JURUPA UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION
REGULAR MEETING
AGENDA

SLOGAN

Our Children, Our Schools, Our Future!

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 Carl Harris, President Mary Burns, Clerk Dawn Brewer John Chavez Michael Rodriguez
SUPERINTENDENT Elliott Duchon

MONDAY, FEBRUARY 5, 2007
EDUCATION CENTER BOARD ROOM
4850 Pedley Road, Riverside, CA - 4:00 P.M.

OPEN PUBLIC SESSION - 4:00 P.M.

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

HEARING SESSION - 4:00 P.M.

PUBLIC VERBAL COMMENTS

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

CLOSED SESSION - 4:00 P.M.

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

STUDENT DISCIPLINE: Pursuant to Education Code Sections 48900 and 48915, the Board will be discussing Discipline Cases: #06-142, #06-235, #06-288, #06-322, #07-156, #07-157, #07-158, #07-163, #07-165, #06-028, #06-186, #06-352, #06-376, #06-360, #06-364, #06-384, #06-400, #07-126, #07-010, #06-388, #07-112, #07-136, #07-139, #07-054, #07-094, #07-103, 06-334
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, and Employee Performance Evaluation: Superintendent.

CLOSED SESSION - 4:00 P.M.

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.
Conference with Labor Negotiator: Pursuant to Government Code Section 54957.6, to consider contract provisions of unrepresented employees. Name of Agency negotiator: Assistant Superintendent Personnel Services. Title of unrepresented employees: Superintendent.

In compliance with the Americans with Disabilities Act and Government Code Section 54954.2, if you need special assistance to participate in a District meeting or other services offered by the District, please contact the Superintendent's Office at 951-360-4168. Notification at least 48 hours prior to the meeting or time when services are needed will assist the District staff in assuring that reasonable arrangements can be made to provide accessibility to the meeting or service.

PUBLIC SESSION - 6:00 P.M.

Roll Call Board Members: President Harris, Mrs. Burns, Mrs. Brewer, Mr. Chavez, Mr. Rodriguez
Roll Call Student Board Members: Esteban Acevedo, Connie Maldonado
Flag Salute
Inspirational Comment

1. **Welcome**

   a. Welcome 2006-07 Student Board Members (Mr. Duchon – 5 Minutes)
   The Board welcomes 2006-2007 Student Board Members, Esteban Acevedo, Jurupa Valley High, and Connie Maldonado, Rubidoux High. Student Board Members may wish to address the Board regarding student achievements, interests, or other matters.

   b. Welcome Students from Jurupa Middle School Video Productions Class (Mr. Duchon – 10 Minutes)
   This evening, Mr. Walt Lancaster, Principal at Jurupa Middle School, and Mr. Jay Hakomaki, video productions teacher, will provide a live sample of one of their daily student broadcasts at Jurupa Middle School. Their demonstration will highlight how technology is incorporated into the curriculum and student events at Jurupa Middle. Information only.

2. **Recognition**

   a. Recognize "Best of the Best" for November & December – Employee Recognition Program (Mr. Fernandez – 10 Minutes)
   Nominations were received from employees throughout the District recommending a colleague for November and December's "Best of the Best" employees. Selected as winners for the months of November and December are:

- Ms. Gina Chacon, Benefits Technician at the Education Center
- Ms. Pam Whitman, Secretary at Mission Middle
- Mr. Jerry Bowman, Teacher at Rubidoux High
- Ms. Rosa Santos-Lee, TSA Coach at Troth Street Elementary
- Mr. Dan Baldwin, Assistant Director of Maintenance & Operations

b. Recognize "Best of the Best" for November & December – Employee Recognition Program (Continued) (Mr. Fernandez)

Ms. Gina Chacon is a Benefits Technician at the Education Center. Gina was assigned to serve in a complex position at a crucial time of the year. She quickly learned the complexities of the various benefit plans offered to district employees. Gina serves all district employees with grace; she has a pleasant smile and she is willing to help with all questions and concerns regarding benefits. If an individual arrives unannounced, Gina stops what she is doing and assists in any way that she can. She consistently maintains a positive attitude and treats others with courtesy, compassion and respect. Gina is truly an asset to the Jurupa team!

Ms. Pam Whitman is a secretary at Mission Middle School. She has become an invaluable resource to everyone at Mission Middle School because of her experience and knowledge. Pam is known for her dedication to the District; her friendly manner, and her willingness to help others. She is committed and works very hard to ensure that all student records are kept in an orderly fashion. Pam accomplishes this task day after day with a smile on her face and a kind heart. It is a pleasure to recognize Ms. Pam Whitman as a valued member of the Jurupa family and to thank her for all that she does!

Mr. Jerry Bowman is a teacher at Rubidoux High School. Jerry has been nominated for his constant commitment to the math department and for creating quality programs for students at Rubidoux High School. His dedication to the proper placement of students has made the math department stronger and also helped students become more prepared for the classes they take. Mr. Bowman has spearheaded a practice math California High School Exit Exam for 10th grade students and he assists them prior to taking the exam. The District would like to thank Mr. Jerry Bowman for his commitment to students, and we are pleased he is a part of the Jurupa family!

Ms. Rosa Santos-Lee is a TSA Coach at Troth Street Elementary School. Ms. Santos-Lee serves as the testing coordinator, the reading coach, and she is also a member of the intervention team, PTA, and School Site Council. With all of her titles and roles, she proves over and over again her commitment to the students and staff of Troth Street. Rosa works tirelessly each and every day, and she is a vital part of the Jurupa team. The District very much appreciates Ms. Santos-Lee, and we are pleased to recognize her for all of her hard work.

Mr. Dan Baldwin is the Assistant Director of Maintenance and Operations. Dan was nominated for his leadership skills and for his initiative. He and his crew worked around the clock to ensure that a football stadium and field were completely cleared of all vandalism and the field was safe for the homecoming game. Dan is known for being even-tempered, and he always pleasant to work with. He gladly helps anyone and everyone. Dan goes above and beyond to make sure that the Maintenance Department is well staffed and functioning efficiently. Dan is appreciated for all of his hard work and we are pleased to recognize him.

b. Recognize "Best of the Best" for November & December – Employee Recognition Program (Continued) (Mr. Fernandez)

Those selected for honorable mention are:

Deborah Chenchek	Bus Driver	Transportation
Jackie Hook	Purchasing Clerk	Ed. Center
John Lewis	Head Custodian	Pacific Avenue
George Martinez	Heavy Duty Mech./Service Coord.	Transportation
Teri Wright	Café Mgr.	Sky Country
Hilary Barnett	Teacher	Mission Middle
Adriana Flores	Teacher	Ina Arbuckle
Wendy Holder	Teacher	Camino Real
Sofia McCarthy	Teacher	Ina Arbuckle
Steve Dickinson	Supervisor of Grounds	MOT
Jeanie Fortin	Asst. Supt. Secretary	Ed. Center
Chuck Stevens	Principal	Small Learning Academy
Javier Trevino	Middle School Head Custodian	Mission Middle

3. **Public Verbal Comments**
This communication opportunity is included on the Agenda of each regular Board meeting so citizens can make suggestions or identify concerns about matters affecting the School District or request an item to be placed on a future agenda. The Jurupa Unified School District Board of Education encourages and invites the public to comment on items listed on its agenda or on matters within its subject jurisdiction. All questions to the Board should be directed through the Board President and in order to help conduct the business of the Board in an orderly fashion, we request that you read and follow the guidelines listed on the pink "Request to Speak" card. Any responses from the Board will take place during "Board Member Comments."

4. **Board Member Comments**
Individual Board members may wish to share information or request items on a future agenda.

5. **Administrative Reports and Written Communications**

a. Hear Overview of Houghton Mifflin Reading Program (Dr. Kinnear – 10 Minutes)
Teachers on Special Assignment for the District (Mr. John Allen, Ms. Dani Andersen, Ms. Sylvia Bottom, Ms. Heather Crane, and Ms. Janet Garcia-Hudson) will be presenting a brief overview of the *Houghton Mifflin* reading program. In this second presentation continuing the discussion from October 16th, they will further highlight *Houghton Mifflin* reading in kindergarten through sixth grade with a look into a day and a week of teaching reading. Emphasis will be placed on the ability of the *Houghton Mifflin* Universal Access components to meet the diverse needs of individual learners through differentiated instruction. Information only.

5. **Administrative Reports and Written Communications** (Continued)

* b. Hear Report on District Pesticide Use (Mrs. Lauzon – 5 Minutes)

In response to California's Department of Pesticide Regulation's changing guidelines, pesticide applicators have had to adjust the products they use to accommodate least toxic/most effective use of chemicals in our schools. The charts included in the supporting documents reflect the product shifts and changes that have occurred over the past ten years. For example, one product that may have been used early over the ten year period suddenly drops off to "zero use" and is replaced by others that after a year or two share the same fate.

The Integrated Pest Management Policy adopted by the District in 1996, which called for an "as needed" approach to pesticide use, had an immediate impact, reducing amounts of product used.

Annual rainfall and temperature fluctuations and the associated fluctuations in target pest populations (weeds, gophers, ants, etc.) will cause a variance in product utilization from year to year. High utilization of some products, such as Roundup and Ronstar G, can also be attributed to such things as field renovations and establishing new sites.

It is important to note that only three products can be found continually on the chart. Many others have been discontinued and only five new products have been added.

Staff controls structural and landscape pest problems with the least possible hazard to people and the environment. The health and safety of all students and staff members is a primary concern of the Board of Education and the administration.

Mr. Steve Dickinson, Supervisor of Grounds, will be present to address any questions the Board may have concerning district pesticide use. Information only.

* c. Review Black History Month Celebrations (Dr. Jindra – 5 Minutes)

Traditionally, February is designated as "Black History Month" throughout the United States in commemoration of the achievements and contributions of African-Americans to the growth of this nation. Schools within the Jurupa Unified School District have joined in celebrating the importance of African-American Culture and contributions through a wide variety of programs and activities such as poster contests, art contests, school assemblies, library displays, classroom presentations, guest speakers, and lessons featuring African-American writers and the role and contributions of African-Americans to American society and history. A list of school activities is included in the supporting documents. Information only.

5. **Administrative Reports and Written Communications** (Continued)

* d. Review State Title I Academic Achievement Awards Program (Dr. Jindra – 2 Minutes)

The California Department of Education has notified the District that Indian Hills Elementary School is eligible to participate in the 2006-07 State Title I Academic Achievement Awards Program. The purpose of the program is to recognize Title I schools that exceeded Adequate Yearly Progress (AYP) for two or more consecutive years or significantly closed the achievement gap among numerically significant subgroups. The California Department of Education will honor the participating schools at a conference held in April. A copy of the notification letter is included in the supporting documents. Information only.

* e. Review Williams Settlement Quarterly Uniform Complaint Summary
(Mr. Duchon – 2 Minutes)

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.

* f. Review Open Enrollment Policy and Procedure (Mrs. Lauzon – 2 Minutes)

In accordance with Board Policy 5117.1, parents will be notified, beginning February 1, 2007, of the Schools of Choice Open Enrollment Policy and Procedure. A copy of the parents' information brochure is included in the supporting documents. Information only.

g. Review Approval of 2006/2007 First Interim Financial Report (Mrs. Lauzon – 2 Minutes)

The Riverside County Office of Education has notified the District that the 2006/2007 First Interim Financial Report has received positive certification and that they have notified the California Department of Education accordingly. The County Office also recommends that the Board continue to review updated multi-year financial projections to assist in providing for the long-range stability of the District. Information only.

h. Other Administrative Reports and Written Communication (Mr. Duchon)

ACTION SESSION

A. Approve Routine Action Items by Consent

Administration recommends the Board approve Routine Action Items A 1-10 as printed.

* 1. Approve Minutes of January 16, 2007 Regular Meeting
* 2. Disbursement Orders (Mrs. Lauzon)
* 3. Purchase Orders (Mrs. Lauzon)
* 4. Agreements (Mrs. Lauzon)

* 5. Notice of Completion for A.S.R. Constructors, Inc. – Contract #C-1000038 for Two Story Building and Restroom Site Work at Camino Real Elementary School (Mrs. Lauzon)

6. Accept Donation (Mrs. Lauzon)
All donations are given to Jurupa Unified School District with the request that the money or item be used at the designated school.

The Camino Real Elementary School PTA wishes to donate $247.68, with the request the funds be used to purchase student rewards.

Through an Edison International employee/employer contribution program, parents of Camino Real students have donated funds in the amount of $75.00. The funds will be used to purchase instructional materials for the school.

Parents of kindergarten students at Indian Hills Elementary School wish to donate $411.76, with the request the funds be used to pay expenses for student field trips.

Through a "Cartridges for Kids" program, Access Computer Products, Inc. of Loveland, Colorado, raised $31.45 and wishes to donate the funds to Indian Hills Elementary School. The funds will be used to help pay expenses for field trips.

Warne Family Charitable Foundation of Westminster, California, wishes to donate $10,000.00, with the request the funds be used for the Future Farmers of America program at Rubidoux High School.

Mr. and Mrs. Mark Lindsey, residents, wishes to donate $20.00, with the request the funds be used for Falcon Pride Trust, the student incentive program at Rubidoux High School.

Catholic Charities San Bernardino/Riverside wishes to donate $2,500.00 with the request the funds be used to assist students at the Youth Opportunity Center. The funds are from a "Hope For Youth" Good Samaritan/Inspiration to Youth Award and Grant given in recognition for Ms. Nancy Matzenauer's long term commitment to youth who are striving to overcome many obstacles in their lives.

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

A. Approve Routine Action Items by Consent (Continued)

* 7. Approve Non-Routine Student Field Trip Request from Rubidoux High (Dr. Jindra)
Ms. Rhonda Fuller, teacher at Rubidoux High School, is requesting approval to travel to Fresno on Friday, April 13, 2007 through Tuesday, April 17, 2007 with approximately fifteen (15) students. The purpose of this trip is for students to attend the FFA Judging Contests and Leadership Conference. Attendance at this conference will fulfill the compliance requirement with the State FFA Association and Agriculture Incentive Grant. **Costs for the trip will be paid through fundraisers.** Transportation will be by district vehicle; supervision will be provided by staff members and lodging and accommodations are included in the conference. 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. Fuller to travel to Fresno with approximately fifteen (15) students on Friday, April 13, 2007 through Tuesday, April 17, 2007.

* 8. Approve Non-Routine Student Field Trip Request from Rubidoux High (Dr. Jindra)
Ms. Rhonda Fuller, teacher at Rubidoux High School is requesting approval to travel to Cal Poly, San Luis Obispo on Friday, May 4, 2007 through Saturday, May 5, 2007 with approximately fifteen (15) students. The purpose of this trip is for students to participate in the State Finals Judging Contest. **Costs for the trip will be paid through fundraisers.** Transportation will be by district vehicle; supervision will be provided by staff members and lodging and accommodations will be at a local hotel and restaurants. 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. Fuller to travel to Cal Poly San Luis Obispo with approximately fifteen (15) students on Friday, May 4, 2007 through Saturday, May 5, 2007.

* 9. Approve Out-of-State Travel Request from Indian Hills Elementary (Dr. Jindra)
Ms. Maureen Dalimot, Principal, and seven teachers at Indian Hills Elementary School, Leilani Benites, Renee Hill, Tracy Mahan, Terry Noring, Dan Olguin, Rochelle Rowe and Carolyn Snow, have requested to attend the Professional Learning Communities Institute in Las Vegas, Nevada, Monday, June 11, 2007 through Wednesday, June 13, 2007. The conference is designed to help educators implement the most promising strategies for improving their schools in substantive ways. Every aspect of the program offers specific, practical strategies to help educators apply the powerful concepts of the Professional Learning Communities (PLC) model in their own school setting. Travel will be by car and accommodations will be at Cesar's Palace. **All expenses will be covered by School Improvement Program (SIP) funds.** A copy of the Travel Request is included in the supporting documents. Administration recommends the Board approve the Out-of-State Travel Request for Ms. Dalimot and seven teachers, Leilani Benites, Renee Hill, Tracy Mahan, Terry Noring, Dan Olguin, Rochelle Rowe and Carolyn Snow, to attend the Professional Learning Communities Institute in Las Vegas, Nevada from Monday, June 11, 2007 through Wednesday, June 13, 2007.

A. Approve Routine Action Items by Consent (Continued)

*10. Approve Non-Routine Student Field Trip Request from Rubidoux High (Dr. Jindra)
Ms. Vanessa Douty, teacher at Rubidoux High School, is requesting approval to travel to the University of California, Santa Barbara on Friday, July 13, 2007 through Monday, July 16, 2007 with approximately ten (10) students in the Associated Study Body (ASB). The purpose of this trip is for students to attend the CADA Student Leadership Camp where they will be taught new leadership skills for their roles and responsibilities as leaders in the upcoming school year. These skills will allow them to accomplish school unity and pride with all their activities. **Costs for the trip will be paid through the ASB.** Transportation will be the teacher's personal vehicle; supervision will be provided by staff members and accommodations and meals will be provided by the Leadership 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 Ms. Douty to travel to UC, Santa Barbara with approximately ten (10) students Friday, July 13, 2007 through Monday, July 16, 2007.

* B. Adopt at Second Reading New Board Policy and Regulation 6173, Education for Homeless Children (Dr. Jindra – 5 Minutes)

Under the No Child Left Behind (NCLB) legislation, additional requirements for Homeless programs are incorporated into this new Board Policy and Regulation 6173. Areas addressed are relative to homeless students having access to public education through the provision of a district liaison and transportation services.

Administration recommends the Board adopt at second reading new Board Policy and Regulation 6173, Education for Homeless Children.

** C. Approve Submittal of Part II of the 2006-2007 Consolidated Application
(Dr. Jindra – 5 Minutes)

The Consolidated Application is a declaration of the District's intent to apply for 2006-2007 funding for eight categorical programs. Part I was approved by the Board of Education on July 3, 2006 and submitted to the State Department of Education. For 2006-2007, the entitlements for these programs are reported in Part II of the Consolidated Application in the total amount of $9,695,473. This figure represents $7,481,375 in federal funding and $2,214,098 in state funding. A copy of Part II of the Consolidated Application is included in the supporting documents for Board members along with prior year carryovers.

The two program entitlements covered by state funding include: Economic Impact Aid, $2,214,098, supplement for the English Learner program; and Tobacco Use Prevention Education (TUPE), $0, supports tobacco prevention education in grades 4-8. The TUPE allocation was not reported on the Consolidated Application, but is currently going through the state approval process and will be available within the next few weeks.

** C. **Approve Submittal of Part II of the 2006-2007 Consolidated Application** (Continued)

The six federal program entitlements are also a part of the application. The Title I (Basic Grant) program, $5,767,341, is designed to provide supplemental funds for underachieving students at schools with a high concentration of poverty. Title II (Teacher Quality), $928,284, is intended to prepare and recruit high-quality teachers and principals. Title III (LEP), $580,356, ensures that all limited English proficient (LEP) students attain English proficiency and meet the same challenging state academic standards as all other students. Title III (Immigrant), $65,520, supports services to LEP students in the country less than 12 months. Title IV (Safe and Drug Free Schools and Communities), $106,498, supports school and community-based drug education and prevention programs. Title V (Innovative Strategies), $33,376, provides counseling and library services. The School Improvement (SI) funding is now included as part of the AB 825 School and Library Improvement Block Grant and not reported on the Consolidated Application.

In response to the requirements of No Child Left Behind (NCLB), the District was required to submit a Local Education Agency Plan (LEAP) that is linked to the state adopted goals and accountability system. Our district's LEAP was approved at the June 2, 2003 Board meeting and our LEAP addendum at the July 5, 2005 Board meeting. This plan outlines how state and federally-funded initiatives are aimed at improving student achievement and work in tandem in order to have the greatest impact.

Any new funds received for this year must be used for the purposes described in each school's plan, or changes in priorities must be amended and approved by the School Site Council and submitted to the Director of Categorical Projects.

Administration recommends that the Board approve submittal of Part II of the 2006-2007 Consolidated Application.

* D. **Approve High School Course Plan: Italian II** (Dr. Jindra – 5 Minutes)

Italian II

Students in this course are required to continue development of the basic skills necessary to survive in practical language situations. Major emphasis will be placed on reading, writing, and oral communication. The course offers a more comprehensive study of the phonetic system of the language. The course reviews material presented in Italian I and introduces more advanced grammar. More extensive vocabulary and idioms will be introduced. Further understanding of Italian history, culture, and geography will be studied. Included in the supporting documents is the course plan developed for this course. This course was approved by the Instructional Council on January 8, 2007.

Administration recommends approval of the following high school course plan: Italian II.

* E. **Approve High School Course Plan: Television Production** (Dr. Jindra – 5 Minutes)

Television Production

This course presents the basic principles of television production, including operation of equipment, program development and live-to-tape production. Students will write, produce, direct, and create a variety of projects, including interviews, entertainment and instructional programs. Students will produce the Daily News Show distributed and viewed across campus each day. Included in the supporting documents is the course plan developed for this course. This course was approved by the Instructional Council on January 8, 2007.

Administration recommends approval of the following high school course plan: Television Production.

* F. **Approve High School Instructional Materials for Review** (Dr. Jindra – 5 Minutes)

The following instructional materials were presented to the Instructional Council at the January 8, 2007, meeting for review and approval. The supporting documents contain information regarding the cost of the instructional materials, other instructional materials considered by the selection committees, and information regarding the rationale for selection. These instructional materials will be available for public review at the Jurupa Unified School District – Education Center, 2nd floor and the Rubidoux and Glen Avon public libraries for the time period specified in Board Policy 6200. After the thirteen-day review period, the books will be presented to the Board for approval.

The following textbook has been reviewed and recommended for submittal by the Instructional Council:

High School - Jurupa Valley High School and Rubidoux High School

1. Calculus of a Single Variable, 8th Edition
   Larson, Ron, Hostetler, Robert P., Edwards, Bruce H.
   Publisher: Houghton Mifflin Company

It is recommended that the Board approve for review the following high school instructional materials: Calculus of a Single Variable, 8th Edition.

* G. **Approve Single Plan for Student Achievement (SPSA) Revision for Rustic Lane Elementary to Include Comprehensive School Reform (CSR) Program Strategies**

(Dr. Jindra – 5 Minutes)

With the receipt of the federal Comprehensive School Reform (CSR) funding, Rustic Lane revised their plan to include an addendum that reflects requirements to support reform strategies in order to increase student achievement. The CSR grant was awarded late in the year so the plan covers February to June of 2007. It includes purchase of supplemental components of the Houghton Mifflin English Language Arts and Mathematics programs (i.e., leveled readers and theme assessments, math steps), document projectors for teachers, hiring of an intervention teacher, contract services for parent trainings, and staff development (i.e., AB 466/SB 472 Language Program, Data Director).

Administration recommends the Board approve the revisions reflected in Rustic Lane Elementary School's Single Plan for Student Achievement (SPSA) addendum.

* H. **Approve Van Buren Elementary Program Improvement Plan** (Dr. Jindra – 5 Minutes)

As a Year 4 Program Improvement school, Van Buren Elementary has developed an Alternative Governance/Restructuring Plan. The Riverside County Office of Education (RCOE) and the office of the Regional System of District and School Support (RSDSS) worked with the Principal and Leadership Team to review the progress made on the Academic Program Survey and to address the NCLB Program Improvement mandates. In the process, the school identified the restructuring that would best enable them to make adequate yearly progress as well as impact student learning. The structure of the organization of learning and teaching will be focused on English learners in English Language Arts. The reform strategies include structured analysis of student work, staff development and collaborative support for English Language Development, English Language Arts intervention, and increased extended instructional time during and after school.

Administration recommends the Board approve the revisions reflected in Van Buren Elementary School's Year 4 Alternative Governance/Restructuring Plan.

** I. **Approve Year 1 Title I Program Improvement Plans for Mission Middle, Jurupa Middle, and Mira Loma Middle** (Dr. Jindra)

As Year 1 Program Improvement schools, Mission Middle, Jurupa Middle, and Mira Loma Middle, were required to revise their Single Plans for Student Achievement (SPSAs). The revised middle school plans address the needs of all significant subgroups by incorporating the research based essential program components found in the Academic Program Survey (APS) as well as meet the Program Improvement mandates in English Language Arts, Mathematics, and English Language Development. A copy of each middle school's Program Improvement Plan is included in the supporting documents for Board members.

Administration recommends the Board approve the revised Year 1 Program Improvement plans for Mission Middle, Jurupa Middle, and Mira Loma Middle.

