibility of track failure at some point. Because of the low train speeds, were there such a failure resulting in a derailment, the most likely outcome is that the locomotive would plow off the rail into the surrounding earth. With little forward momentum (10 MPH) it is likely the train would remain within the right of way and might not even tip over. A diesel spill and fire under these circumstances is remote.

The final risk factor is the interface between vehicles, pedestrians and the trains at the La Rue Street crossing. As noted earlier in the report, there is only one incident recorded in the FRA database of a collision between a train and a vehicle (in 1994). Nevertheless this is a crossing with the very minimum of warning devices for both motorists and pedestrians. There are no bells, flashing lights or gates to block the crossing. With the limited number of trains using this track and the generally good visibility of the crossing from all directions there appears no urgent need to install such safety devices. Yet the lack of these devices removes another means of alerting vehicles and pedestrians to an approaching train.

The train itself, of course, provides a warning. Twenty seconds prior to entering the intersection the train sounds a series of horn blasts from the locomotive. These horn blasts are maintained while the locomotive leads the train through the crossing. Thus the combination of locomotive horn blasts and the good visibility from the various streets to the crossing should provide adequate protection for a normally alert motorist or pedestrian. If train traffic were to increase substantially on this line it would be appropriate to consider adding gates, flashing lights and bells to this crossing, as are seen on other crossings of major streets on this same line.

Finding

Based upon the limited number of trains, the low operating speed of the trains, the distance of the rail line from the school site, and the type of commodities being transported by the trains, there appears to be very low risk associated with locating a school within 1,500 feet of this rail line. No mitigation measures are recommended.

Figure 1 (Photo 001)

Figure 2 (Photo 005)

Figure 3 (Photo 004)

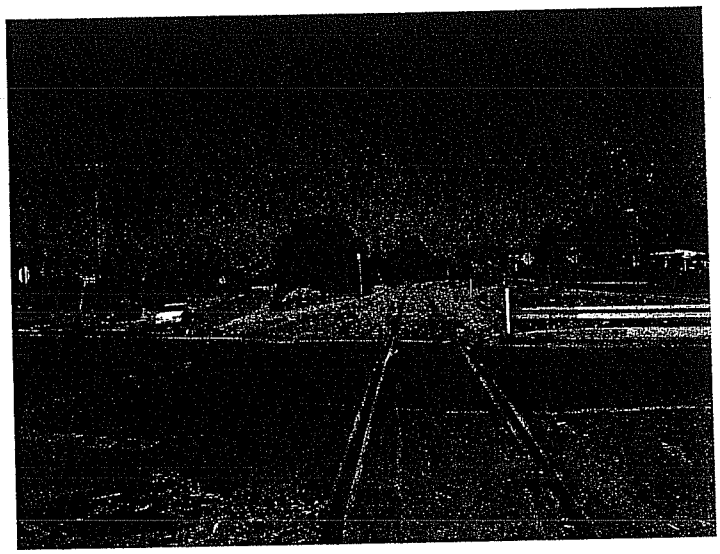

Figure 4 (Photo 003)

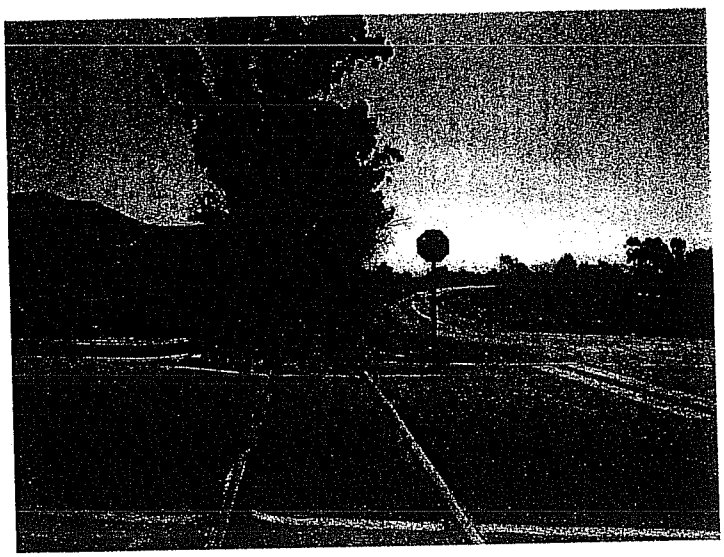

Figure 5 (Photo 002)