* J. **Adopt Resolution #2007/33, Declaring Membership in the Riverside Schools Risk Management Authority JPA (RSRMA)** (Mrs. Lauzon – 5 Minutes)

Included in the supporting documents is a resolution declaring membership in the Riverside Schools Risk Management Authority JPA. Also included is the proposed agreement for the planned merger of the Western Riverside County Self-Insurance Program for Employees JPA (WRCSIPE) and Desert Schools Self-Insurance Program for Employees JPA (DSSIPE), both providers to their respective members with workers compensation insurance that through economies-of-scale can be more efficiently managed through a combined JPA.

The two JPAs' Boards of Directors have approved and adopted the proposed agreement and plan of merger for the two JPA's. Both boards independently determined that governmental and economic efficiencies will result from a merger of the two JPA's. Assets and liabilities will be accounted for separately in the new merged JPA.

Administration recommends that the Board adopt Resolution #2007/33, Declaring Membership in the Riverside Schools Risk Management Authority JPA.

K. **Authorize Solicitation of Bids for Resurfacing of Athletic Track at Jurupa Valley High School** (Mrs. Lauzon – 5 Minutes)

Administration is requesting authorization to solicit bids for the resurfacing of the athletic track at Jurupa Valley High School. The track is beginning to show signs of significant wear. In order to protect the structural integrity of the track, it will need to be resurfaced by applying a polyurethane structural spray, which will last approximately 8-10 years. **This item will be paid for from Redevelopment funds.**

Administration recommends that the Board authorize the solicitation of bids for resurfacing of the athletic track at Jurupa Valley High School.

** L. **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 discipline cases listed. These cases will be referred to the *Student Assistance Program* and *(SCORE)* the *School and Community OutREach Team* for follow-up:

REVOKE - SUSPENDED EXPULSION CASES:

1. It is recommended that the Board of Education revoke the Suspended Expulsion Order of the following pupil in Discipline Case **#06-142** for violation of Education Code Section 48900 (a)(1), (b), (f), (k) and expel the pupil under the terms of the original expulsion order. The pupil will be referred to the Community Day School, operated by at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before June 18, 2007.

2. It is recommended that the Board of Education revoke the Suspended Expulsion Order of the following pupil in Discipline Case **#06-235** for violation of Education Code Section 48900 (k) and expel the pupil under the terms of the original expulsion order. The pupil will be referred to the Community Day School, operated by at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before June 18, 2007.

3. It is recommended that the Board of Education revoke the Suspended Expulsion Order of the following pupil in Discipline Case **#06-288** for violation of Education Code Section 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 by at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before June 18, 2007.

4. It is recommended that the Board of Education revoke the Suspended Expulsion Order of the following pupil in Discipline Case **#06-322** for violation of Education Code Section 48900 (k) and expel the pupil under the terms of the original expulsion order. The pupil will be referred to the Community Day School, operated by at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before June 18, 2007.

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

EXPULSION CASES – AGREEMENT AND STIPULATION:

1. Discipline Case **#07-156** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (a)(1), (b), (k) and 48915 (b), (e) for the Spring and Fall Semesters 2007. 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 January 21, 2008.
2. Discipline Case **#07-157** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (b), (k) and 48915 (a)(2), (b), (e) for the Spring and Fall Semesters 2007. 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 January 21, 2008.
3. Discipline Case **#07-158** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (i), (k), (.4) and 48915 (b), (e) for the Spring and Fall Semesters 2007. However, the Board of Education may wish to consider that the enforcement of the expulsion be suspended for the Fall Semester and the student be placed on school probation. The pupil shall be assigned to 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 January 21, 2008.
4. Discipline Case **#07-163** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (k), (.2), (.4) and 48915 (a)(1), (b), (e) for the Spring and Fall Semesters 2007. 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 January 21, 2008.
5. Discipline Case **#07-165** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (a)(1), (a)(2), (b), (k) and 48915 (b), (e) for the Spring and Fall Semesters 2007. 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 January 21, 2008.

READMISSION CASES APPROVED (6):

The Administrative Hearing Panel recommends readmission of the pupils in Discipline Cases **#06-028, 06-186, 06-334, 06-352, 06-376, 06-360** to the schools of the Jurupa Unified School District.

READMISSION CASES APPROVED-SUSPENDED EXPULSION (3):

The Administrative Hearing Panel recommends readmission/suspended expulsion for the pupils in Discipline Cases **#06-364, 06-384, 06-400** to the schools of the Jurupa Unified School District.

REINSTATEMENT CASE APPROVED (1):

The Administrative Hearing Panel recommends reinstatement of the pupil in Discipline Case **#07-010** to the schools of the Jurupa Unified School District.

READMISSION CASE DENIED (1):

The Administrative Hearing Panel recommends denied readmission of the pupils in Discipline Case **#06-388** and the pupil shall continue in their current educational placement.

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

APPROVED – REVIEWED EXPULSION/SUSPENDED EXPULSION CASES (5):
The Administrative Hearing Panel reviewed the pupils in Discipline Cases **07-094, #07-112, 07-126, 07-136, 07-139** and approved the pupils to return to the schools of the Jurupa Unified School District on a suspended expulsion.
DENIED – REVIEWED CASES (2):
The Administrative Hearing Panel reviewed the pupils in Discipline Cases **#07-054, 07-103** and the pupils shall continue in their current educational placement.

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

M. Approve Personnel Matters

* 1. Approve Personnel Report #13 (Mrs. Elzig - 2 Minutes)
Administration recommends approval of Personnel Report #13 as printed subject to corrections and changes resulting from review in Closed Session.

* 2. Ratify Tentative Agreement with CSEA (Mrs. Elzig – 5 Minutes)
A tentative successor Agreement has been reached with CSEA on items subject to negotiations for the 2006-2007 school year. Specifically, it has been agreed to increase the classified salary schedule by 4.5% effective July 1, 2006. 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. Modifications have been agreed to in three other areas. These areas are Article 11, Absences and Leaves; Article 16, Hours, Overtime, Extra Work and Allowances; Article 17, Reimbursements for Loss; and Article 21, Duration. A copy of the tentative agreement is included in the supporting documents. CSEA membership ratified the tentative agreement on January 17, 2007. Public disclosure requirements have been satisfied. It is recommended that the Board ratify the tentative agreement with CSEA.

* 3. Ratify Memorandum of Agreement with NEA-J (Ms. Elzig – 5 Minutes)
Administration has met with NEA-J to negotiate the effects of opening the third comprehensive high school. A Memorandum of Agreement has been drafted to outline the process for staffing Patriot High School. Teachers will indicate their interest in transferring to Patriot by completing a transfer request form. Consideration of transfers will focus on credentialing, recent experience teaching the subject, and seniority. If staffing needs are not met through this transfer process, involuntary transfers may occur. Once staffing needs have been met at all three high schools, remaining openings will be posted and transfer requests from current high school teachers, as well as applications from outside candidates, will be considered to fill the remaining openings. NEA-J membership ratification meetings were scheduled in January. The Memorandum of Agreement has been included in the supporting documents. Assuming NEA-J has ratified, it is recommended that the Board ratify the Memorandum of Agreement with NEA-J.

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

4. Approve Variable Term Waiver Request (Mrs. Elzig – 2 Minutes)
Any individual hired to teach under the authorization of a Variable Term Waiver (Title V, Section 80122) must have specific individual approval by the governing board. Usually, this type of waiver is necessary for hard-to-fill positions in shortage areas (examples: Special Education, Bilingual Education, Mathematics or Science) or when an unexpected vacancy occurs in the middle of a school year. In this case, the recommendation is to fill a vacancy for a Speech, Language Pathologist. The person being recommended is Ms. Jillian Zimmerman. Ms. Zimmerman earned her Bachelor's degree in English and has been working on her professional preparation program at Loma Linda University for Speech, Language Pathologist. Her coursework should be completed by June 2007 with her internship requirements scheduled for completion by December 2007. With these considerations in mind, it is recommended that Ms. Jillian Zimmerman be approved for temporary employment through the end of this school year as a Speech, Language Pathologist under the authorization of a Variable Term Waiver.

5. Approve Variable Term Waiver Request (Mrs. Elzig – 2 Minutes)
Any individual hired to teach under the authorization of a Variable Term Waiver (Title V, Section 80122) must have specific individual approval by the governing board. Usually, this type of waiver is necessary for hard-to-fill positions in shortage areas (examples: Special Education, Bilingual Education, Mathematics or Science) or when an unexpected vacancy occurs in the middle of a school year. In this case, the recommendation is to allow a current Physical Education teacher at Rubidoux High School, Ms. Patty Abraham, to continue her assignment through the remainder of the school year in order to prevent an unexpected vacancy in the middle of the year. Ms. Abraham has a California Preliminary Single Subject credential in Physical Education based on her out of state teaching license in Vermont. California Requires an out of state trained teacher to complete CBEST during the first year of issuance on their Preliminary credential. Ms. Abraham has a Bachelor's degree in Physical Education with over 19 years of experience teaching Physical Education. She has already passed two sections of CBEST and is in the process of completing the last section by June 2007. With these considerations in mind, it is recommended that Ms. Patty Abraham be approved for temporary employment through the end of this school year as a Physical Education teacher under the authorization of a Variable Term Waiver.

N. **Board Member Committee Reports** (President Harris – 10 Minutes)

Board President, Mr. Carl Harris, appointed Board representatives to serve on committees for 2007. Individual Board members may wish to report on committee activities.

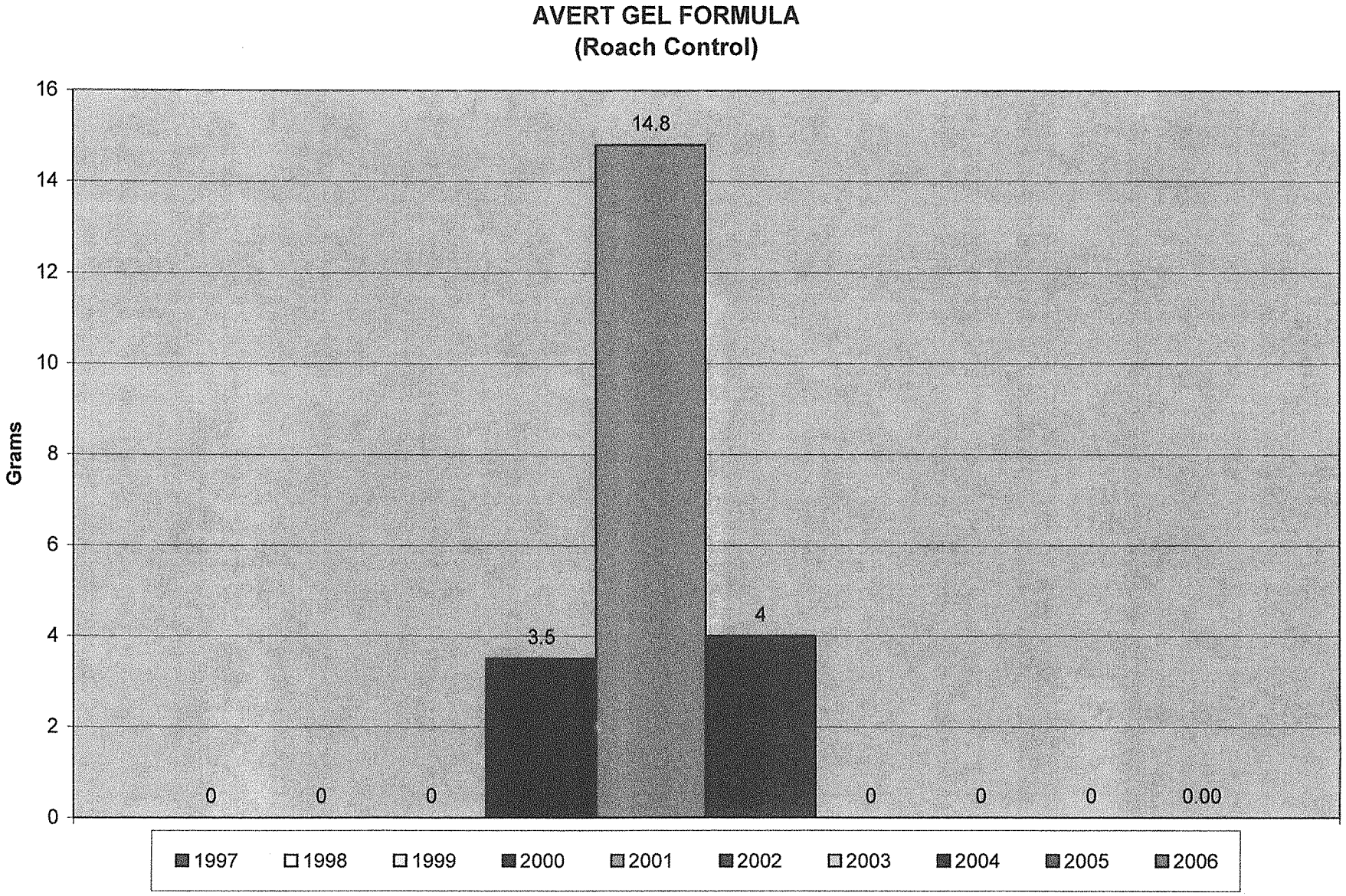
Best of the Best – Mrs. Burns
Budget – Mrs. Burns, Mrs. Brewer
Charitable Purpose Foundation – Mrs. Brewer, Mr. Chavez
District Advisory – Mrs. Brewer
District School Liaison Team – Mr. Chavez
English Learner Advisory – Mr. Chavez
Communications – Mrs. Burns, Mr. Harris
Facility Funding – Mrs. Burns, Mr. Harris
Rubidoux High Blue Ribbon – Mrs. Burns, Mrs. Brewer
Safe Schools – Mrs. Brewer

ADJOURNMENT

JURUPA UNIFIED SCHOOL DISTRICT

Pesticide Use

PRODUCT		1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Avert Gel Formula	(grams)	0.00	0.00	0.00	3.50	14.80	4.00	0.00	0.00	0.00	0.00
Avitrol	(pounds)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.50
Borid	(grams)	0.00	4.00	0.00	3.20	0.20	0.46	1.00	0.00	0.00	0.50
CB 80 Extra	(ounces)	0.00	0.00	0.00	0.50	0.00	1.00	0.00	0.00	0.00	0.00
Dragnet SFR	(ounces)	0.00	0.00	0.00	1.90	0.20	1.10	0.00	0.00	0.00	0.00
Drione	(pounds)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	8.00
Dursban PT-70	(ounces)	3.10	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Dursban Pro WSP	(ounces)	1.00	1.30	0.20	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Fluor Guard	(grams)	0.00	0.00	0.00	0.00	8.32	3.04	0.49	0.00	0.00	0.00
Fumitoxin Tablets	(pounds)	19.44	0.00	0.00	0.00	558.20	340.40	439.10	795.90	658.10	537.60
Intruder HPX-20	(ounces)	0.00	0.00	0.00	0.00	0.30	0.00	0.00	0.00	0.00	0.00
Maki Mini Block	(pounds)	0.00	0.00	0.00	0.25	0.00	0.00	0.00	0.00	0.00	0.00
Maxforce Granular	(grams)	0.00	0.00	0.20	3.00	1.00	0.00	0.00	0.00	0.00	0.00
Maxforce Gel	(grams)	0.00	0.00	0.20	0.30	0.00	0.00	0.00	0.00	0.00	0.00
Phantom	(ounces)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.25
Powerplan D	(ounces)	0.00	0.00	5.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prevail	(ounces)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.50
Ronstar G	(pounds)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	818.00	0.00
Roundup Pro	(gallons)	36.18	33.89	32.95	29.11	30.24	23.12	19.40	22.73	39.46	26.17
Suspend	(ounces)	0.00	0.00	1.00	8.30	0.00	0.00	0.00	0.00	0.00	25.53
Talstar One	(ounces)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	136.60	0.30	20.52
Tempo 20 WP	(grams)	9.50	9.90	2.00	0.00	1.13	18.93	46.12	0.00	0.00	0.00
Tempo 20 Power Pak	(grams)	0.00	0.00	0.00	0.00	0.00	1.93	0.00	0.00	0.00	0.00
Termidor SC	(ounces)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	45.25	182.40	108.39
Terro Ant Killer	(ounces)	0.00	0.00	0.00	0.60	3.96	37.44	23.03	8.46	0.00	0.00
Vikor	(ounces)	0.00	0.00	0.50	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Wasp Freeze	(ounces)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2.00
Wilco Squirrel Bait	(pounds)	43.00	10.00	6.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00


AVERT GEL FORMULA
(Roach Control)
Grams
16
14
12
10
8
6
4
2
0
14.8
3.5
4
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0
0
0.00
1997
1998
1999
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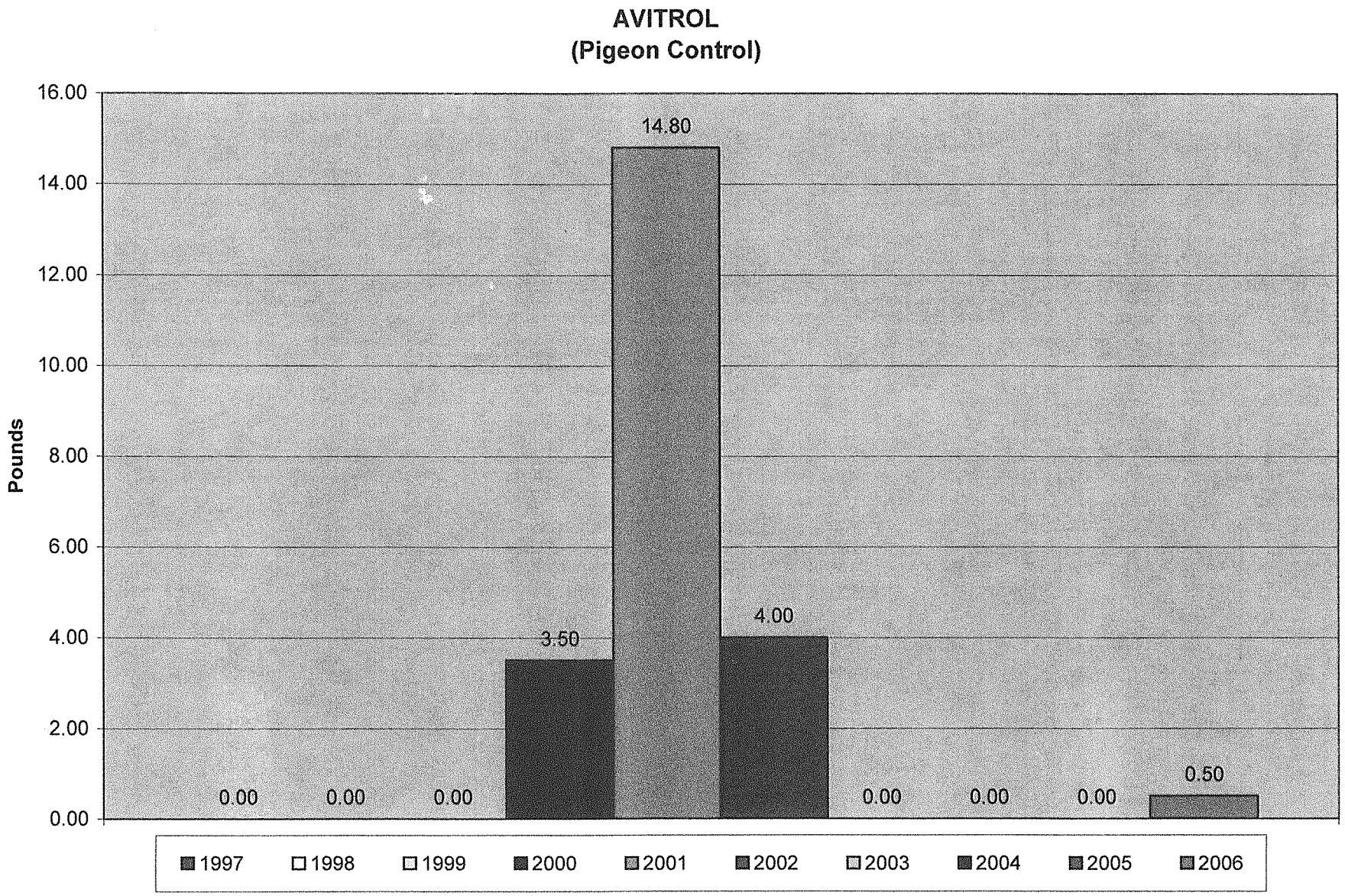
2006

5-b
R-2


AVITROL
(Pigeon Control)
Pounds
16.00
14.00
12.00
10.00
8.00
6.00
4.00
2.00
0.00
0.00
0.00
0.00
3.50
14.80
4.00
0.00
0.00
0.00
0.50
1997
1998
1999
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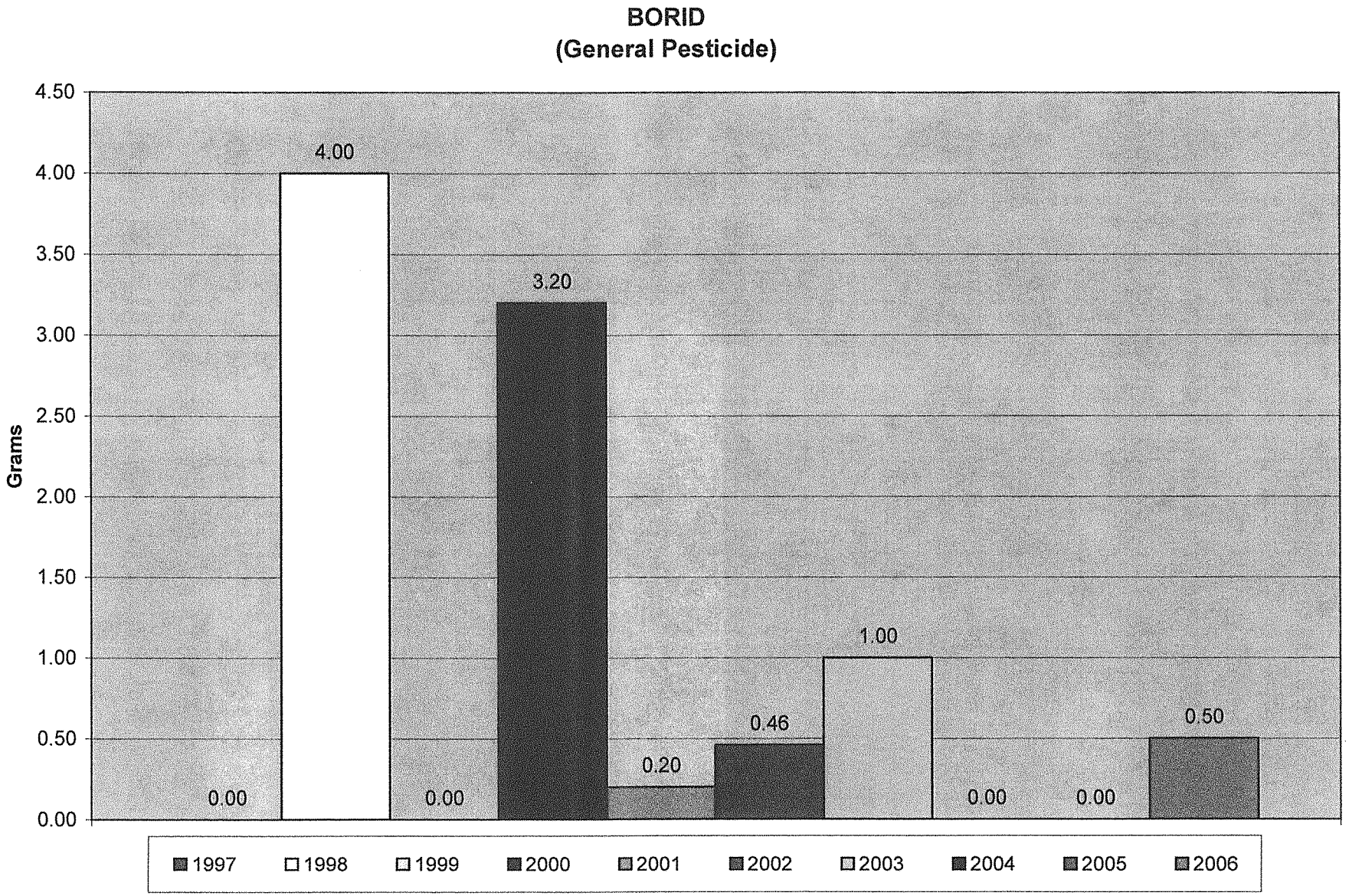
2001
2002
2003
2004
2005
2006

5-15
08.35


BORID
(General Pesticide)
Grams
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
0.00
4.00
0.00
3.20
0.20
0.46
1.00
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0.00
0.50
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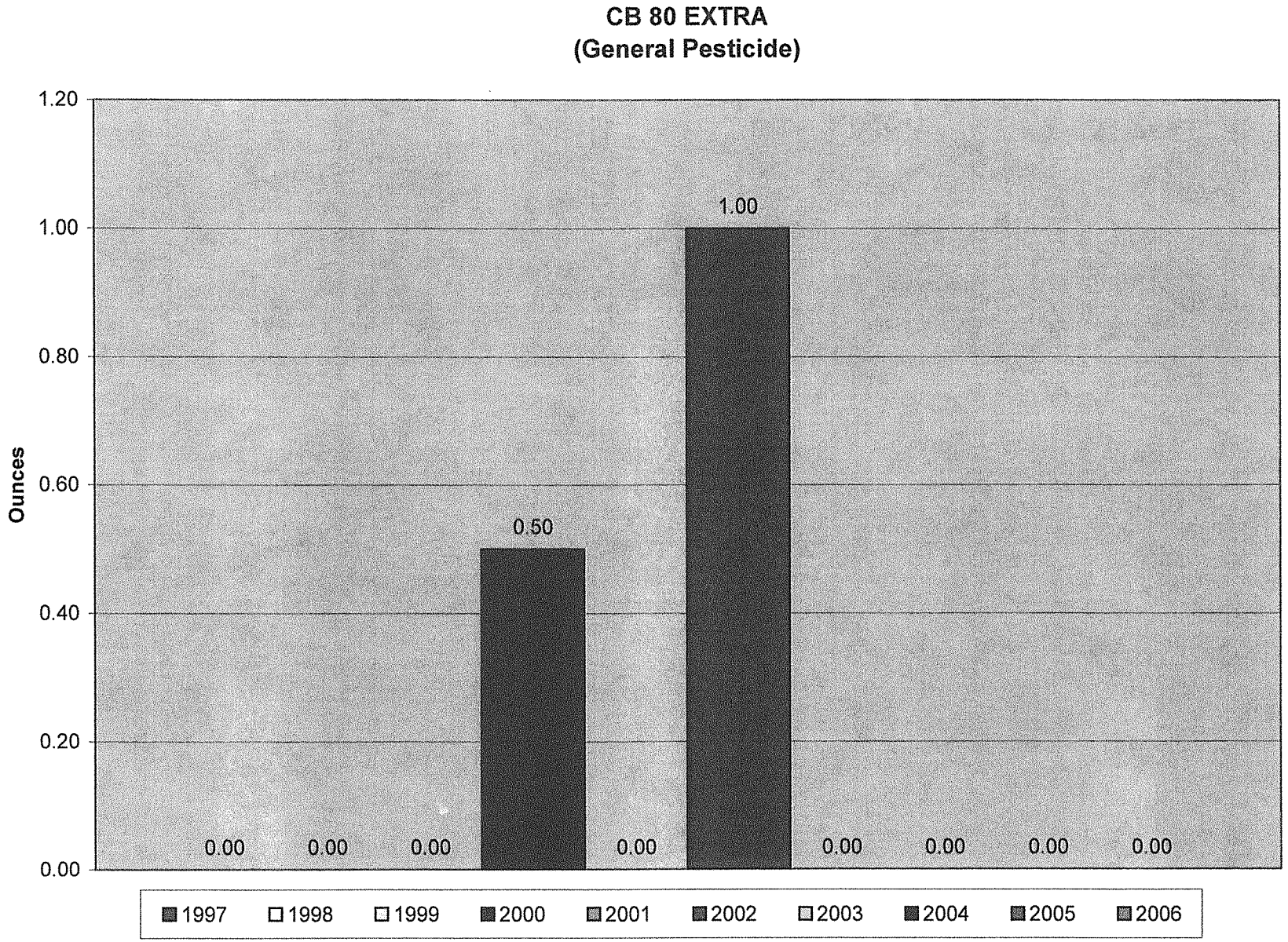
2006

5-6 pg 4


CB 80 EXTRA
(General Pesticide)
Ounces
1.20
1.00
0.80
0.60
0.40
0.20
0.00
0.00
0.00
0.00
0.50
0.00
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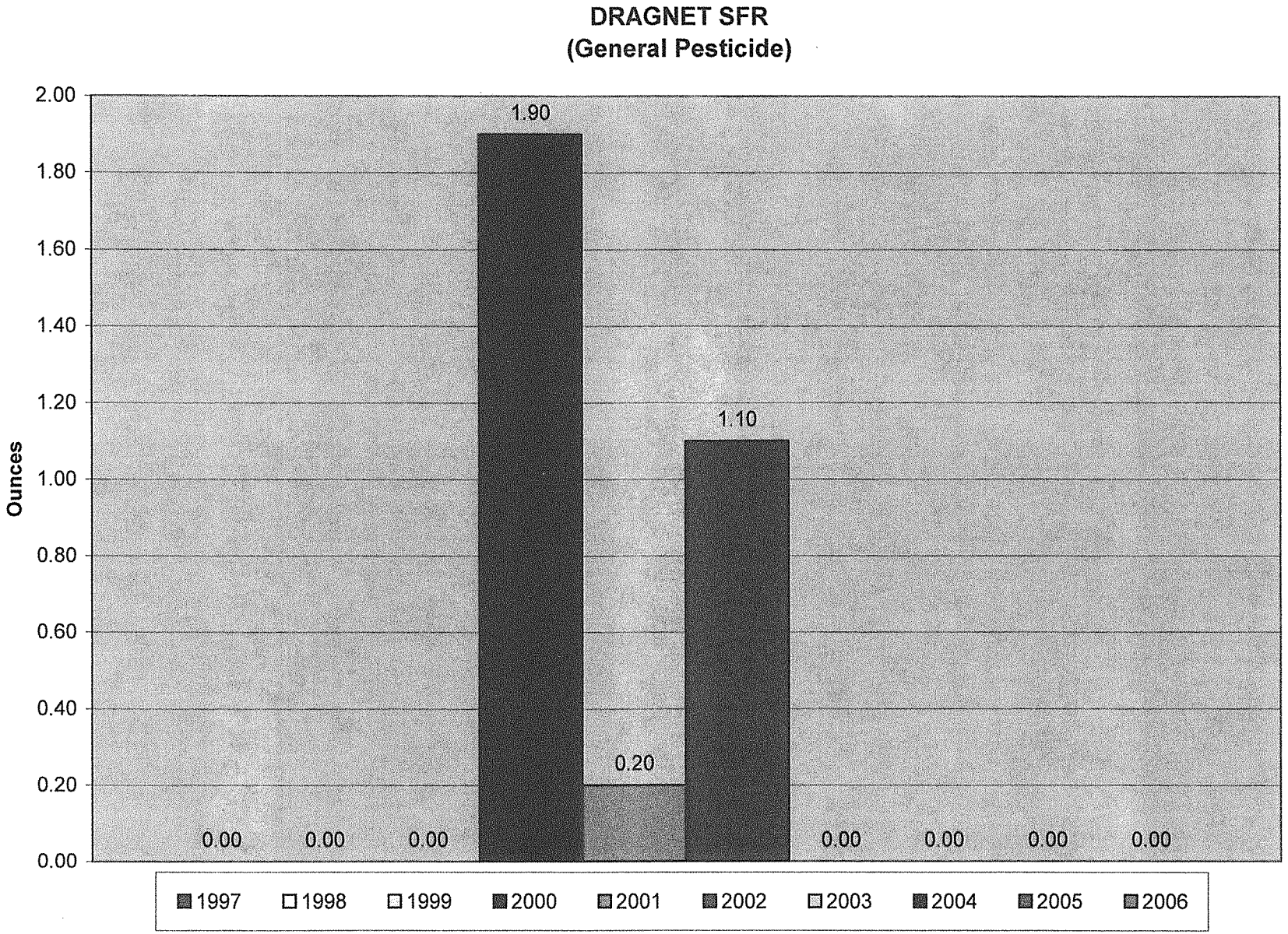
2004
2005
2006

5-6 RAS


DRAGNET SFR
(General Pesticide)
Ounces
2.00
1.80
1.60
1.40
1.20
1.00
0.80
0.60
0.40
0.20
0.00
1.90
1.10
0.20
0.00
0.00
0.00
0.00
0.00
0.00
0.00
1997
1998
1999
2000
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2002
2003
2004
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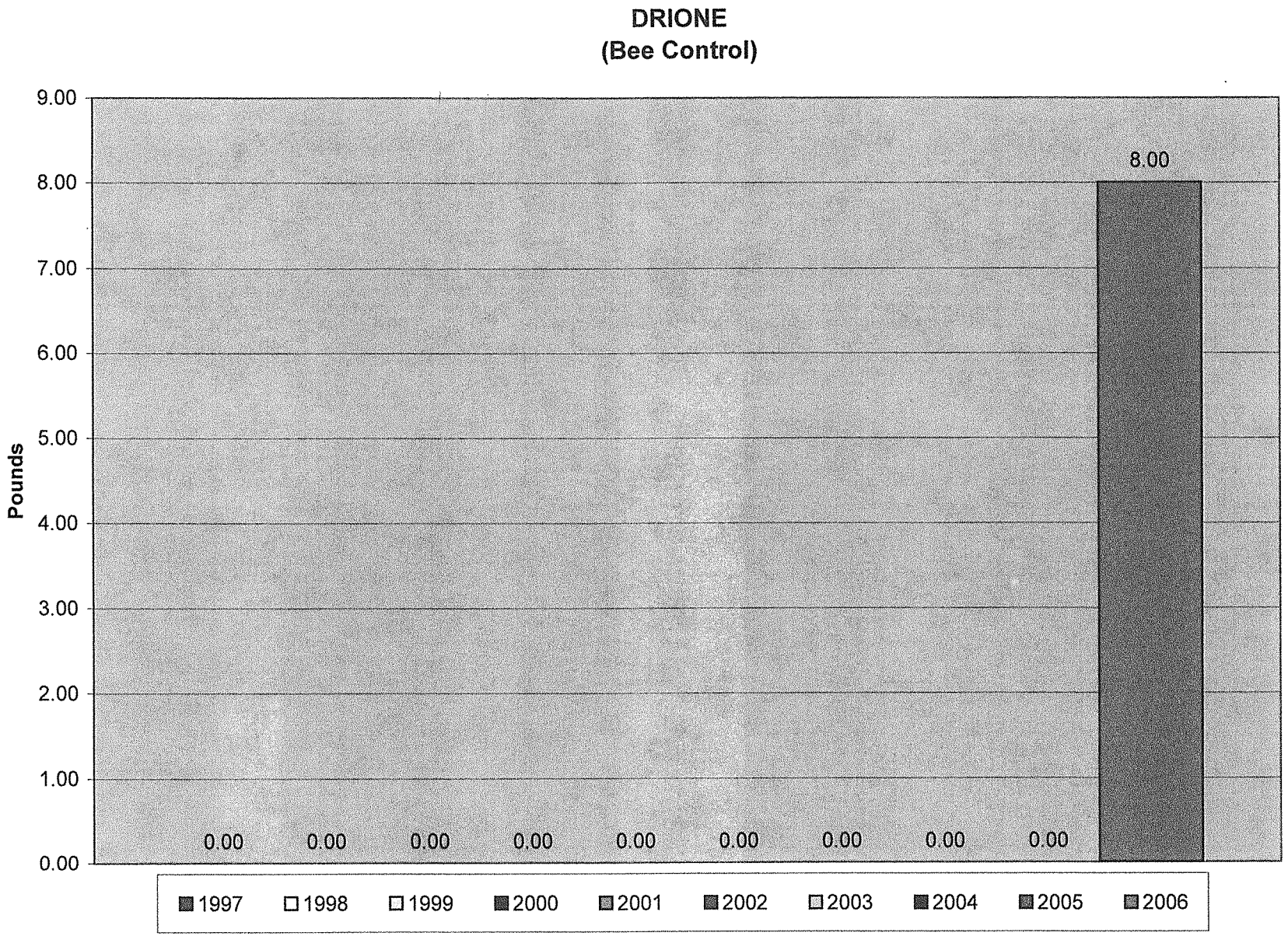
2006

5-6
8.6


DRIONE
(Bee Control)
Pounds
9.00
8.00
7.00
6.00
5.00
4.00
3.00
2.00
1.00
0.00
8.00
0.00
0.00
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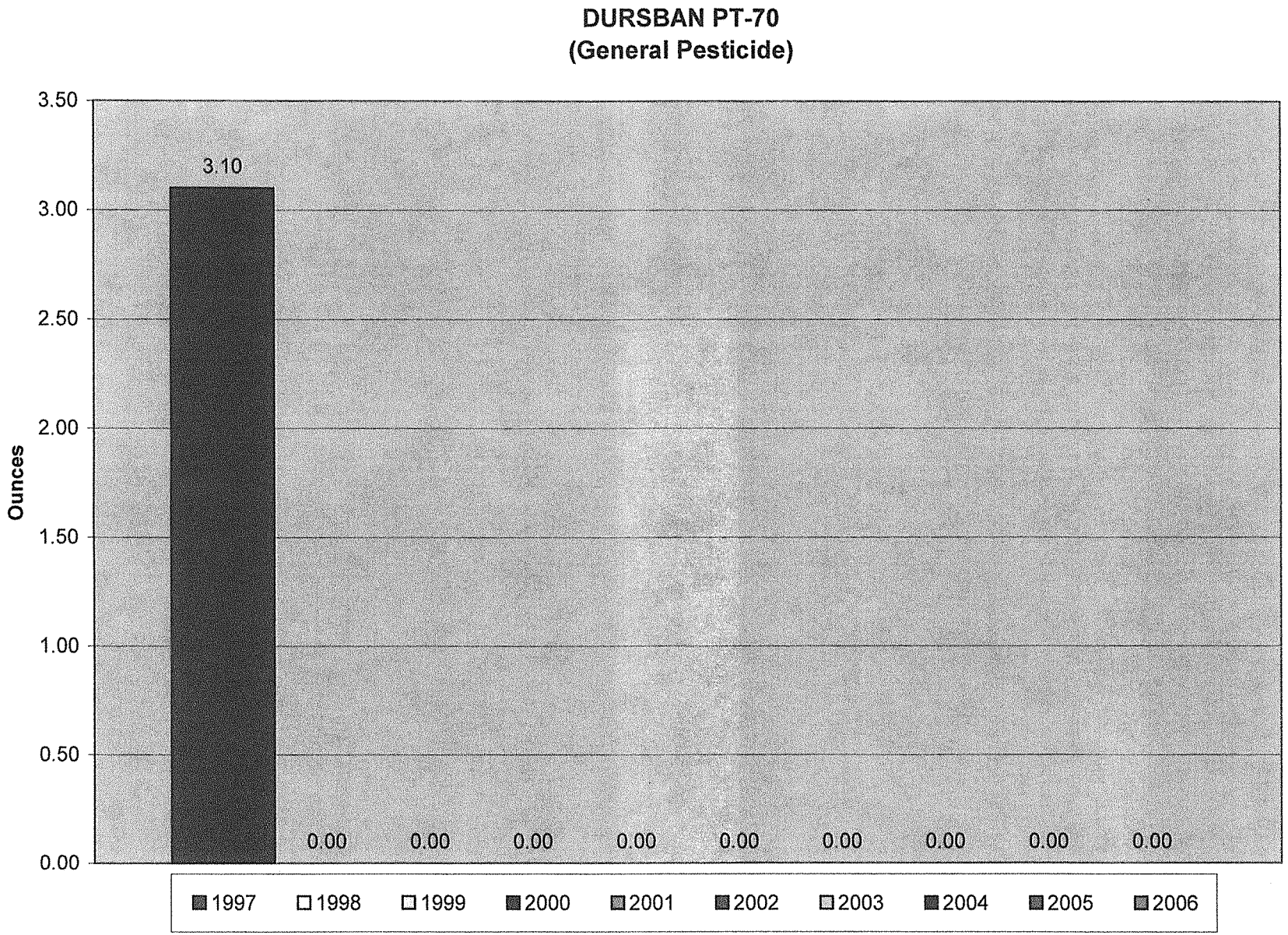
2006


DURSBAN PT-70
(General Pesticide)
Ounces
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
3.10
0.00
0.00
0.00
0.00
0.00
0.00
0.00
0.00
0.00
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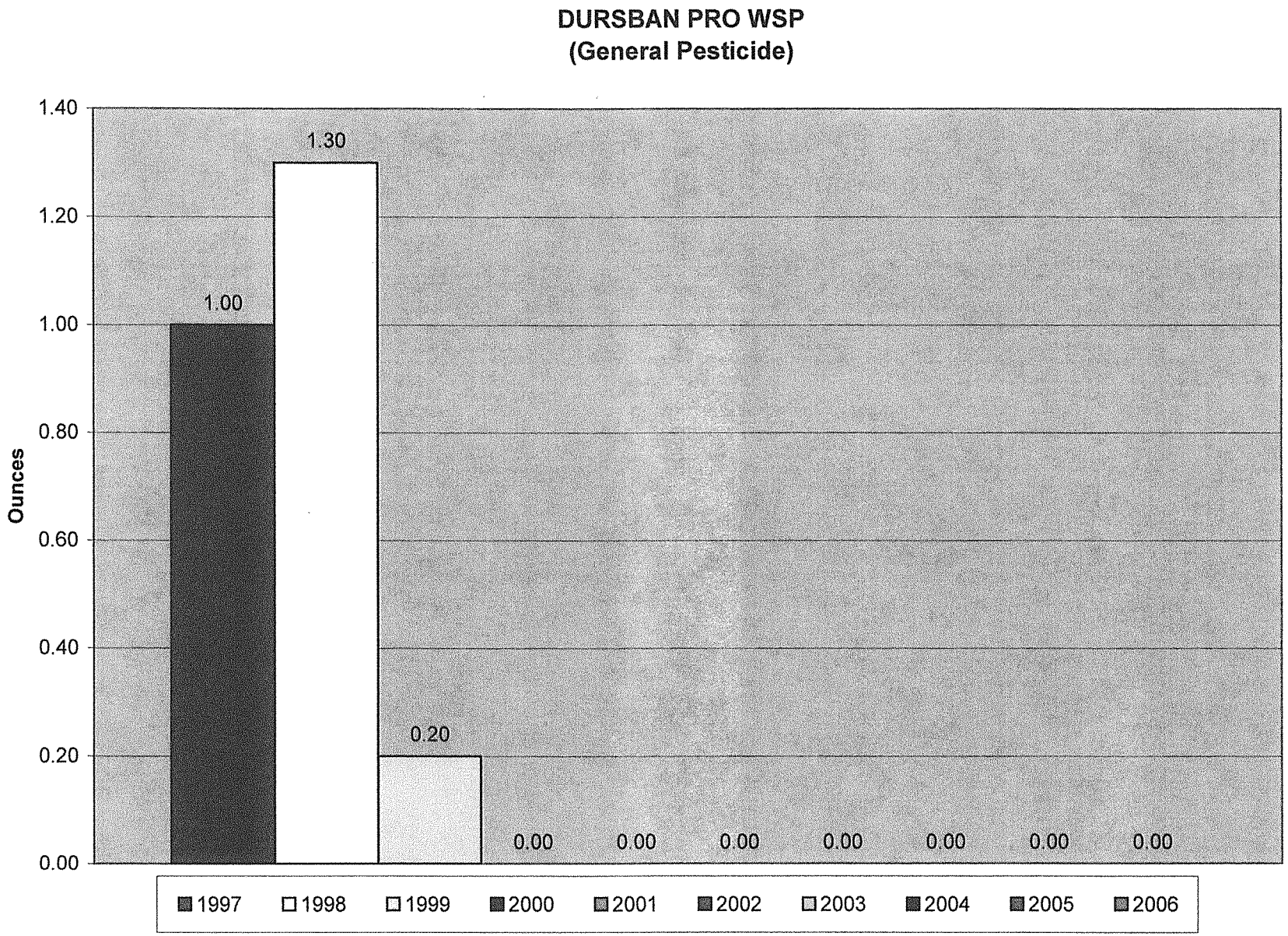
2006

5-b 8.8


DURSBAN PRO WSP
(General Pesticide)
Ounces
1.40
1.20
1.00
0.80
0.60
0.40
0.20
0.00
1.00
1.30
0.20
0.00
0.00
0.00
0.00
0.00
0.00
0.00
1997
1998
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2004
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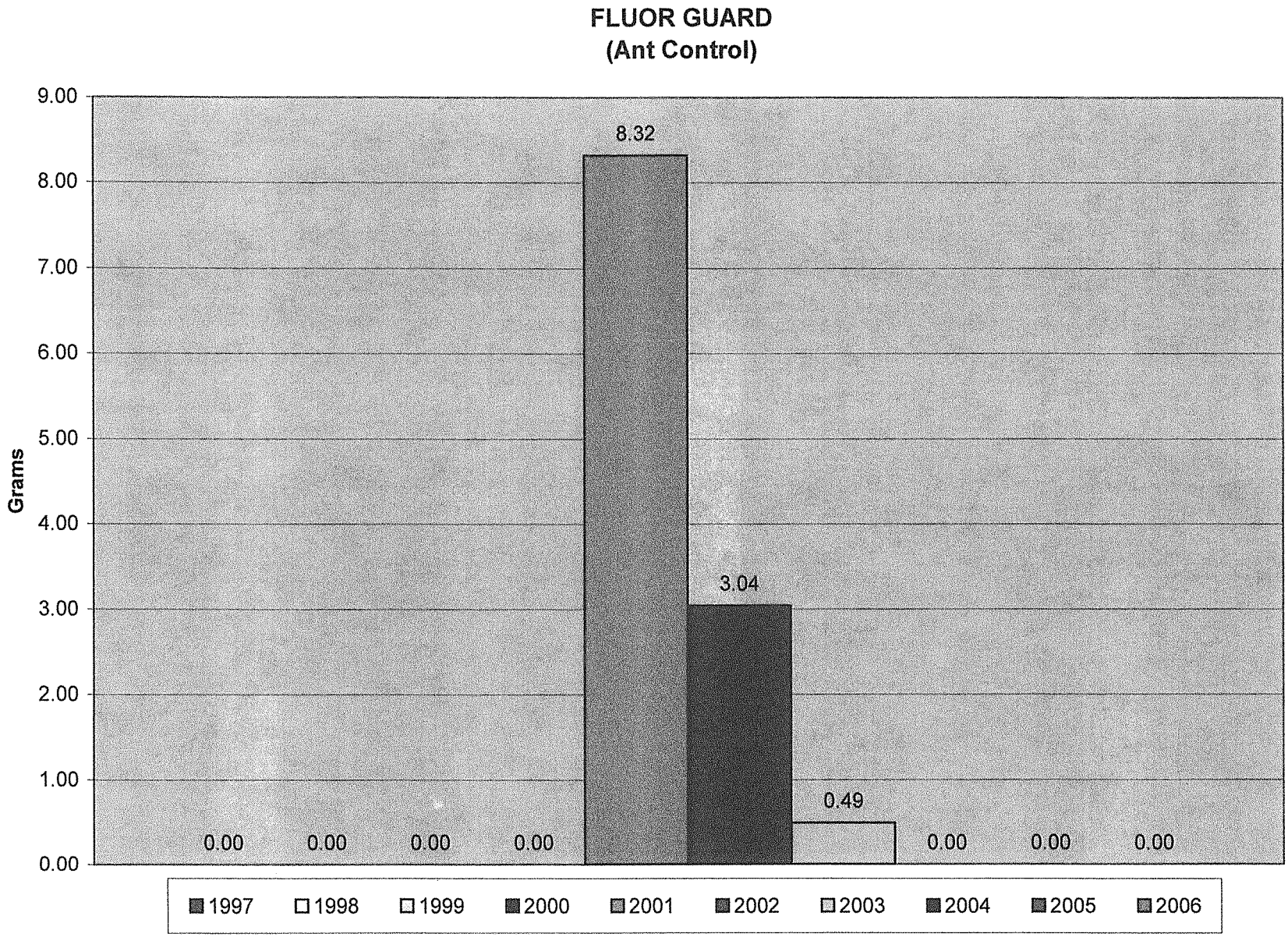
2006

S-69 pg 9


FLUOR GUARD
(Ant Control)
Grams
9.00
8.00
7.00
6.00
5.00
4.00
3.00
2.00
1.00
0.00
8.32
3.04
0.49
0.00
0.00
0.00
0.00
0.00
0.00
0.00
1997
1998
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2004
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2006

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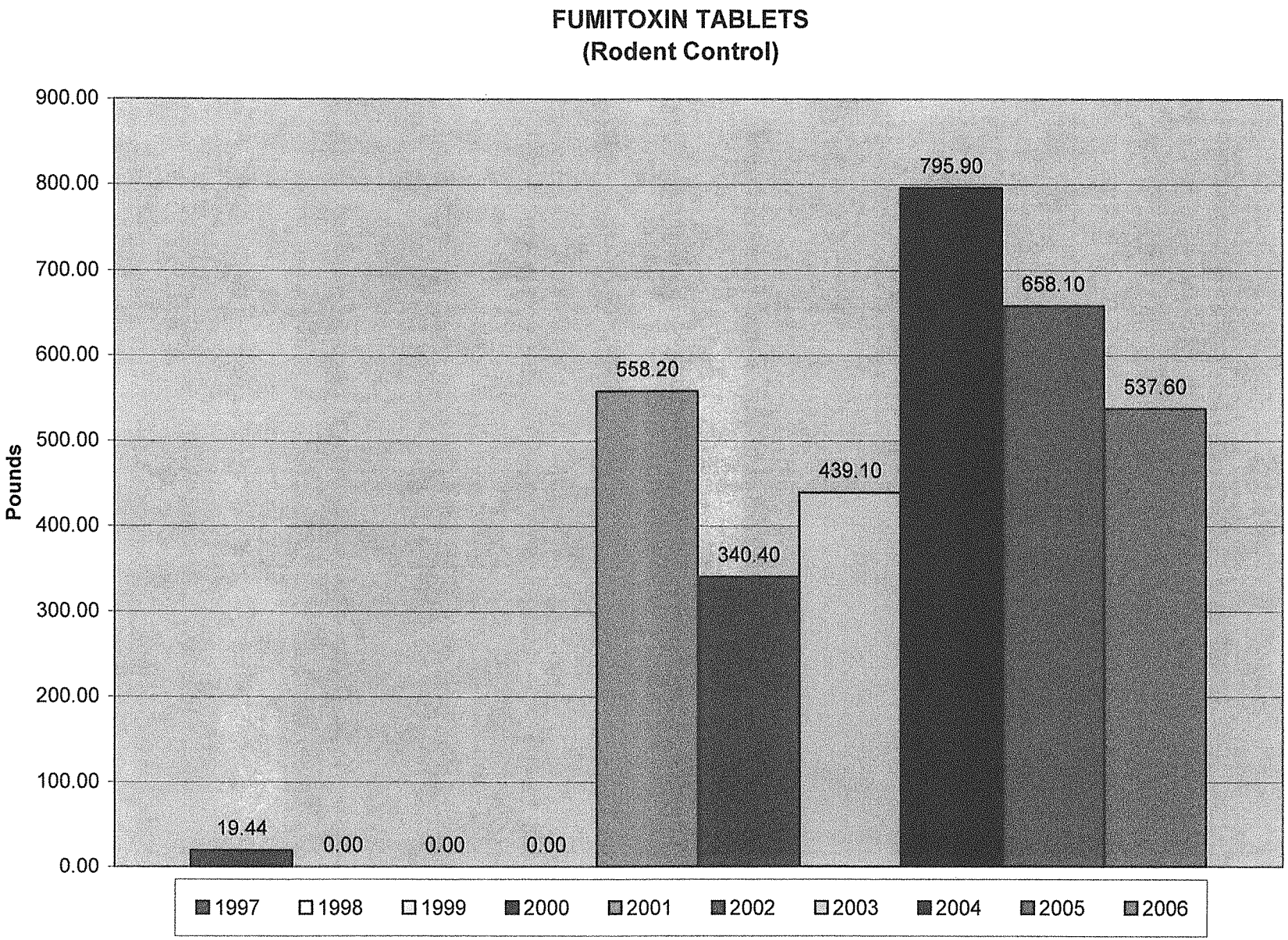
FUMITOXIN TABLETS
(Rodent Control)
Pounds
900.00
800.00
700.00
600.00
500.00
400.00
300.00
200.00
100.00
0.00
19.44
0.00
0.00
0.00
558.20
340.40
439.10
795.90
658.10
537.60
1997
1998
1999
2000
2001
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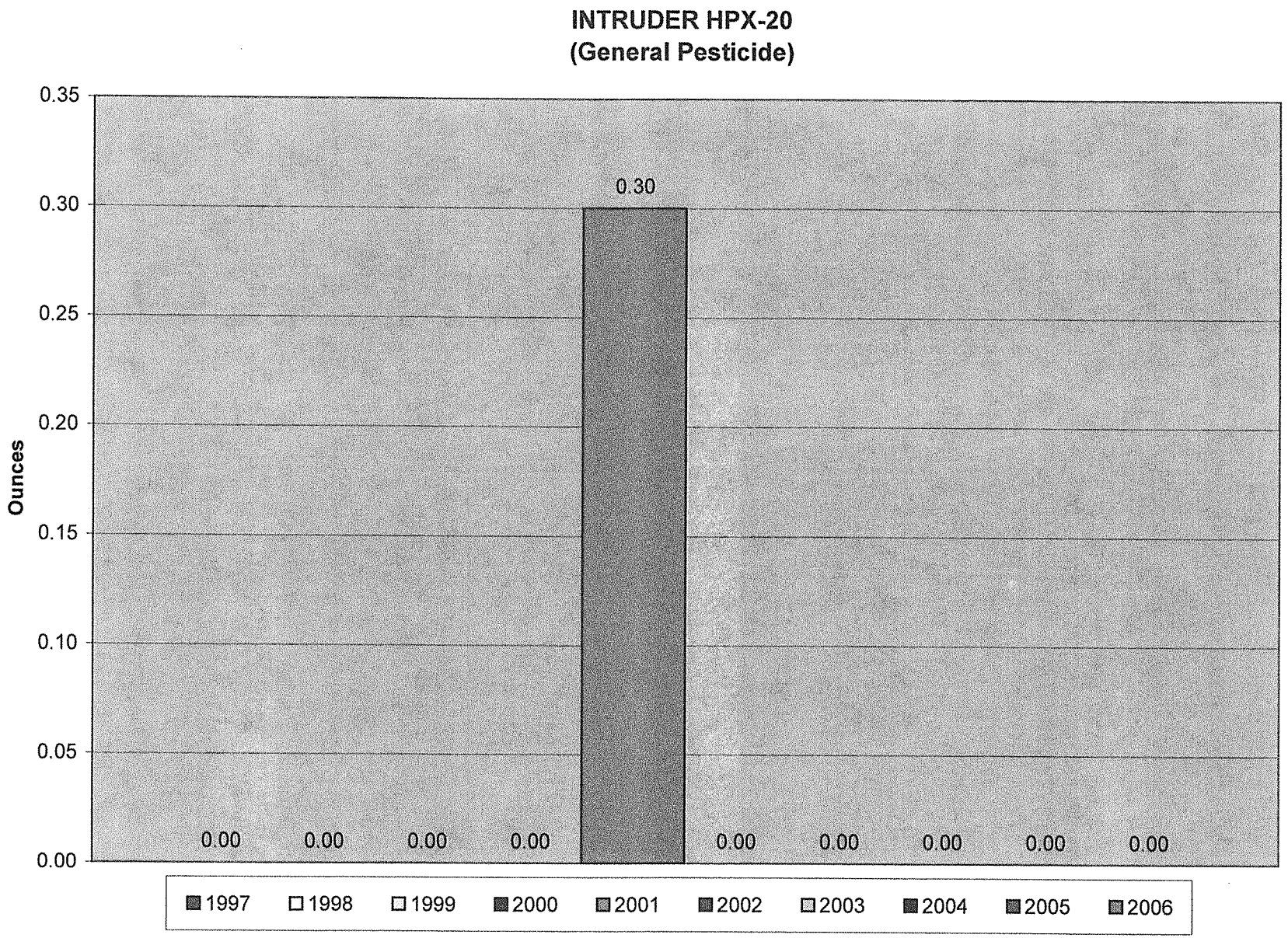
2006

5-6
Bill


INTRUDER HPX-20
(General Pesticide)
Ounces
0.35
0.30
0.25
0.20
0.15
0.10
0.05
0.00
0.30
0.00
0.00
0.00
0.00
0.00
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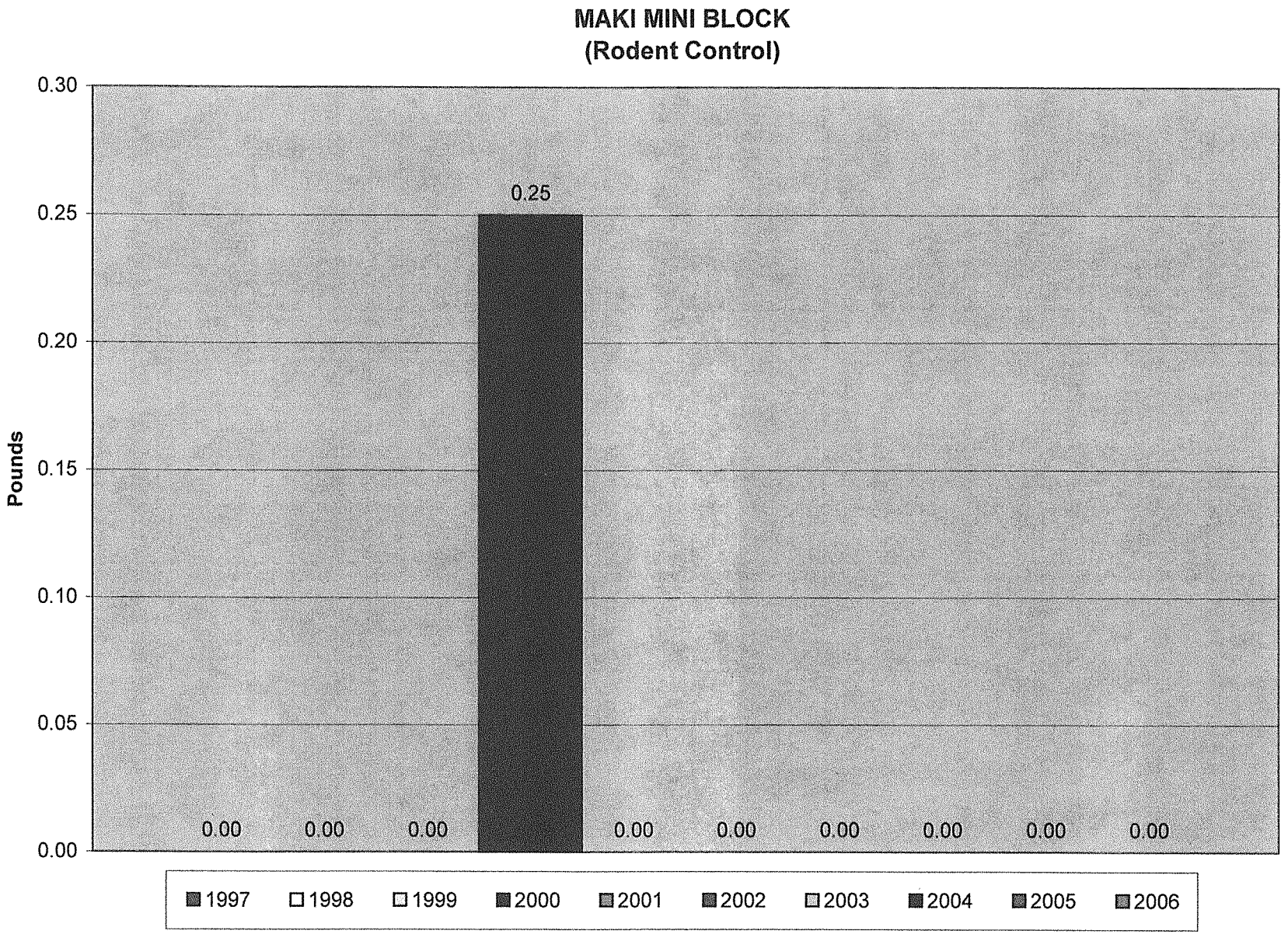
2006

5-6 07-12


MAKI MINI BLOCK
(Rodent Control)
Pounds
0.30
0.25
0.20
0.15
0.10
0.05
0.00
0.25
0.00
0.00
0.00
0.00
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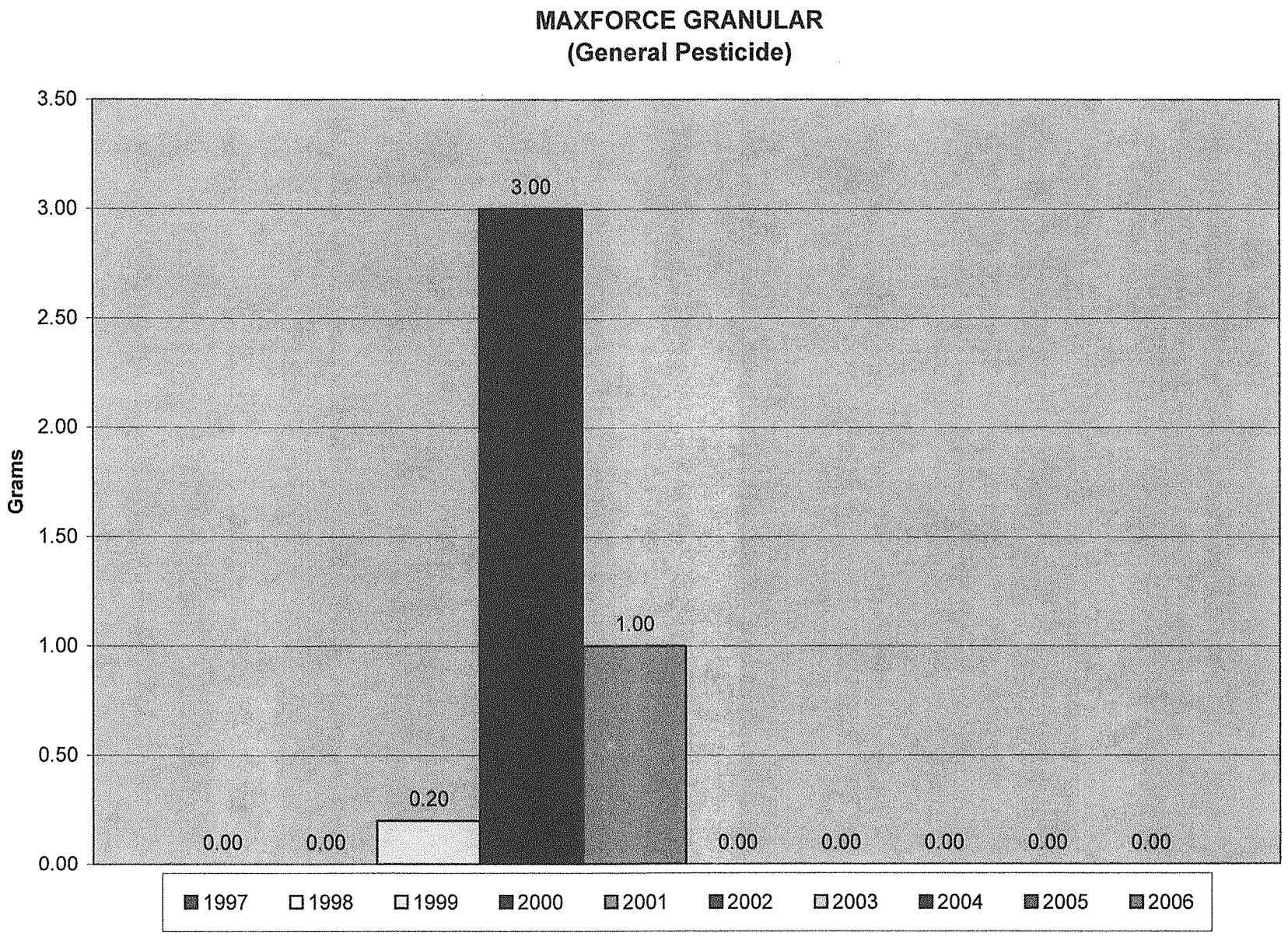
MAXFORCE GRANULAR
(General Pesticide)
Grams
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
3.00
1.00
0.20
0.00
0.00
0.00
0.00
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1997
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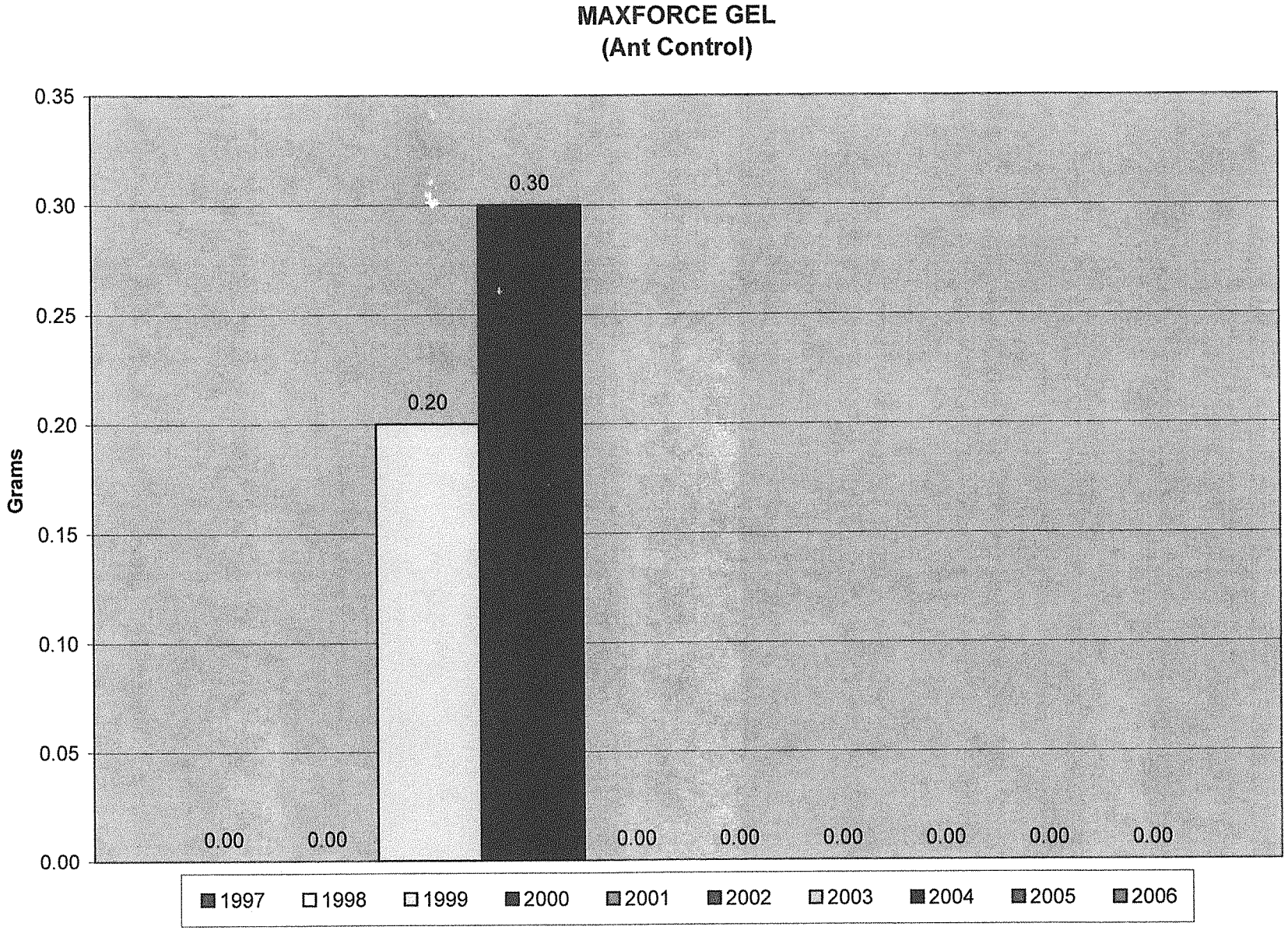
2006


MAXFORCE GEL
(Ant Control)
Grams
0.35
0.30
0.25
0.20
0.15
0.10
0.05
0.00
0.00
0.00
0.20
0.30
0.00
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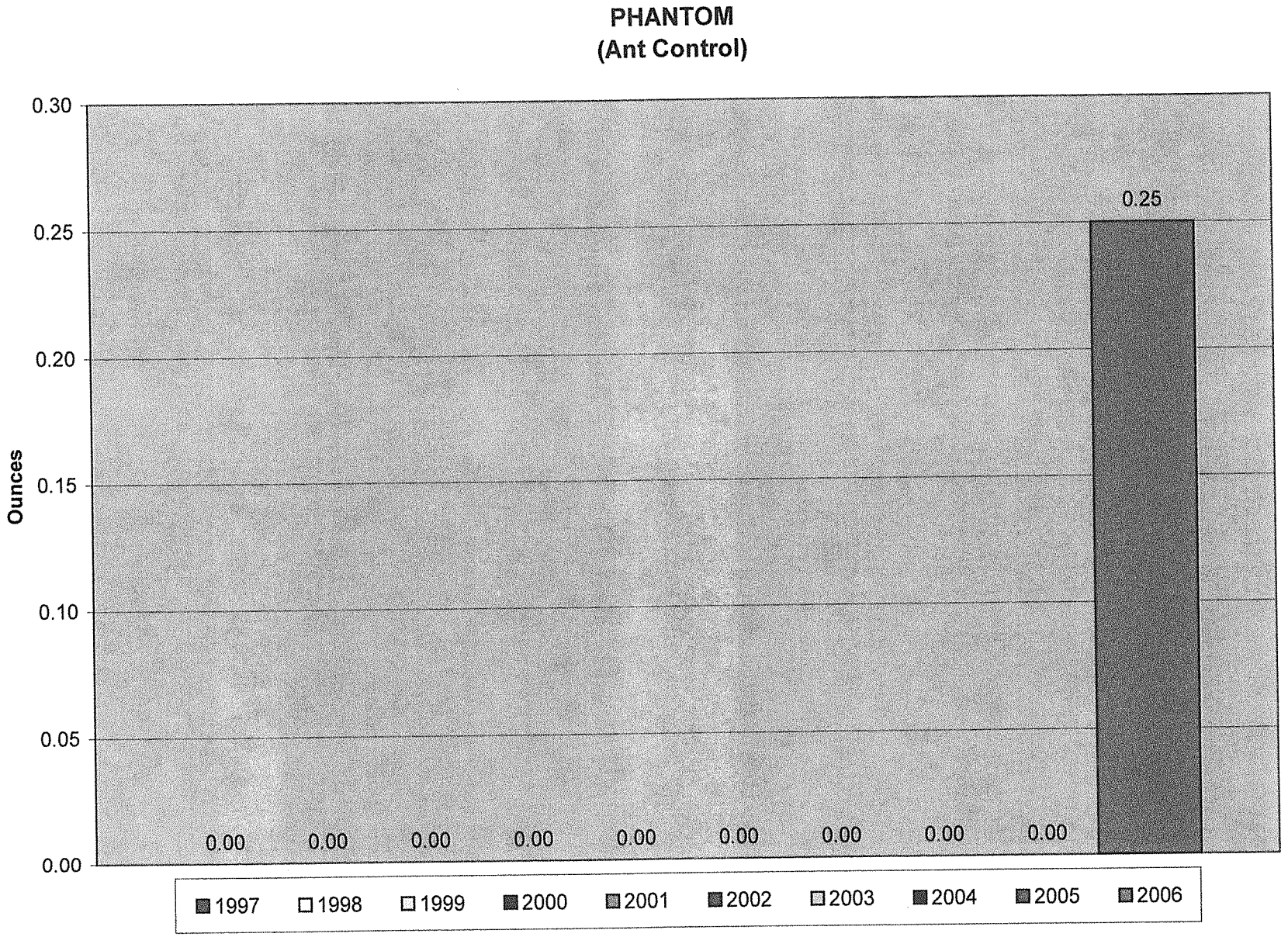
PHANTOM
(Ant Control)
Ounces
0.30
0.25
0.20
0.15
0.10
0.05
0.00
0.25
0.00
0.00
0.00
0.00
0.00
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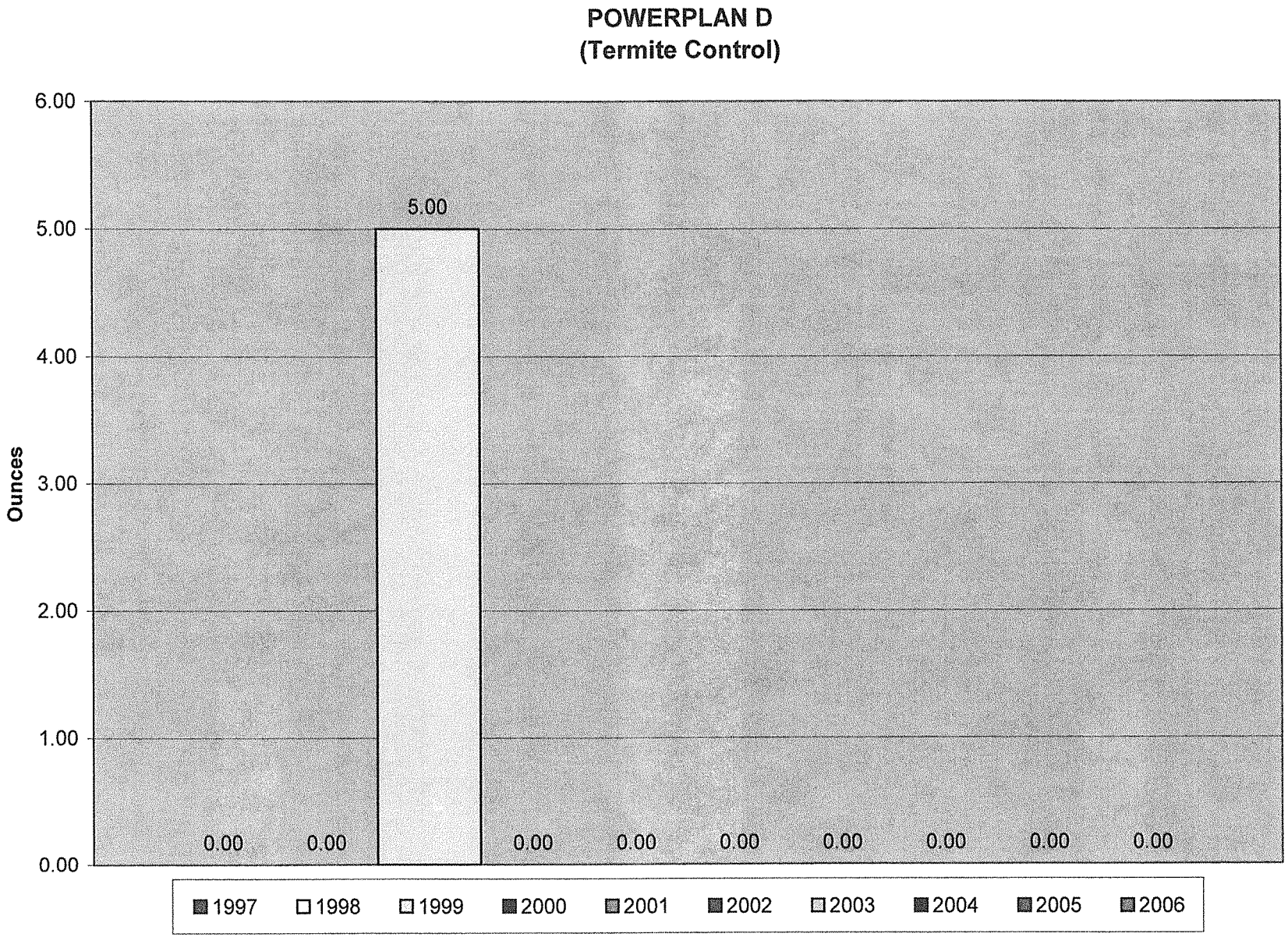
2006

5-6-16


POWERPLAN D
(Termite Control)
Ounces
6.00
5.00
4.00
3.00
2.00
1.00
0.00
5.00
0.00
0.00
0.00
0.00
0.00
0.00
0.00
0.00
0.00
1997
1998
1999
2000
2001
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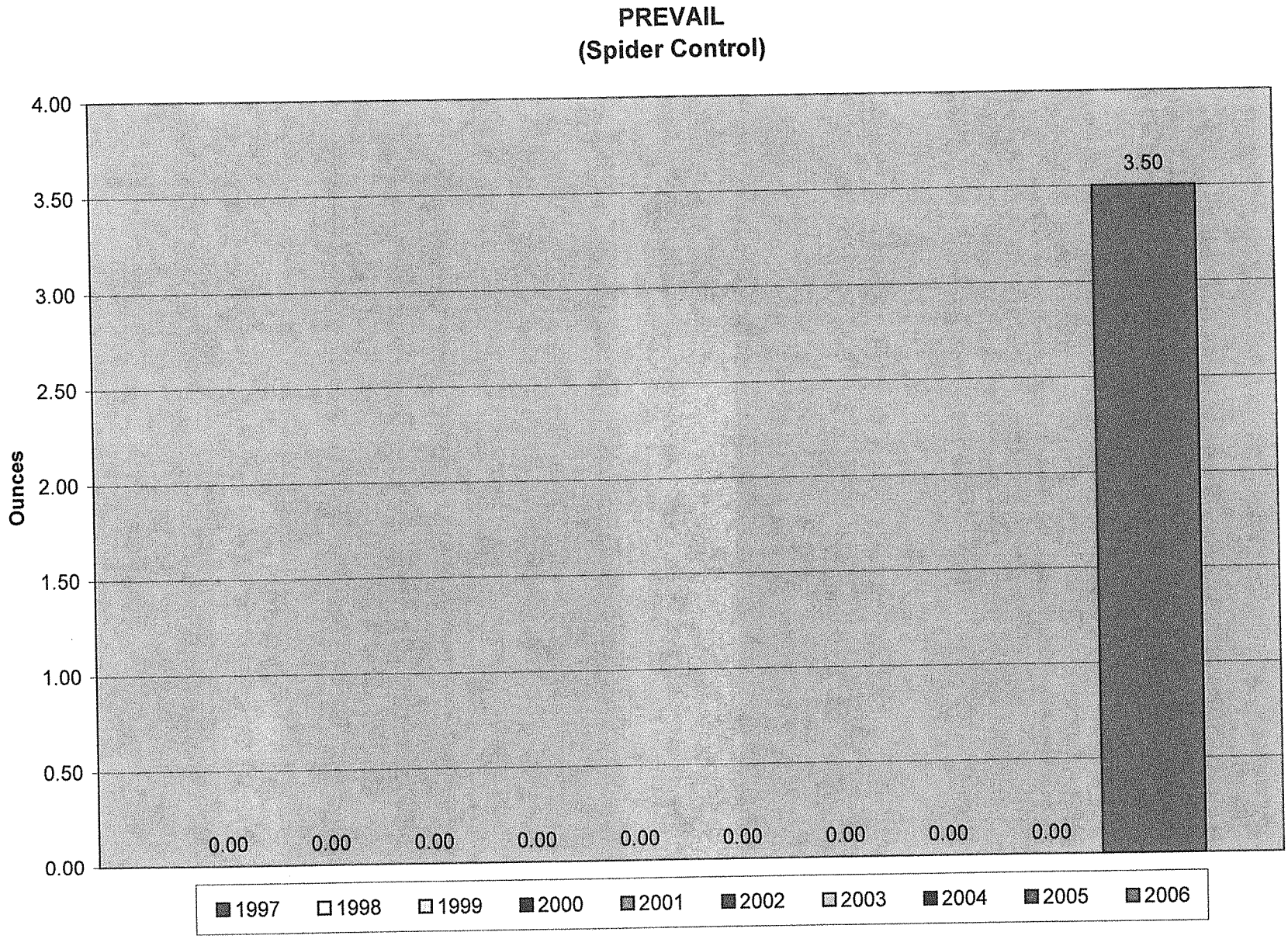
2003
2004
2005
2006


PREVAIL
(Spider Control)
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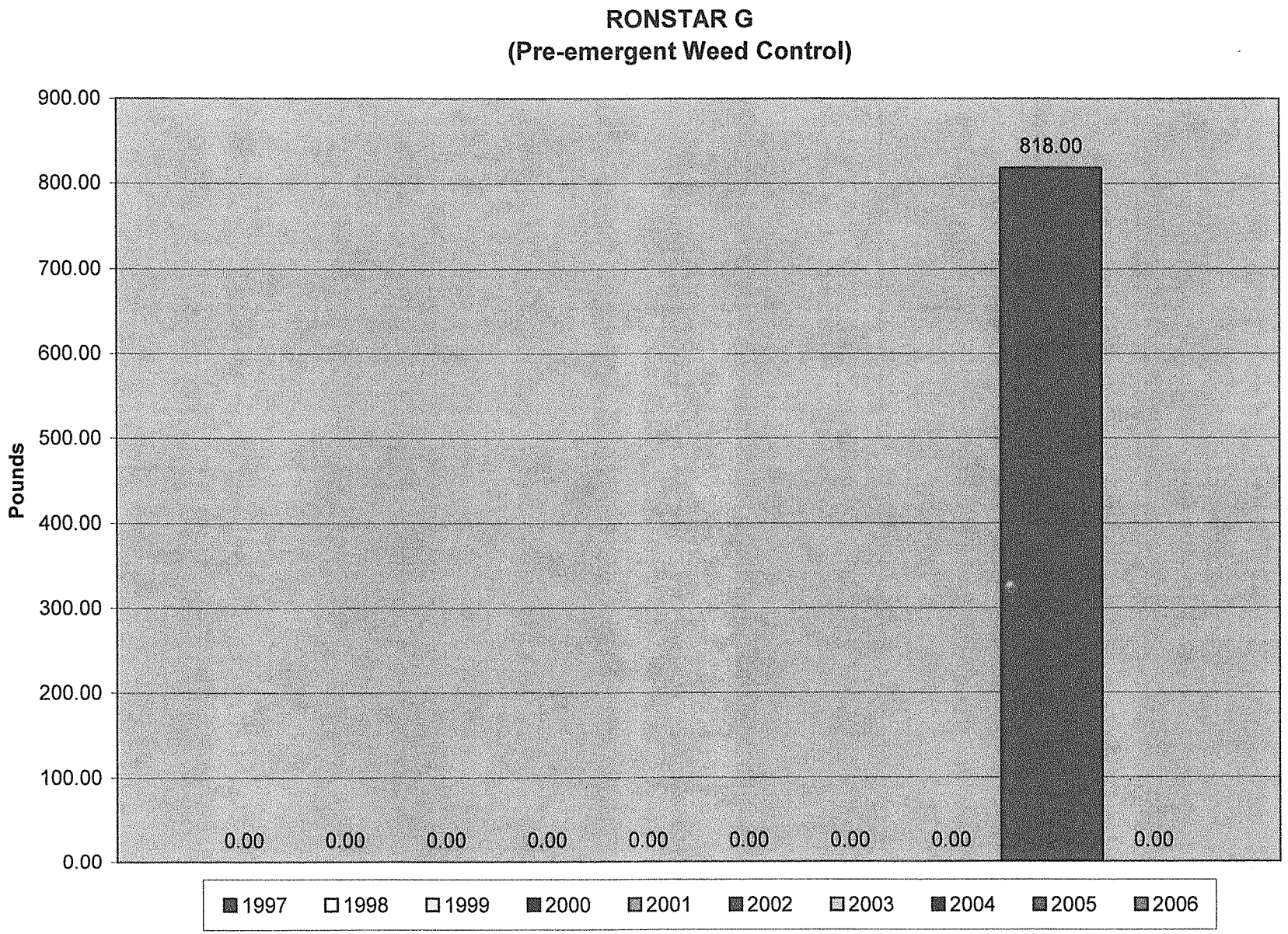
RONSTAR G
(Pre-emergent Weed Control)
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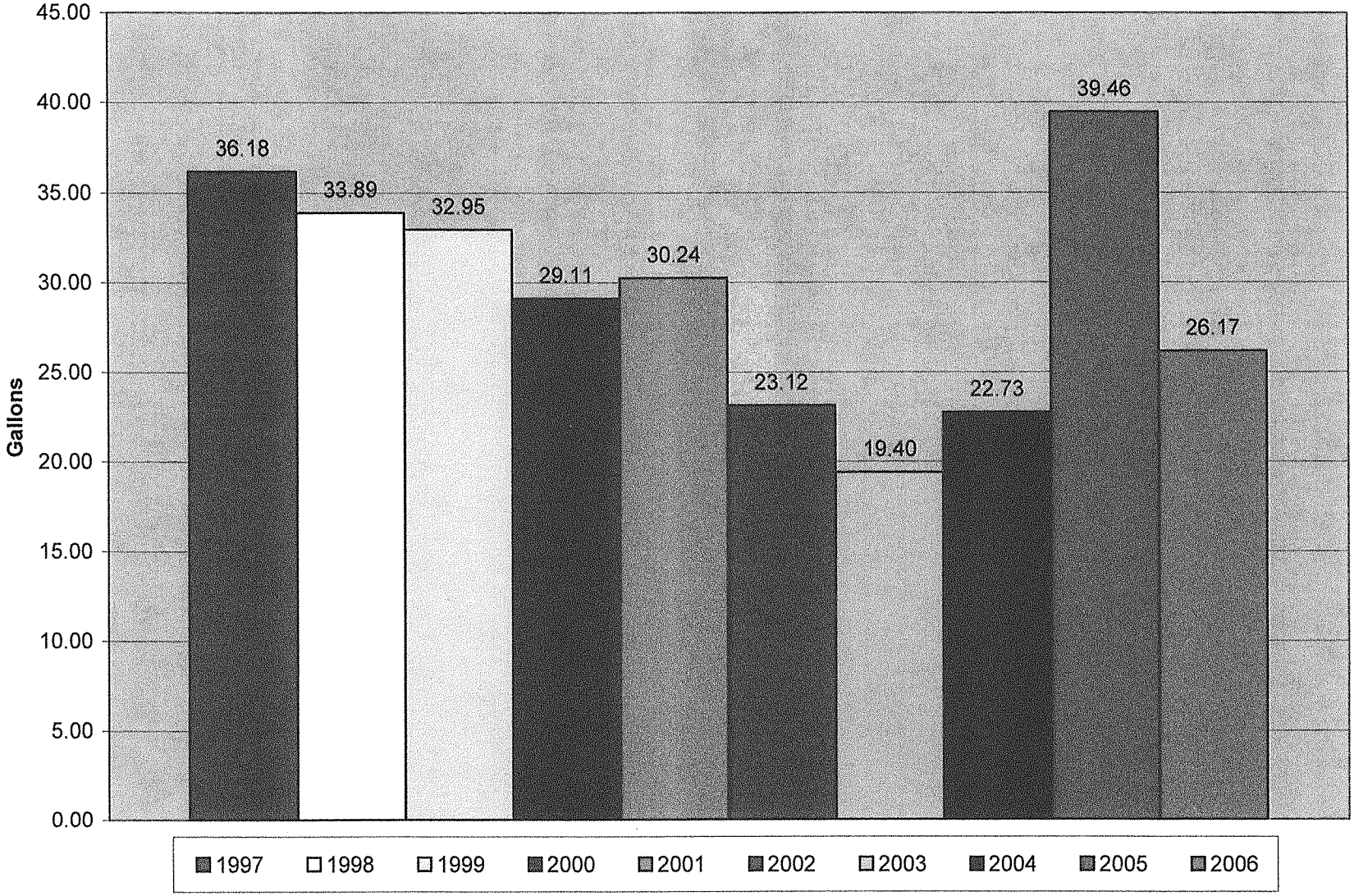
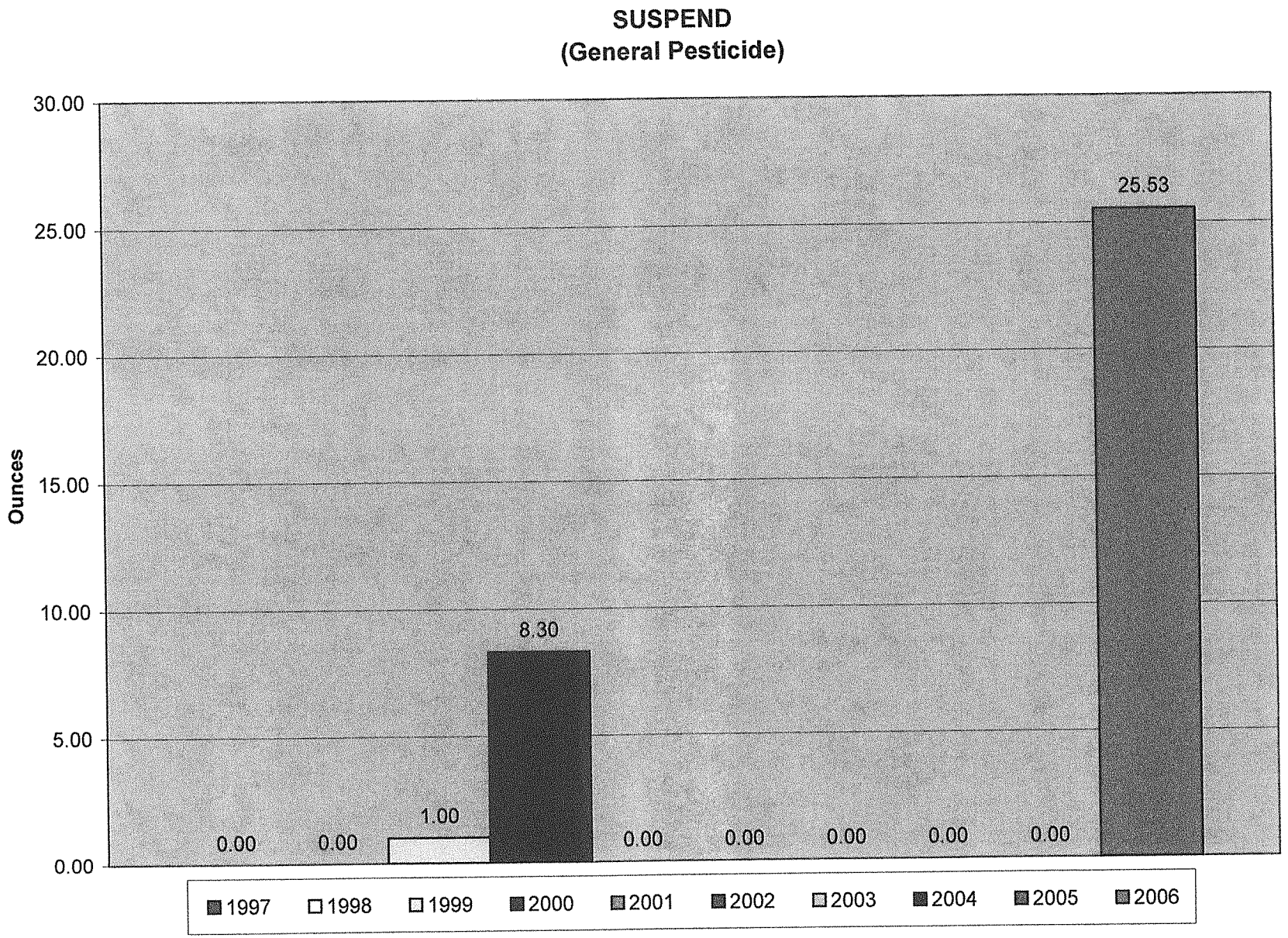
(Systemic Weed Control)



5-6-20


SUSPEND
(General Pesticide)
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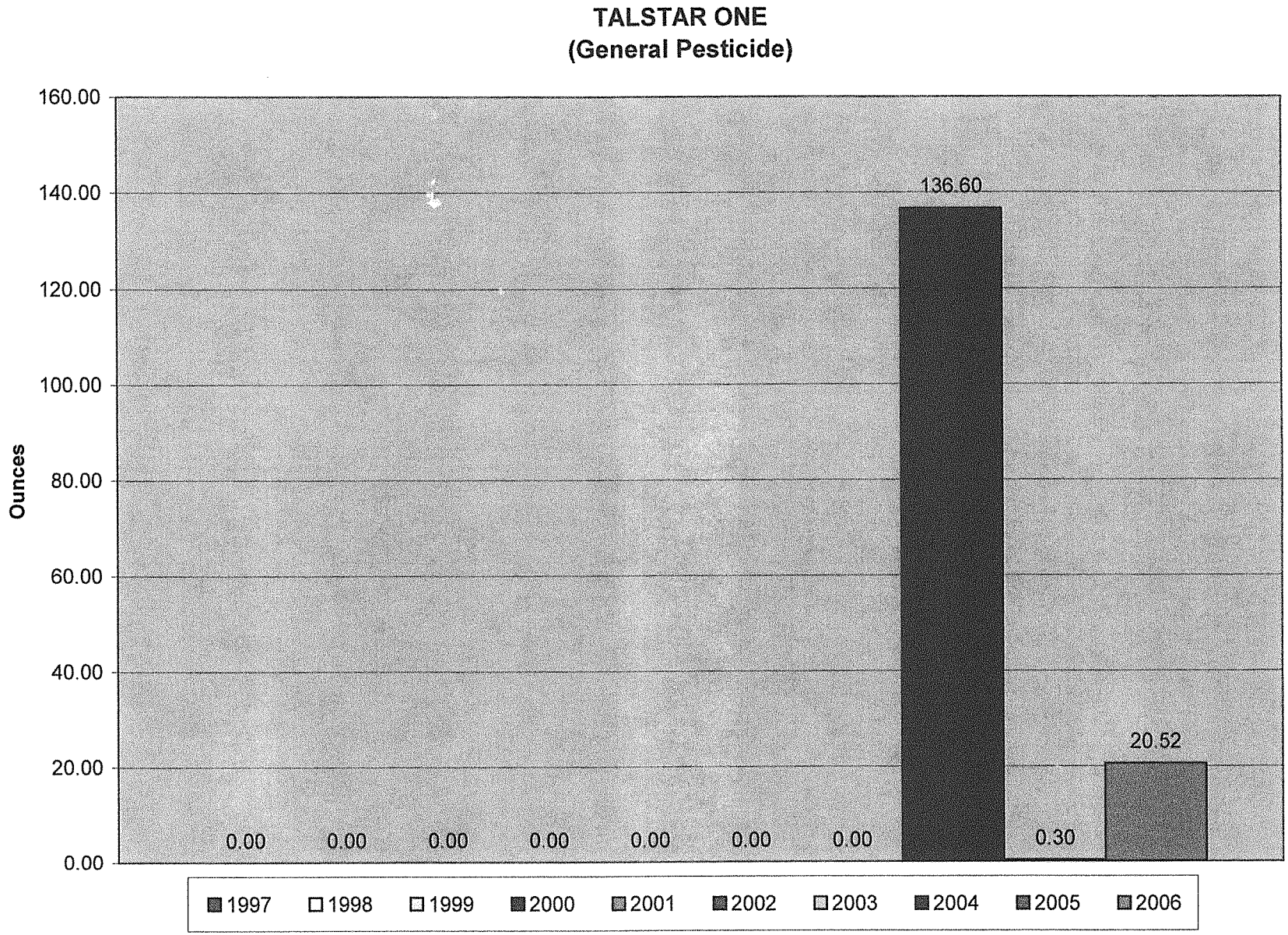
TALSTAR ONE
(General Pesticide)
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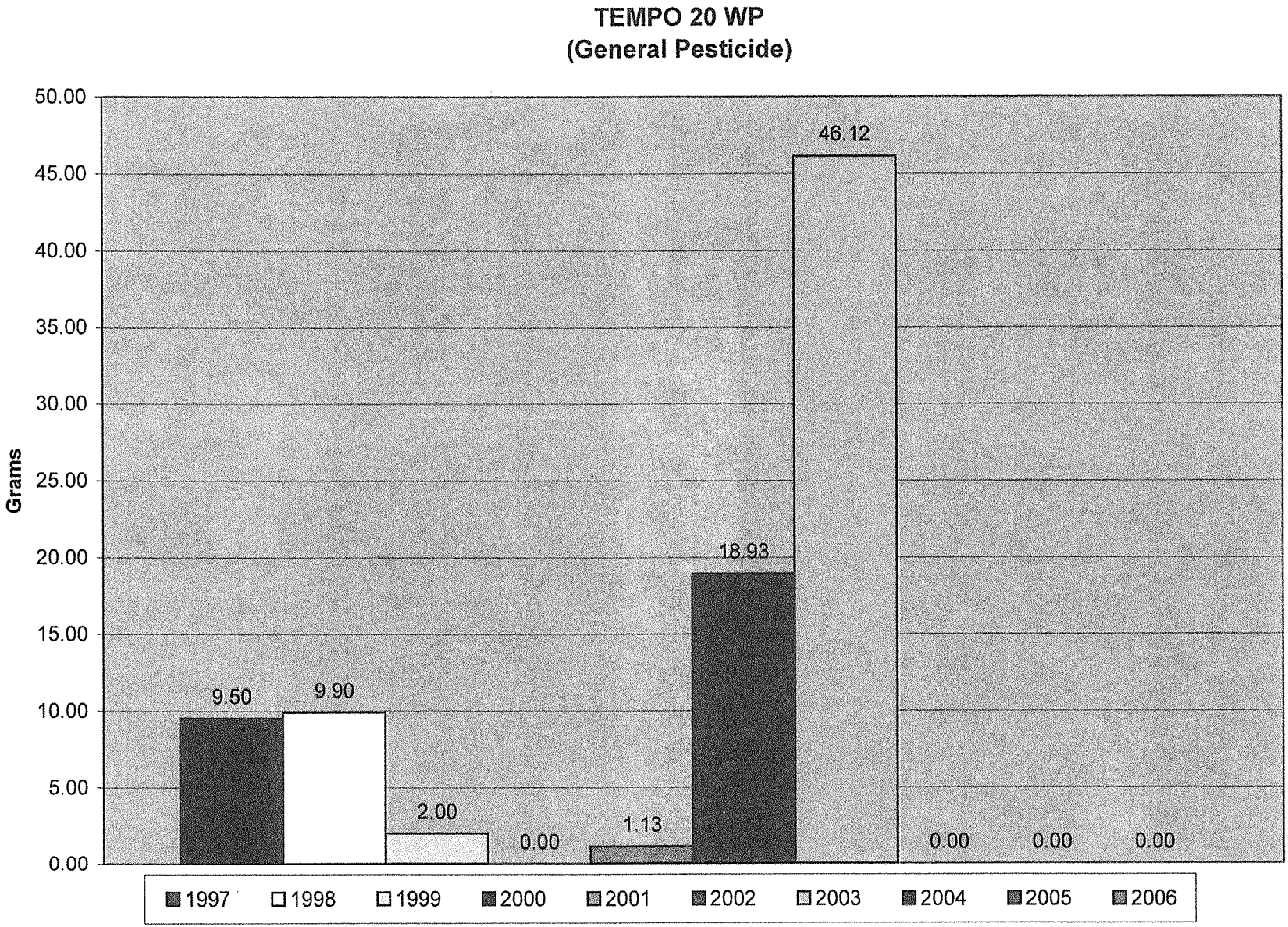
TEMPO 20 WP
(General Pesticide)
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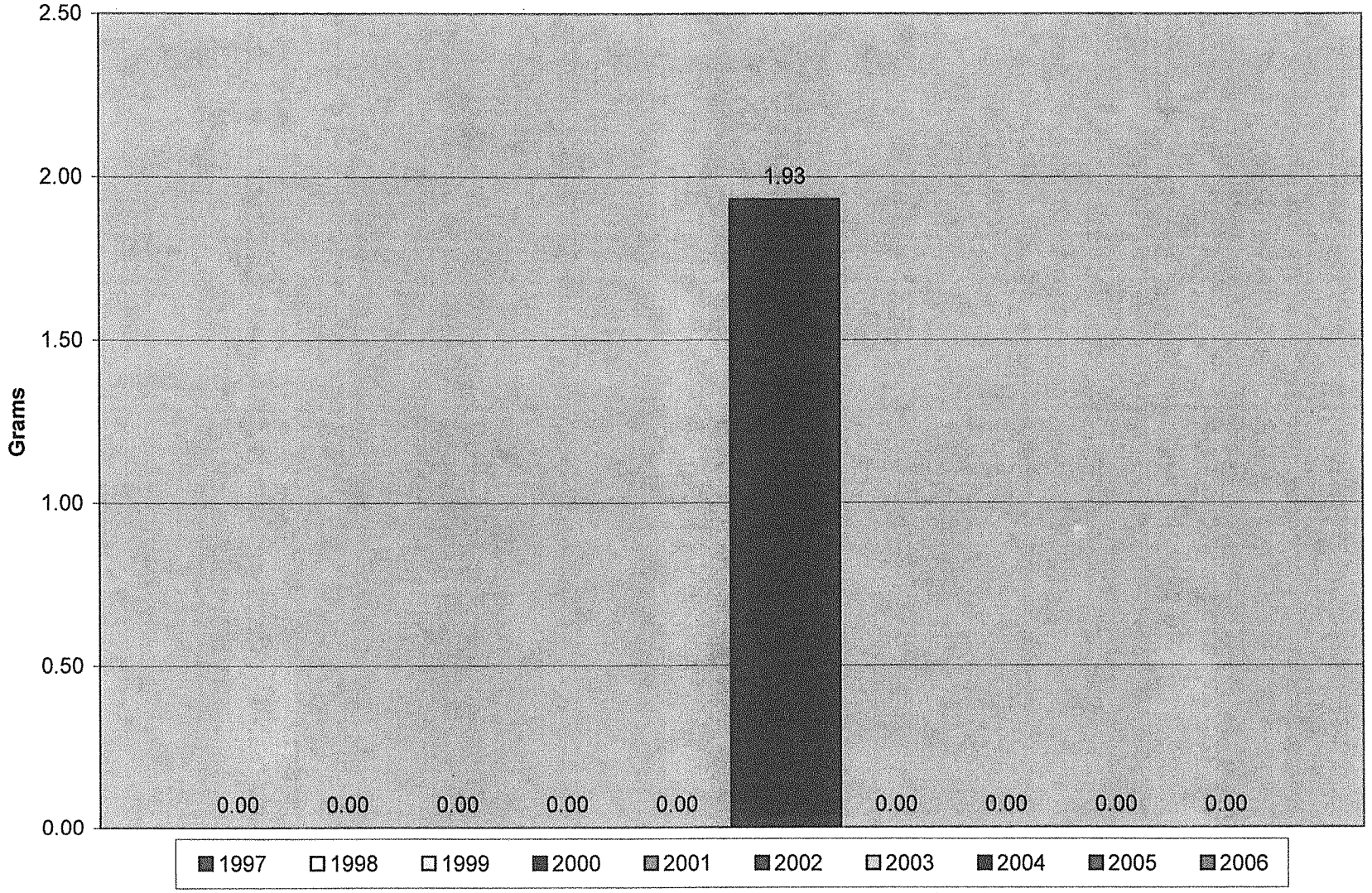
TEMPO 20 POWER PAK
(General Pesticide)



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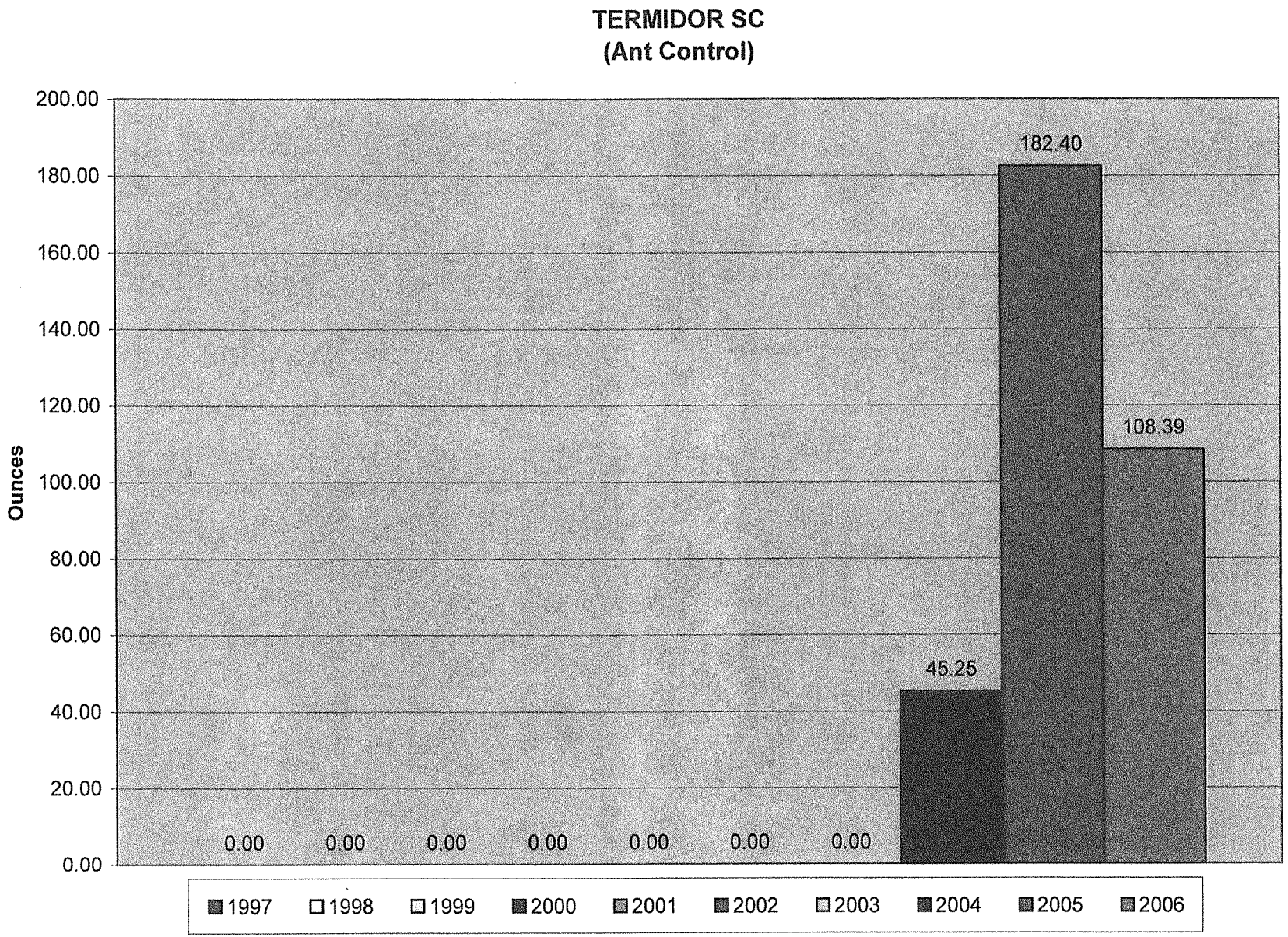
TERMIDOR SC
(Ant Control)
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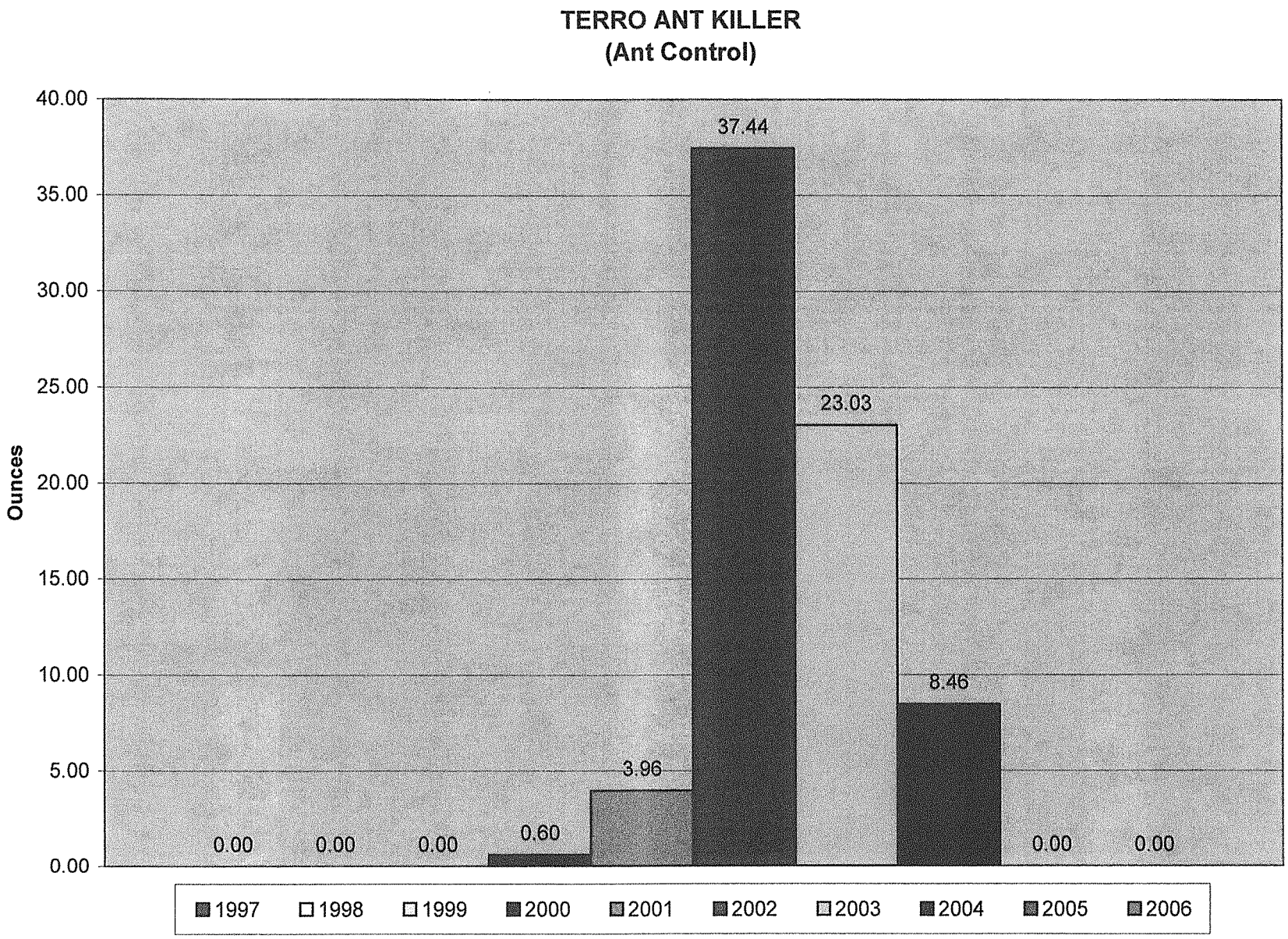
5-9 Pg. 25


TERRO ANT KILLER
(Ant Control)
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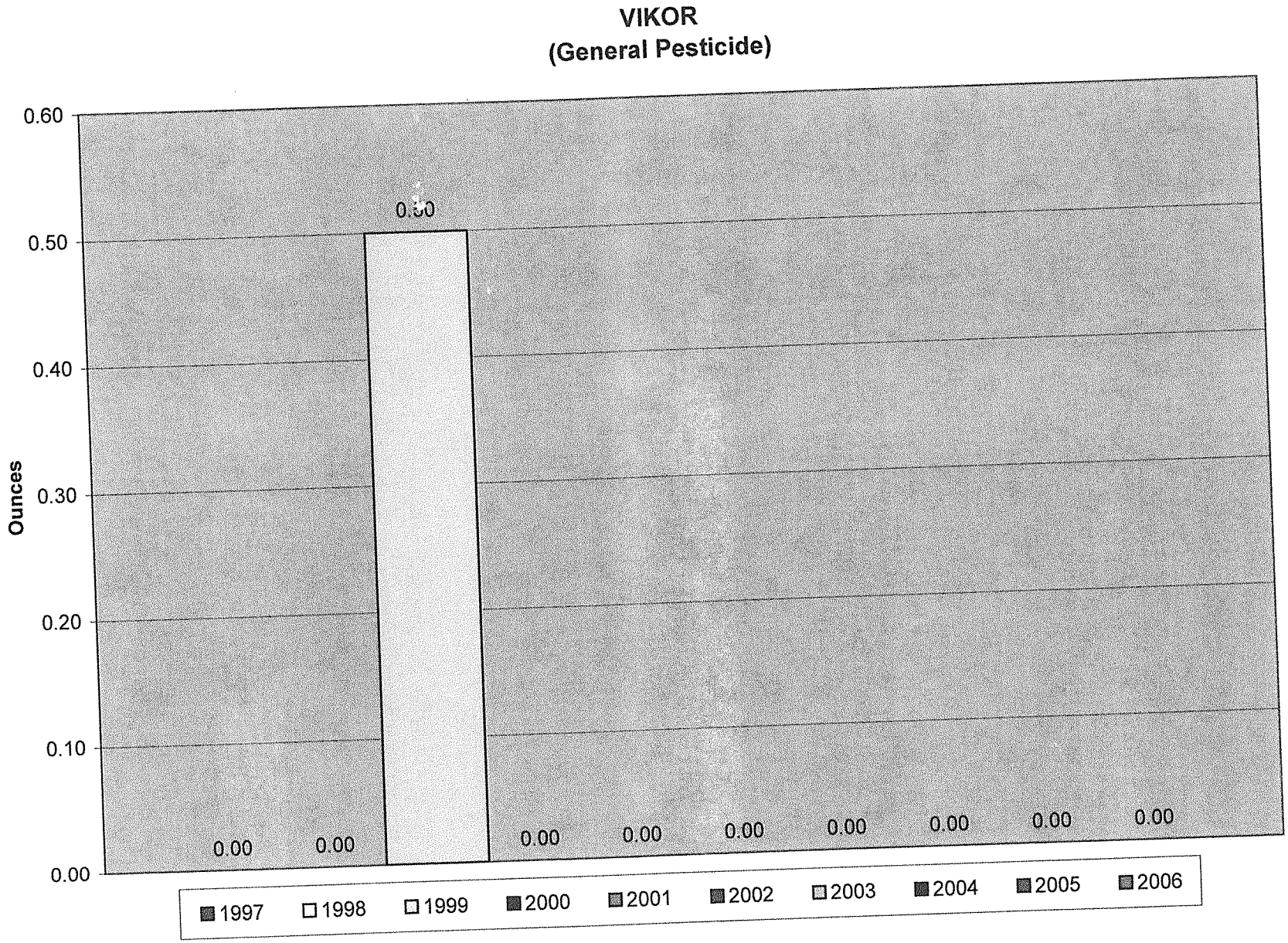
VIKOR
(General Pesticide)
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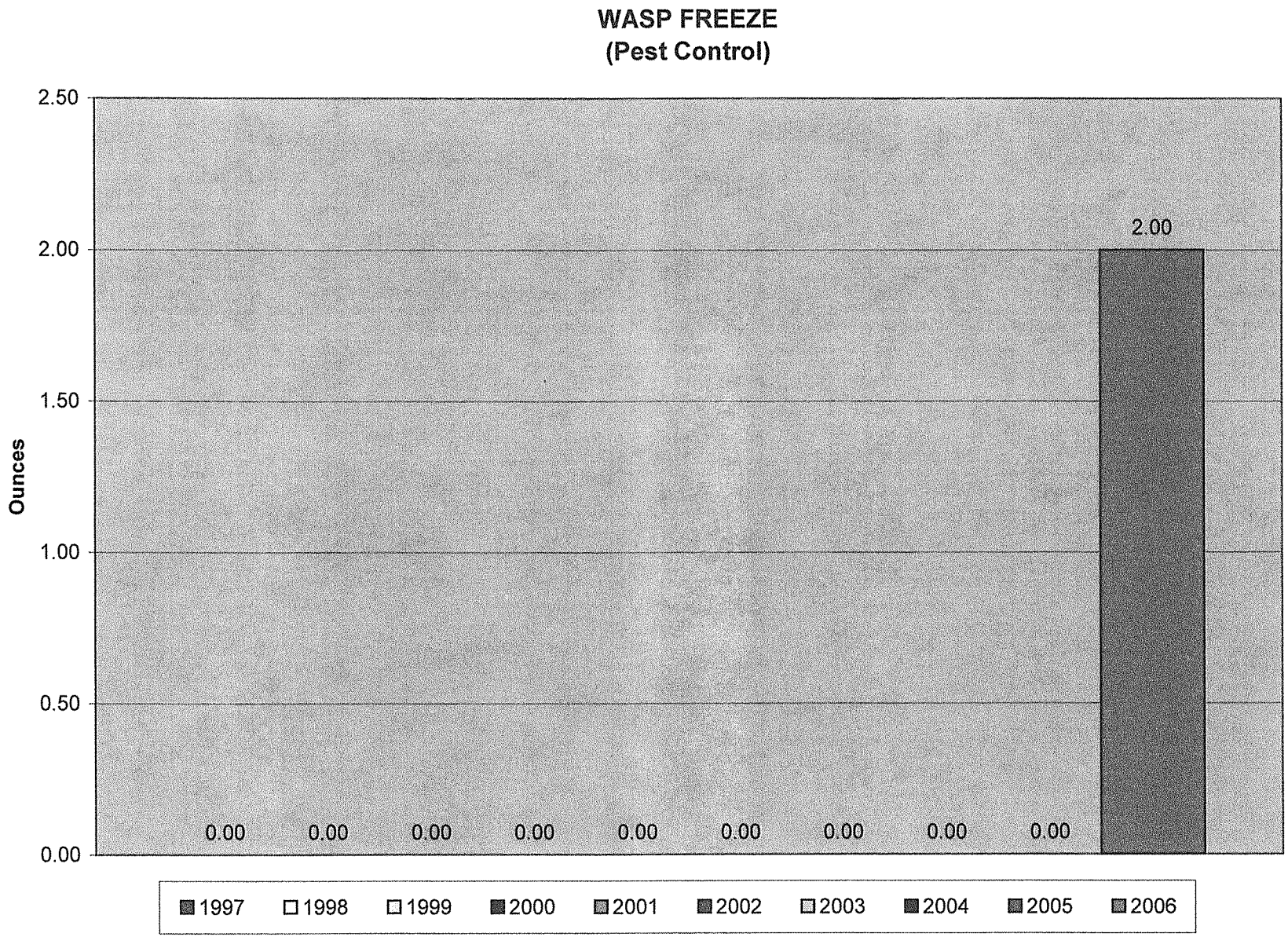
WASP FREEZE
(Pest Control)
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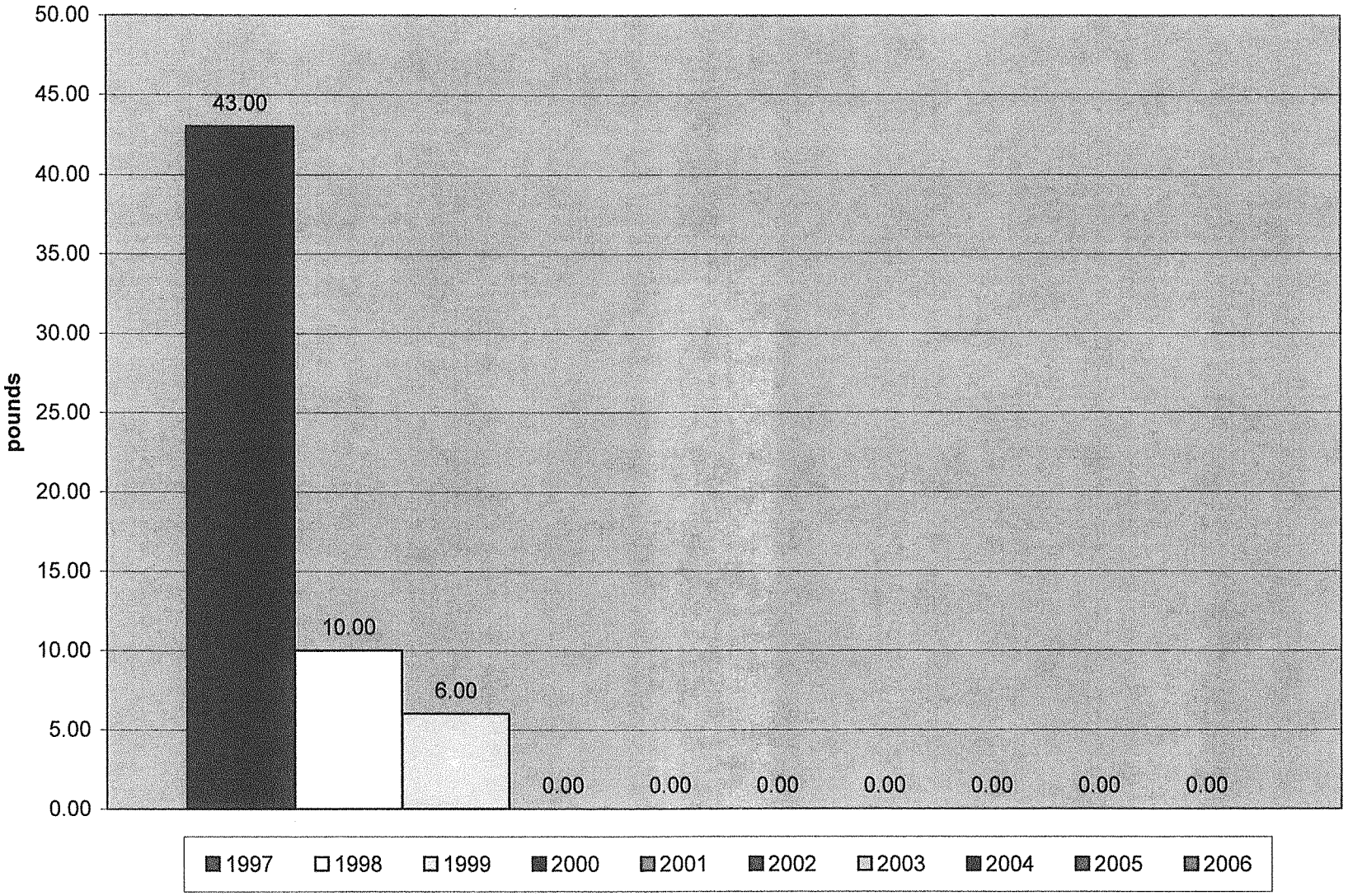
5-9-28

WILCO SQUIRREL BAIT
(Rodent Control)



5-6
P.29

Black History Month Activities
February 2007

Glen Avon	Classroom activities will include: reading various books, writing assignments and discussion of the civil rights movement.
Granite Hill	Individual classroom presentations and assignments.
Ina Arbuckle	Individual classroom activities.
Indian Hills	Individual classroom activities which consist of reading stories, art and writing activities.
Pacific Avenue	Presentations and activities will be done in individual classrooms.
Pedley	Students will be discussing and writing about the significance of Black History Month in their individual classrooms.
Peralta	Poster contest, poetry/speech contest, and individual classroom activities.
Rustic Lane	Individual classroom activities.
Sunnyslope	Individual classroom activities; Ms. Ruano will read the book "My Dream of Martin Luther King" in several classrooms.
Troth Street	Activities such as reading stories about Black leaders, inventors, writers, scientists, etc. will be done in individual classrooms; books such as Serving Proudly, The Quilt that Clara Built, A Smile As Big As the Moon will be recommended reading for students and parents.
Van Buren	Individual classroom activities; showcased books about Black Americans and their contributions in the school library.
West Riverside	Individual classroom activities such as reading and discussion of Martin Luther King Jr., writing assignments, memorize and recite portion of freedom speech, learn about other famous Black Americans.
Mira Loma Middle	Discussion about the civil rights movement; group research and presentations on Black History; an assembly to celebrate multi-cultural week.
Mission Middle	Research and presentations on the life of Dr. King; view the video "The Children's March" and conduct classroom discussion; writing assignments regarding the civil rights movement.
Rubidoux	Black Students Union will be holding a variety of educational and historical activities.

CALIFORNIA
DEPARTMENT OF
EDUCATION

1430 N STREET
SACRAMENTO, CA
95814-5901

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

RECEIVED

JAN 09 2007

Superintendents' Office
Jurupa Unified School District

December 29, 2006

Dear Superintendents of Districts with Schools Eligible for the 2006-07 State Title I Academic Achievement Awards Program:

Congratulations! Your district has a school(s) eligible to participate in the 2006-07 State Title I Academic Achievement Awards (AAA) Program. A list of the district's eligible school(s) is enclosed.

The purpose of the AAA Program, pursuant to Section 1117 (b) of the No Child Left Behind Act, is to recognize Title I schools that exceeded Adequate Yearly Progress for two or more consecutive years **or** significantly closed the achievement gap among numerically significant subgroups. The California Department of Education (CDE) will honor the participating Title I AAA schools at an Award Ceremony on Tuesday, April 17, 2007, during the 2007 State Title I Conference being held April 16 and 17, 2007, at the Hilton Orange County/Costa Mesa Hotel.

CDE has sent AAA Program Participation Packets to principals of eligible schools. The district's Categorical Programs Director has also received a complimentary copy of the participation materials. We hope you will encourage your eligible school(s) to participate and submit their participation packets by 5 p.m., on Friday, January 12, 2007.

Again, congratulations to your district's eligible Title I school(s) on outstanding accomplishments.

Additional information about the 2007 State Title I Conference will soon be available at http://www.cde.ca.gov/ta/ac/ti/awardsprogram.asp.

Sincerely,

Camille Maben

Camille Maben, Director
School and District Accountability Division

and

Anne E. Just (RE)

Anne E. Just, Administrator
Title I Policy and Partnerships Office

CM/AEJ:lk
Enclosure

5d
Pg. 1

Jurupa Unified School District

2007 Title I Academic Achievement Award School

Indian Hills Elementary School

5-d
Pg. 2

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)* October - December 2006

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	1	1	0
Facilities	0	0	0
Teacher Vacancy and Misassignment	0	0	0
Totals	1	1	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

5-e

Este folleto está disponible en español. Pida una copia a su oficina escolar.

JURUPA UNIFIED SCHOOL DISTRICT
NOTIFICATION OF OPEN ENROLLMENT
FOR SCHOOLS OF CHOICE

Dear Parent/Guardian:

For the fourteenth year, the Jurupa Unified School District is implementing its open enrollment policy for schools within the district. Our sixteen elementary, three middle schools, and three comprehensive high schools offer a variety of programs designed to meet the needs of children and their families. There are situations which make it desirable for a family to select a school outside of the attendance area designated for their residence. As such, we offer this transfer opportunity through the Open Enrollment process.

Although we are experiencing considerable enrollment growth at most of our schools, once again this year parents may choose to have their child(ren) attend a school other than the school of residence, provided there is space. After reviewing data on projected enrollment for the new school year, the District staff determines how many transfer spaces are available at each school. You may find that some schools are unable to accommodate new students because of student growth; others have a few spaces, while others can accommodate a number of transfer requests. If there are more requests for transfers to a particular school than available spaces, district policy requires the use of a random selection procedure.

If you wish to have your child continue to attend the school serving your residence, you do not need to notify the school. Students currently attending a school on an open enrollment transfer need not complete a new application for the 2007-2008 school year unless they are moving up to the 7th or 9th grade, and the school of residence is different than the school which they wish to attend. If you wish your child to attend a school other than the one he/she is currently attending, please follow the instructions on page three.

Due to the opening of our new high school, Patriot High School, in September 2007, the district established new boundaries for our 3 middle schools and 3 high schools, effective July 2007. 2007/2008 Rubidoux High School juniors and seniors will have the opportunity to choose whether they want to attend Rubidoux High School or Patriot High School. 2007/2008 Jurupa Valley High School juniors and seniors whose attendance area has moved from Jurupa Valley to Patriot High School will also have the opportunity to choose whether they want to attend their new school or remain at Jurupa Valley High School. If your student fits into one of these categories, they need to register at their high school and they do not need to fill out an intradistrict transfer request.

Your involvement in your child's education is one of the most critical factors in his/her school success. I urge you to visit your child's school and talk to the staff; volunteer when you have time and join the PTA or other parent organization.

Sincerely,

Pam Lauzon
Assistant Superintendent Business Services
951/360-4160

5-f

Please note that per action of the Board on October 17, 2005, this Board meeting was tape recorded and these minutes are process oriented minutes.

JURUPA UNIFIED SCHOOL DISTRICT
RIVERSIDE, CALIFORNIA

MINUTES OF THE REGULAR MEETING
TUESDAY, JANUARY 16, 2007
OPEN PUBLIC SESSION

CALL TO ORDER	Carl Harris, President of the Board, called the Regular Meeting of the Jurupa Unified School District Board of Education to order at 4:02 p.m. on Tuesday, January 16, 2007, in the Board Room, 4850 Pedley Road, Riverside, California.
ROLL CALL	Members of the Board present were: **Carl Harris, President** **Mary Burns, Clerk** **Dawn Brewer, Member** **John Chavez, 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, Assistant Superintendent Business Services** **Shelia Carpenter, Director of Facility Planning and Development** **Beth Connors, Director of Fiscal Services** **Bill Elzig, Senior Building Inspector**
	HEARING SESSION
PUBLIC VERBAL COMMENTS	President Harris opened the Public Verbal Comments session for members of the public to address the Board concerning matters on the Agenda for Closed Session.
ADJOURN TO CLOSED SESSION	PRESIDENT HARRIS NOTED THAT THE BOARD WOULD ADJOURN TO CLOSED SESSION IN THE BOARD CONFERENCE ROOM TO DISCUSS: STUDENT DISCIPLINE CASES: #07-142, #07-140, #07-144, #07-147, #07-150, #07-151, #04-165, 05-093, 06-234, 06-269, 06-292, 06-331, 06-337, 06-347, 06-349, 06-394, 06-406, 06-410, 06-412, 06-415 06-423 AND 07-009, #05-009, 05-293, 06-244, 06-045, 06-127, 06-236, 06-245, 06-254, 06-294, 06-305, 06-319, 06-351, 06-356, 06-363, 06-414, #05-101, 05-279, 06-090, 06-128, 06-132, 06-148, 06-160, 06-174, 06-209, 06-222, 06-225, 06-233, 06-247, 06-253, 06-262, 06-275, 06-277, 06-290, 06-310, 06-316, 06-368, 06-373, 06-391, 06-399, 06-404, 06-408, 07-012, #07-034, #07-017, 07-026, #05-135, 06-131, 06-228, 06-424, 06-428, 06-429, 07-035, #05-129, 05-174, 05-195, 06-211, 06-248, 06-285, 06-287, 06-426, 06-430, #06-256, 06-280, 07-020, 07-081; 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; PERSONNEL MATTERS AS SHOWN ON THE PERSONNEL REPORT TO INCLUDE PUBLIC EMPLOYEE DISCIPLINE/ DISMISSAL/ RELEASE/ NON-RENEWAL/ REASSIGNMENT/ RECLASSIFICATION/ RESIGNATION/ RETIREMENT/ SUSPENSION/ EVALUATION; EMPLOYEE PERFORMANCE EVALUATION: SUPERINTENDENT; CONTRACT PROVISIONS OF UNREPRESENTED EMPLOYEES. NAME OF AGENCY NEGOTIATOR: ASSISTANT SUPERINTENDENT PERSONNEL SERVICES. TITLE OF UNREPRESENTED EMPLOYEES: CERTIFICATED MANAGEMENT, CLASSIFIED MANAGEMENT AND MANAGEMENT/CONFIDENTIAL EMPLOYEES, CONSIDER INCREASE IN SALARY;

A-1
89.1

ADJOURN TO CLOSED SESSION (CONTINUED)	CONTRACT PROVISIONS OF UNREPRESENTED EMPLOYEES. NAME OF AGENCY NEGOTIATOR: ASSISTANT SUPERINTENDENT PERSONNEL SERVICES. TITLE OF UNREPRESENTED EMPLOYEES: ASSISTANT SUPERINTENDENT BUSINESS SERVICES, AND SUPERINTENDENT. At 4:03 p.m. the Board recessed to Closed Session in the Board Conference Room. At 5:52 p.m. the Board adjourned from Closed Session.
CALL TO ORDER	At 6:00 p.m. President Harris called the meeting to order in Public Session.
ROLL CALL BOARD	Mr. Harris, Mrs. Burns, Mrs. Brewer, Mr. Chavez, Mr. Rodriguez
ROLL CALL STUDENTS	Connie Maldonado, absent; Esteban Acevedo, present.
FLAG SALUTE, MOMENT OF SILENCE AND INSPIRATIONAL COMMENT	Mr. Bill Elzig led the audience in the Pledge of Allegiance. President Harris called for a Moment of Silence in memory of Ms. Cheryl Palermo, Instructional and Health Care Aide at Jurupa Valley High. Ms. Dawn Brewer provided an Inspirational Comment.
	At 6:10 p.m., President Harris announced that Board member, Mr. Michael Rodriguez, would be leaving the Board meeting due to a family emergency. He asked that Mr. Rodriguez be excused as per his wishes.
	COMMUNICATIONS SESSION
HEAR REPORT FROM JURUPA VALLEY HIGH STUDENT BOARD MEMBER	Esteban Acevedo, Jurupa Valley High Student Board member, noted that the Jurupa Valley High School staff would greatly miss Ms. Cheryl Palermo, Instructional and Health Care Aide, who passed away last week. The first semester of school is almost over; preparations for finals are underway; the school's 5th SAIT Progress Report should be available shortly; and second semester schedules are almost complete. Coach Hansen is to be commended for leading the wrestling team to a 1st place victory this past week at the Wrestling Tournament.
PUBLIC VERBAL COMMENTS	President Harris opened the Public Verbal Comments session. He reviewed guidelines for public participation in Board meetings according to Board Policy 9323. President Harris stated that members of the public have five minutes to speak, and Clerk of the Board, Mrs. Mary Burns, is using a five-minute timer to alert speakers when they exceed their time limit.
	Mr. Brian Schafer said that he did not support the way things were handled at the last Board meeting; Mr. Rodriguez was able to defend himself, while others were not.
	Mr. Robert Bier spoke to the Board regarding comments that Mr. Rodriguez made about individuals at the last Board meeting that he felt were untrue.
	Mr. John McLaurin stated that there are problems with the District's policies and procedures for student discipline and the timeliness that documents are provided to families/advocates for review prior to a discipline hearing.
	President Harris asked the Superintendent to provide a report to the Board on a review of the policies and procedures relating to student discipline.
	Ms. Margaret Whitmore asked the Board to show teachers appreciation for working hard to raise test scores by giving them the money that they need in an appropriate raise.
BOARD MEMBER EXCUSED FROM MEETING	At 6:30 p.m., Mr. Michael Rodriguez, Board member, left the Board meeting due to a family emergency.
	Mr. John Hill, NEA-J President, said that year after year the District offers teachers a less than COLA salary increase; he asked that for this year, since teachers have been committed to raising test scores, the District should be committed to giving them a just and well-deserved raise. Mr. Hill submitted a signed Proclamation in Support of the NEA-J Bargaining Team.
	Mr. Anthony Allega said that he was very upset when he learned that many of the programs that originated at Rubidoux High School were not coming back to this school when it opens in the fall.

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BOARD MEMBER COMMENTS	President Harris said that Board Member Comments were moved to the front of the Agenda and Board Policy 9323 guidelines would be followed for this item as well. He noted that Board committee reports would remain at the end of the Agenda.
	Mrs. Burns spoke in favor of students and parents having a choice concerning the high school they attend. Mr. Chavez thanked President Harris for making changes to the Agenda that would better accommodate recognition items. Mr. Chavez requested a report to the Board on AB 25, a pending bill that discusses moving the age for children to start Kindergarten. He suggested surveying teachers to find out their opinion on whether they think students begin Kindergarten when they are too young. President Harris suggested scheduling a special event to honor and recognize employees of the year rather than holding this annual recognition at a Board meeting. He also requested a presentation on raising the GPA above a 2.0 for students that participate in athletics/extra-curricular activities as well as a discussion on Patriot/Rubidoux High athletics.
HEAR REPORT ON DISTRICT SCHOOL LIAISON TEAM (DSLT) UPDATE	Dr. Susan Jindra, Assistant Superintendent Education Services, gave handouts to the Board and provided a PowerPoint quarterly report on the District School Liaison Team's progress on the implementation of the Local Educational Plan (LEP) addendum and its alignment to the Blueprint for Learning.
REVIEW INFORMATION ON NOTICE OF APPORTIONMENT TITLE III – LIMITED ENGLISH PROFICIENT STUDENTS	Dr. Susan Jindra, Assistant Superintendent Education Services, announced that the District will receive funds for the Limited English Proficient (LEP) Student Program for the 2006-07 school year in the amount of $84.00 per pupil for each eligible student. The total amount the District will receive for this program is $65,520.
REVIEW INFORMATION ON NOTICE OF APPORTIONMENT – COMMUNITY-BASED ENGLISH TUTORING (CBET) PROGRAM	Dr. Susan Jindra, Assistant Superintendent Education Services, announced that the District will receive funds for the Community-Based English Tutoring (CBET) program for the 2006-2007 school year in the amount of $32.44 per student based on the number of English-learner (EL) students enrolled in kindergarten through grade twelve as reported on the March 2006 Language Census (R-30).
HOLD PUBLIC HEARING ON DRAFT PRELIMINARY ENVIRONMENTAL ASSESSMENT FOR PROPOSED K-8 #2 SCHOOL SITE AT HAMNER AVENUE AND BELLEGRAVE AVENUE	President Carl Harris formally opened the public hearing on the Draft Preliminary Environmental Assessment for Proposed K-8 #2 School Site at Hamner Avenue and Bellegrave Avenue. There was one question raised by Mr. Chavez concerning a Southern California Edison meeting on proposed transmission lines near new and existing schools in the District. Ms. Shelia Carpenter responded that she planned to attend the meeting, and she would provide the Board with a copy of the letter she sent to Southern California Edison outlining the impact the proposed lines would have on students attending schools in the District. There were no comments from the public, and the hearing was formally closed.
REQUEST FOR REPORT ON CIF RULING	Mr. Chavez requested information on the CIF ruling for Patriot and Rubidoux High Schools.
	ACTION SESSION
APPROVE ROUTINE ACTION ITEMS A 1-14 -MOTION #148	MR. CHAVEZ MOVED THE BOARD APPROVE ROUTINE ACTION ITEMS A 1-14 AS PRINTED. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY 4-0 AS FOLLOWS: APPROVE MINUTES OF JANUARY 2, 2007 REGULAR MEETING; DISBURSEMENT ORDERS; PURCHASE ORDERS; AGREEMENTS; PAYROLL REPORT; NOTICE OF COMPLETION FOR COUTS HEATING & COOLING, INC. – CONTRACT #C-20491 FOR HVAC FOR MODERNIZATION AT MISSION BELL, PACIFIC AVENUE, PEDLEY AND TROTH STREET ELEMENTARY SCHOOLS AND MISSION MIDDLE; NOTICE OF COMPLETION FOR ANGELES CONTRACTOR, INC. – CONTRACT #C-20490 FOR GENERAL CONSTRUCTION FOR MODERNIZATION AT MISSION BELL, PACIFIC AVENUE, PEDLEY AND TROTH STREET ELEMENTARY SCHOOLS AND MISSION MIDDLE; NOTICE OF COMPLETION FOR R.I.S. ELECTRICAL CONTRACTORS, INC. – CONTRACT #C-20488 FOR ELECTRICAL FOR MODERNIZATION AT MISSION BELL, PACIFIC AVENUE, PEDLEY AND TROTH STREET ELEMENTARY SCHOOLS AND MISSION MIDDLE SCHOOL;

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APPROVE ROUTINE ACTION ITEMS A 1-14 -MOTION #148 (CONTINUED)	NON-ROUTINE STUDENT FIELD TRIP REQUEST FROM MS. MATZENAUER TO TRAVEL TO LOS ANGELES WITH APPROXIMATELY THREE STUDENTS JANUARY 16-18, 2007; NON-ROUTINE STUDENT FIELD TRIP REQUEST FROM MS. DIEFENBACH TO TRAVEL TO CAL POLY SAN LUIS OBISPO WITH APPROXIMATELY EIGHT STUDENTS JANUARY 26-27, 2007; NON-ROUTINE STUDENT FIELD TRIP REQUEST FROM MR. NORWOOD TO TRAVEL TO INDIO, CALIFORNIA WITH APPROXIMATELY FORTY STUDENTS FEBRUARY 19-25, 2007; NON-ROUTINE STUDENT FIELD TRIP REQUEST FROM MR. RHINER TO TRAVEL TO UC DAVIS WITH APPROXIMATELY SIXTEEN STUDENTS MARCH 2-3, 2007; NON-ROUTINE STUDENT FIELD TRIP REQUEST FROM MS. BLACKSTONE TO TRAVEL TO PALM SPRINGS WITH APPROXIMATELY TWENTY STUDENTS MAY 29, 2007, AND DONATIONS.
APPROVE CHANGE TO MIDDLE SCHOOL BOUNDARIES -MOTION #149	The three middle school principals were present, Mr. Walt Lancaster, Jurupa Middle, Ms. Luz Mendez, Mission Middle, and Ms. Cindy Freeman, Mira Loma Middle. All three middle school principals spoke in support of changing the middle school boundaries to align with the high school boundaries. MR. CHAVEZ MOVED THE BOARD APPROVE CHANGING THE MIDDLE SCHOOL BOUNDARIES TO ALIGN WITH THE NEW HIGH SCHOOL BOUNDARIES. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY 4-0.
APPROVE 1ST READING NEW BOARD POLICY AND REGULATION 6173 -MOTION #150	MR. CHAVEZ MOVED THE BOARD APPROVE AT FIRST INFORMATIONAL READING NEW BOARD POLICY AND REGULATION 6173, EDUCATION FOR HOMELESS CHILDREN. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY 4-0.
ADOPT AT FIRST READING REVISED REGULATION 5152 RECOGNIZED STUDENT ORGANIZATIONS MOTION #151	The Assistant Superintendent Education Services, Dr. Susan Jindra, noted that one additional club was added to the list of Recognized Student Organizations: the Rustic Lane Jogger's Club. MRS. BURNS MOVED THE BOARD ADOPT AT FIRST READING REVISED REGULATION 5152, RECOGNIZED STUDENT ORGANIZATIONS. MRS. BREWER SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY 4-0.
ADOPT RES. #2007/31, YELLOW RIBBON WEEK -MOTION #152	MRS. BREWER MOVED THE BOARD ADOPT RESOLUTION #2007/31, YELLOW RIBBON WEEK – VIOLENCE PREVENTION AND AWARENESS. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY 4-0.
ADOPT RES. #2007/32, EXCESS FUNDS -MOTION #153	MR. CHAVEZ MOVED THE BOARD ADOPT RESOLUTION #2007/32, EXPENDITURE OF EXCESS FUNDS. MRS. BREWER SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY 4-0.
AUTHORIZE SOLICITATION OF BIDS UPGRADE LOW VOLTAGE SYSTEM -MOTION #154	MRS. BURNS MOVED THE BOARD AUTHORIZE SOLICITATION OF BIDS TO UPGRADE THE LOW VOLTAGE SYSTEM AT RUBIDOUX HIGH SCHOOL (OPAL STREET). MRS. BREWER SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY 4-0.
APPROVE PROPOSAL FOR FIRE ALARM SYSTEM INSPECTIONS AT 23 SITES -MOTION #155	MR. CHAVEZ MOVED THE BOARD APPROVE THE PROPOSAL FROM ICS SERVICE CO. FOR FIRE ALARM SYSTEM INSPECTIONS AT 23 SITES IN THE AMOUNT OF $27,380.36. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY 4-0.
ACT ON STUDENT DISCIPLINE CASES -MOTION #156	MRS. BURNS MOVED THE BOARD APPROVE THE RECOMMENDATIONS FOR THE DISCIPLINE CASES LISTED. MRS. BREWER SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY 4-0 AS FOLLOWS: EXPEL THE PUPIL IN DISCIPLINE CASE **#07-142** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (F) AND 48915 (E) FOR THE FALL SEMESTER 2006 AND SPRING SEMESTER 2007. HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS SUSPENDED FOR THE SPRING SEMESTER; THE STUDENT IS PLACED ON SCHOOL PROBATION, AND THE PUPIL SHALL BE ASSIGNED TO THE COMMUNITY DAY SCHOOL, OPERATED AT THE DISTRICT LEARNING CENTER. THIS CASE SHALL BE REVIEWED IN JANUARY FOR EDUCATIONAL PLACEMENT AT MISSION MIDDLE SCHOOL, FOR THE SPRING SEMESTER 2007. THIS CASE WILL BE REVIEWED FOR POSSIBLE REINSTATEMENT TO THE DISTRICT ON OR BEFORE JUNE 18, 2007;

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ACT ON STUDENT DISCIPLINE CASES -MOTION #156 (CONTINUED)	EXPEL THE PUPIL IN DISCIPLINE CASE **#07-140** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (C), (K) AND 48915 (B), (E) FOR THE FALL SEMESTER 2006 AND SPRING SEMESTER 2007. 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 DISTRICT ON OR BEFORE JUNE 18, 2007; EXPEL THE PUPIL IN DISCIPLINE CASE **#07-144** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A)(2), (K) AND 48915 (B), (E) FOR THE FALL SEMESTER 2006 AND SPRING SEMESTER 2007. 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 DISTRICT ON OR BEFORE JUNE 18, 2007; EXPEL THE PUPIL IN DISCIPLINE CASE **#07-147** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (G), (K) AND 48915 (E) FOR THE FALL SEMESTER 2006 AND SPRING SEMESTER 2007. 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 DISTRICT ON OR BEFORE JUNE 18, 2007; EXPEL THE PUPIL IN DISCIPLINE CASE **#07-150** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A)(1), (B), (K) AND 48915 (B), (E) FOR THE FALL SEMESTER 2006 AND SPRING SEMESTER 2007. 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 DISTRICT ON OR BEFORE JUNE 18, 2007; EXPEL THE PUPIL IN DISCIPLINE CASE **#07-151** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (F), (G), (K), (T) AND 48915 (E) FOR THE FALL SEMESTER 2006 AND SPRING SEMESTER 2007. 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 DISTRICT ON OR BEFORE JUNE 18, 2007. READMIT THE PUPILS IN DISCIPLINE CASES **#04-165, 05-093, 06-234, 06-269, 06-292, 06-331, 06-337, 06-347, 06-349, 06-394, 06-406, 06-410, 06-412, 06-415 06-423 AND 07-009** TO THE SCHOOLS OF THE DISTRICT; READMIT THE PUPILS WITH A SUSPENDED EXPULSION IN DISCIPLINE CASES **#05-009, 05-293, 06-244, 06-045, 06-127, 06-236, 06-245, 06-254, 06-294, 06-305, 06-319, 06-351, 06-356, 06-363, 06-414** TO THE SCHOOLS OF THE DISTRICT; DENY READMISSION OF THE PUPILS IN DISCIPLINE CASES **#05-101, 05-279, 06-090, 06-128, 06-132, 06-148, 06-160, 06-174, 06-209, 06-222, 06-225, 06-233, 06-247, 06-253, 06-262, 06-275, 06-277, 06-290, 06-310, 06-316, 06-368, 06-373, 06-391, 06-399, 06-404, 06-408, 07-012**; THE PUPILS SHALL CONTINUE IN THEIR CURRENT EDUCATIONAL PLACEMENT; ADMIT THE PUPIL IN DISCIPLINE CASE #07-034 TO THE SCHOOLS OF DISTRICT; DENY ADMISSION OF THE PUPILS IN DISCIPLINE CASES **#07-017, 07-026** TO THE SCHOOLS OF THE DISTRICT; THE PUPILS SHALL CONTINUE IN THEIR CURRENT EDUCATIONAL PLACEMENT; REINSTATEMENT OF THE PUPILS IN DISCIPLINE CASES **#05-135, 06-131, 06-228, 06-424, 06-428, 06-429, 07-035** TO THE SCHOOLS OF THE DISTRICT; DENY REINSTATEMENT OF THE PUPILS IN DISCIPLINE CASES **#05-129, 05-174, 05-195, 06-211, 06-248, 06-285, 06-287, 06-426, 06-430;** THE PUPILS SHALL CONTINUE IN THEIR CURRENT EDUCATIONAL PLACEMENT; APPROVE THE PUPILS TO RETURN TO THE SCHOOLS OF THE DISTRICT ON A SUSPENDED EXPULSION IN DISCIPLINE CASES **#06-256, 06-280, 07-020, 07-081**.
APPROVE PERSONNEL REPORT #12 -MOTION #157	MR. CHAVEZ MOVED THE BOARD APPROVE PERSONNEL REPORT #12. MRS. BREWER SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY 4-0. Ms. Tamara Elzig, Assistant Superintendent Personnel Services, reported that in Closed Session with a 5-0 vote the Board accepted the resignation of Interim High School Principal, Mr. Chuck Stevens, effective June 30, 2007; also in Closed Session the Board voted 5-0 to accept the reassignment of Mr. Neil Mercurius as the Assistant Principal of Rubidoux High School on Opal Street effective February 15, 2007.

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REVIEW MEMORANDUM OF AGREEMENT WITH NEA-J	The Assistant Superintendent Personnel Services, Ms. Tamara Elzig, stated that Administration met with NEA-J to negotiate the effects of opening the third comprehensive high school. It is anticipated that ratification of the Memorandum of Agreement will occur prior to the next Board meeting. Assuming NEA-J has ratified, the Board will be asked to ratify at the meeting on February 5, 2007.
DISCLOSE TENTATIVE AGREEMENT WITH CSEA	The Assistant Superintendent Personnel Services, Ms. Tamara Elzig, stated that a tentative agreement has been reached with CSEA to increase the classified salary schedule by 4.5% effective July 1, 2006; disburse monies from the classified employee health and welfare benefit pool to allow for a one-time 2% payment to eligible employees, and Modifications in three other areas. Assuming that CSEA has ratified, the Board will be asked to ratify at its regular meeting, February 5, 2007.
APPROVE SALARY INCREASE CERTIFICATED/ CLASSIFIED MANAGEMENT, & CONF. -MOTION #158	PRESIDENT HARRIS MOVED THE BOARD APPROVE A SALARY INCREASE FOR CERTIFICATED MANAGEMENT, CLASSIFIED MANAGEMENT, AND CONFIDENTIAL EMPLOYEES BY 4.5% EFFECTIVE JULY 1, 2006. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY 4-0.
RATIFY CONTRACT OF ASST. SUPT. BUSINESS SERVICES -MOTION #159	MR. CHAVEZ MOVED THE BOARD RATIFY THE PROPOSED CONTRACT FOR THE ASSISTANT SUPERINTENDENT OF BUSINESS SERVICES. MRS. BREWER SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY 4-0.
AMEND CONTRACT OF ASST. SUPT. BUSINESS SERVICES -MOTION #160	MRS. BURNS MOVED THE BOARD APPROVE MRS. LAUZON'S SALARY BE INCREASED TO THE ASSISTANT SUPERINTENDENT RATE OF $122,000 EFFECTIVE JULY 1, 2006. MRS. BREWER SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY 4-0.
COMMITTEE ASSIGNMENTS	President Harris appointed Mrs. Dawn Brewer to serve on the Safe Schools Committee. Mrs. Brewer reported that she attended the District Advisory Council meeting; this committee will meet again in February. Mr. Chavez noted that the Charitable Purpose Foundation Committee Meeting was rescheduled. He invited interested Board members to attend the Riverside County School Boards Association meeting on January 31, 2007 in Indian Wells.
ADJOURNMENT	**ADJOURNMENT** There being no further business, President Harris adjourned the Regular Meeting from Public Session at 8:08 p.m. **MINUTES OF THE REGULAR MEETING OF JANUARY 16, 2007 ARE APPROVED AS:** _____ _____ _____ **President** **Clerk** _____ **Date**

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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
01-02-2007 thru 01-12-2007

Line #	Fund	Sch	Resource	Vendor	Description	Amount
1	03	100	DISCRETIONARY	SANDRA BYER	TEXTBOOK REFUND	17.89
2	03	100	DISCRETIONARY	TERESA CARRERAS	TEXTBOOK REFUND	15.00
3	03	105	DONATIONS	GARY DIXON	REIMBURSE SUPPLIES	117.66
4	03	105	STATE LOTTERY	JURUPA COMMUNITY SERVICES	WATER BILLING 11/06-12/06	435.40
5	03	105	DISCRETIONARY	SANDY SHAMMAS	REIMBURSE SUPPLIES	75.41
6	03	105	DONATIONS	SANDY SHAMMAS	REIMBURSE SUPPLIES	107.10
7	03	115	DISCRETIONARY	NEXTEL	CELL PHONE DEC 2006	122.95
8	03	120	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 11/06-12/06	2,357.61
9	03	130	DISCRETIONARY	ANN MARIE HERSHEY	REIMBURSE MILEAGE	211.82
10	03	130	DISCRETIONARY	BUREAU OF EDUCATION & RESEARCH	CONF FEE-PRESCHOOL PROGRAM-1/07(1)1DAY	175.00
11	03	130	DISCRETIONARY	NEXTEL	CELL PHONE DEC 2006	37.31
12	03	130	DISCRETIONARY	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEES - STRUCTURED TEACHING	120.00
13	03	130	DISCRETIONARY	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEES- NEW CAPA STANDARDS 3/07-(1)1DAY	50.00
14	03	135	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 11/06-12/06	1,673.75
15	03	135	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC DEC 2006	65.84
16	03	135	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC DEC 2006	555.04
17	03	135	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC DEC 2006	32,159.22
18	03	150	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 11/06-12/06	1,676.24
19	03	155	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 11/06-12/06	1,607.96
20	03	160	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 11/06-12/06	1,922.72
21	03	165	DISCRETIONARY	NEXTEL	CELL PHONE DEC 2006	47.58
22	03	170	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 11/06-12/06	532.00
23	03	170	UNRESTRICTED	THE GAS COMPANY	GAS-NOV 2006	15.29
24	03	175	SCHOOL SITE EMPLOYEE BONU	EMPIRE TRANSPORTATION	BUS SERVICES - FIELD TRIP	488.25
25	03	200	DONATIONS	CREL TRANSPORTATION	BUS SERVICES - ATHLETICS	415.00
26	03	200	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 11/06-12/06	2,302.44
27	03	200	UNRESTRICTED	NEXTEL	CELL PHONE DEC 2006	37.31
28	03	205	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 11/06-12/06	3,836.89
29	03	205	UNRESTRICTED	NEXTEL	CELL PHONE DEC 2006	37.31
30	03	210	DONATIONS	LAIDLAW TRANSIT, INC.	BUS SERVICES -FIELD TRIP	560.50
31	03	210	UNRESTRICTED	NEXTEL	CELL PHONE DEC 2006	37.31
32	03	210	DISCRETIONARY	NEXTEL	CELL PHONE DEC 2006	35.98
33	03	300	DISCRETIONARY	AMANDA SNELL	REIMBURSE SUPPLIES	129.29
34	03	300	UNRESTRICTED	CHEVRON, U S A	GASOLINE	32.17
35	03	300	DISCRETIONARY	CREL TRANSPORTATION	BUS SERVICES - ATHLETICS	788.00
36	03	300	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 11/06-12/06	5,886.06
37	03	300	DISCRETIONARY	LAIDLAW TRANSIT, INC.	BUS SERVICES - ATHLETIC	169.00
38	03	300	UNRESTRICTED	NEXTEL	CELL PHONE DEC 2006	135.17
39	03	305	UNRESTRICTED	AT&T/MCI	PHONE-DEC 2006	47.51
40	03	305	UNRESTRICTED	CHEVRON, U S A	GASOLINE	249.76

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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
01-02-2007 thru 01-12-2007

Line #	Fund	Sch	Resource	Vendor	Description	Amount
41	03	305	DISCRETIONARY	CREL TRANSPORTATION	BUS SERVICES - ATHLETICS	1,296.75
42	03	305	DISCRETIONARY	CREL TRANSPORTATION	BUS SERVICES - ATHLETICS	881.00
43	03	305	DISCRETIONARY	EMPIRE TRANSPORTATION	BUS SERVICES - ATHLETICS	281.00
44	03	305	DISCRETIONARY	LAIDLAW TRANSIT, INC.	BUS SERVICES - ATHLETIC	370.90
45	03	305	DONATIONS	LAIDLAW TRANSIT, INC.	BUS SERVICES - FIELD TRIP	1,244.00
46	03	305	UNRESTRICTED	MOBIL BUSINESS	FUEL CHARGES FOR DEC 2006	28.87
47	03	305	UNRESTRICTED	NEXTEL	CELL PHONE DEC 2006	37.31
48	03	305	DISCRETIONARY	NEXTEL	CELL PHONE DEC 2006	168.63
49	03	305	DISCRETIONARY	RHONDA FULLER	REIMBURSE SUPPLIES	123.78
50	03	310	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 11/06-12/06	4,697.97
51	03	405	UNRESTRICTED	NEXTEL	CELL PHONE DEC 2006	50.56
52	03	405	UNRESTRICTED	STAPLES, LORI	REIMB. MEALS AND MILEAGE	353.41
53	03	410	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 11/06-12/06	2,036.70
54	03	500	UNRESTRICTED	AB DICK/MULTIGRAPHICS	SUPPLIES	164.25
55	03	500	UNRESTRICTED	ACSA'S FOUNDATION	CONF FEE-ACSA SYMPOSIUM 1/07 - (1)3DAY	410.00
56	03	500	UNRESTRICTED	ACSA'S FOUNDATION	CONF FEE-ACSA SYMPOSIUM 1/07 - (2)2DAY	720.00
57	03	500	UNRESTRICTED	ALLEN, IRENE	REIMBURSE MILEAGE	151.07
58	03	500	UNRESTRICTED	AT & T	PHONE DEC 2006	78.24
59	03	500	UNRESTRICTED	AT & T INTERNET SERVICES	INTERNET SERVICES DEC 2006	1,465.00
60	03	500	UNRESTRICTED	AT & T LONG DISTANCE	LONG DISTANCE-DEC 2006	21.64
61	03	500	UNRESTRICTED	BRENDA COLLINS	REIMBURSE MILEAGE	24.92
62	03	500	UNRESTRICTED	CADIZ, SUSAN	REIMBURSE SUPPLIES	42.99
63	03	500	UNRESTRICTED	CLAUDER, LANA	REIMBURSE MILEAGE	17.44
64	03	500	UNRESTRICTED	CLOKE, AMITA	REIMBURSE MILEAGE	77.08
65	03	500	UNRESTRICTED	CONDIT, IRWIN	REIMBURSE MILEAGE	94.00
66	03	500	UNRESTRICTED	CONDIT, IRWIN	REIMBURSE MILEAGE	61.34
67	03	500	UNRESTRICTED	CSUSB CAREER DEVELOPMENT CENTER	CONF FEE-CSUSB JOB FAIR-2/07-(3)1DAY	300.00
68	03	500	UNRESTRICTED	DAVID FERNANDEZ	REIMBURSE MILEAGE	94.17
69	03	500	UNRESTRICTED	ESTRADA, MARY	REIMBURSE MILEAGE	37.04
70	03	500	UNRESTRICTED	GLASS, TERRY L	REIMBURSE MILEAGE	194.06
71	03	500	UNRESTRICTED	HILLEBERT, BOBBI	REIMBURSE MILEAGE	55.63
72	03	500	UNRESTRICTED	JEANETTE TUPPER SHEARER	REIMBURSE MILEAGE	110.58
73	03	500	UNRESTRICTED	JEANIE FORTIN	REIMBURSE SUPPLIES	108.33
74	03	500	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 11/06-12/06	1,208.56
75	03	500	UNRESTRICTED	JURUPA UNIFIED	REIMBURSE CSBA CONF	1,105.73
76	03	500	UNRESTRICTED	LAW OFFICES OF DANUTA W. TUSZYNSKA	PROFESSIONAL SERVICES	3,015.83
77	03	500	UNRESTRICTED	MATTHEW C. HAHN	REIMBURSE TRAVEL	62.60
78	03	500	UNRESTRICTED	MORALES, SHIRLEY	REIMBURSE MILEAGE	38.27
79	03	500	UNRESTRICTED	MURRAY, MICHELLE	REIMBURSE MILEAGE	22.90
80	03	500	UNRESTRICTED	NEXTEL	CELL PHONE DEC 2006	4,187.09
81	03	500	UNRESTRICTED	RADOVICH, JOHN	REIMBURSE MILEAGE	32.04

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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
01-02-2007 thru 01-12-2007

Line #	Fund	Sch	Resource	Vendor	Description	Amount
82	03	500	SAFETY CREDIT	SAM'S CLUB	SUPPLIES	21.88
83	03	500	UNRESTRICTED	SANDY SHAMMAS	REIMBURSE MILEAGE	64.08
84	03	500	UNRESTRICTED	SCHOOL SERVICES OF CALIF. INC.	CONF FEE-QUALITY ED. INVEST.-1/07-(2)1DAY	330.00
85	03	500	UNRESTRICTED	STATE OF CALIFORNIA	EPA FEES	265.00
86	03	500	UNRESTRICTED	VALERIE MICKEY	REIMBURSE MILEAGE	16.80
87	03	500	UNRESTRICTED	VERIZON WIRELESS	CELL PHONE JAN 07	252.38
88	03	500	UNRESTRICTED	WESTIN HOTEL AT HORTON PLAZA	LODGING-ACSA SYMPOSIUM 1/07 -(2) 2DAY	661.22
89					**TOTAL FUND 03**	**$ 86,369.78**
90						
91	06	100	SCHOOL AND LIBRARY	PESI	CONF FEE - PEDIATRIC CARE 1/11 (1) 1 DAY	159.00
92	06	105	NCLB: TITLE I, PART A	GARY DIXON	REIMBURSE SUPPLIES	1,428.54
93	06	110	SCHOOL AND LIBRARY	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEE-DEVELOPING DYNAMIC TEAM-1/07(6) 1DA	750.00
94	06	110	SCHOOL AND LIBRARY	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEE-MATH FRAMEWORK(20)1DAY	600.00
95	06	110	SCHOOL AND LIBRARY	SAN BERNARDINO CO. SUPT. OF SCHOOLS	CONF FEE-SCIENCE SUCCESS-(3)1DAY	435.00
96	06	115	NCLB: TITLE I, PART A	JUAN PENALOZA	REIMBURSE SUPPLIES	21.85
97	06	145	NCLB: TITLE I, PART A	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEE-MATH FRAMEWORK-12/06-(20)1DAY	1,200.00
98	06	145	NCLB: TITLE I, PART A	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEE-MATH FRAMEWORK-12/06-(1)1DAY	100.00
99	06	170	NCLB: TITLE I, PART A	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEE-MATH FRAMEWORK-12/06-(20)1DAY	200.00
100	06	170	NCLB: TITLE I, PART A	SANDRA C. RODRIGUEZ	REIMBURSE MILEAGE	63.19
101	06	175	SCHOOL AND LIBRARY	NEXTEL	CELL PHONE DEC 2006	51.84
102	06	200	IMMEDIATE INTERV.	BUREAU OF EDUCATION & RESEARCH	CONF FEE-STRATEGIES W/ DIFFICULT-1/07(1)1DAY	185.00
103	06	200	SCHOOL AND LIBRARY	PEARSON SCHOOL SYSTEMS	CONF FEE-MASTER SCHEDULE-1/07(2)2 DAY	900.00
104	06	200	SCHOOL AND LIBRARY	SHERATON SAN DIEGO	LODGING FEE-MASTER SCHEDULE-1/07-(02)2DAY	251.07
105	06	210	NCLB: TITLE I, PART A	RIVERSIDE COUNTY OFFICE OF ED	CONF FEE - SALT FOR TEACHING - (2) 4 DAYS	1,150.00
106	06	300	II/USP: SAIT CORRECTIVE	DENNIS KROEGER	REIMBURSE MILEAGE	89.89
107	06	300	II/USP: SAIT CORRECTIVE	DENNIS KROEGER	REIMBURSE MILEAGE	135.28
108	06	305	VOCATIONAL PROGRAMS	HECT CURRICULUM & PROF. DEV PROJECT	CONF FEE-HOME ECONOMICS-2/21-(1) 1 DAYS	110.00
109	06	405	COMMUNITY DAY SCHOOLS	CDSNETWORK	CONF FEE - COMMUNITY DAY SCHOOL	750.00
110	06	500	GIFTED & TALENTED	ACCENT ON TRAVEL	TRAVEL-CAG CONFERENCE-2-3/07	254.20
111	06	500	TRANSPORTATION: HOME	AL REGIS	REIMBMEALS, MILEAGE, LODGING	303.47
112	06	500	SPECIAL EDUCATION	AMY FOODY	REIMBURSE MILEAGE	176.22
113	06	500	ECONOMIC IMPACT AID	ASKEW, ESTHER	REIMBURSE MILEAGE	312.08
114	06	500	GIFTED & TALENTED	ASKEW, ESTHER	REIMBURSE MILEAGE	40.77
115	06	500	ONGOING & MAJOR MAINT	BALDWIN, DAN	REIMBURSE MILEAGE	307.05
116	06	500	NCLB: TITLE III, LIMITED	CABE	CONF FEE-EDUCATING EVERY STUDENT-3/07(4)1 DAY	1,060.00
117	06	500	GIFTED & TALENTED	CAG OFFICE	CONF FEE-CAG CONFERENCE-3/07(2)3 DAY	490.00
118	06	500	WORKFORCE INVESTMENT	CALIFORNIA WORKFORCE ASSOCIATION	CONF FEE-CWA CONFERENCE- 1/07(3)3DAY	1,050.00
119	06	500	NCLB: TITLE II, PART D	CATE	CONF FEE-CATE CONFERENCE-2/07(4)1 DAY	345.00
120	06	500	NCLB: TITLE II, PART D	CATE	CONF FEE-CATE CONFERENCE-2/07(4)1 DAY	345.00
121	06	500	NCLB: TITLE II, PART D	CATE	CONF FEE-CATE CONFERENCE-2/07(4)1 DAY	345.00
122	06	500	NCLB: TITLE II, PART D	CATE	CONF FEE-CATE CONFERENCE-2/07(4)1 DAY	345.00

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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
01-02-2007 thru 01-12-2007

Line #	Fund	Sch	Resource	Vendor	Description	Amount
123	06	500	ECONOMIC IMPACT AID	CINDY VASQUEZ-RODRIGUEZ	REIMBURSE MILEAGE	12.46
124	06	500	SPECIAL EDUCATION	COMMUNITY SPEECH CENTER OF UPLAND	SPEECH EVAULATION	120.00
125	06	500	TRANSPORTATION: HOME	CREL TRANSPORTATION	BUS SERVICES - ATHLETICS	534.25
126	06	500	TRANSPORTATION: HOME	CREL TRANSPORTATION	BUS SERVICES - ATHLETICS	293.50
127	06	500	TRANSPORTATION: HOME	CREL TRANSPORTATION	BUS SERVICES - ATHLETICS	578.00
128	06	500	NCLB: TITLE II, PART D	CUE CONFERENCE	CONF FEE-CUE CONFERENCE-3/07(2)3 DAY	490.00
129	06	500	SPECIAL EDUCATION	DALE H. STOA	REIMBURSE MILEAGE	15.57
130	06	500	SPECIAL EDUCATION	DROST, KATHY	REIMBURSE MILEAGE	21.96
131	06	500	ONGOING & MAJOR MAINT	ECKERT, CHRISTOPHER	REIMBURSE SUPPLIES	54.62
132	06	500	TRANSPORTATION: HOME	EMPIRE TRANSPORTATION	BUS SERVICES - ATHLETICS	648.00
133	06	500	COMMUNITY-BASED	GOMEZ, MARTHA	REIMBURSE SUPPLIES	401.03
134	06	500	PROFESSIONAL DEVELOP.	HALE, MARCY	REIMBURSE SUPPLIES	191.79
135	06	500	WORKFORCE INVESTMENt	HILTON - CHECKERS, LOS ANGELES	LODGING FEE-CWA-1/16-18/07 - 2 NIGHT	1,135.44
136	06	500	NCLB: TITLE II, PART D	HILTON PALM SPRINGS RESORT	LODGING FEE-CUE-3/07-(2)2 NIGHT	808.64
137	06	500	GIFTED & TALENTED	HYATT REGENCY SANTA CLARA	LODGING-CAG-3/2-3/4/07-(2) 2 NIGHT	363.59
138	06	500	COMMUNITY-BASED	IRASEMA GUZMAN	REIMBURSE MILEAGE	57.13
139	06	500	ECONOMIC IMPACT AID	IRASEMA GUZMAN	REIMBURSE MILEAGE	283.64
140	06	500	ECONOMIC IMPACT AID	IRASEMA GUZMAN	REIMBURSE MEALS	9.00
141	06	500	NCLB: TITLE II, PART A	JACKIE ESPINOZA	REIMBURSE LODGING	353.47
142	06	500	SPECIAL EDUCATION	JANA VAN VYVE	REIMBURSE MILEAGE	4.65
143	06	500	NCLB: TITLE II, PART A	JEANIE FORTIN	REIMBURSE SUPPLIES	103.60
144	06	500	SCHOOL AND LIBRARY	JEANIE FORTIN	REIMBURSE SUPPLIES	81.88
145	06	500	NCLB: TITLE II, PART A	JENSEN SHARON	REIMBURSE MILEAGE	69.74
146	06	500	NCLB: TITLE II, PART A	JULIE ROSA	REIMBURSE MEALS & LODGING	85.00
147	06	500	TRANSPORTATION: HOME	LAIDLAW TRANSIT, INC.	BUS SERVICES - ATHLETICS	156.81
148	06	500	TRANSPORTATION: HOME	LAIDLAW TRANSIT, INC.	BUS SERVICES - ATHLETICS	391.00
149	06	500	WORKFORCE INVESTMENT	NANCY MATZENAUER	CASH ADVANCE - CWA CONFERENCE	70.20
150	06	500	WORKFORCE INVESTMENT	NANCY MATZENAUER	CONF FEE - CWA CONFERENCE 1/07-(1)1 DAY	101.70
151	06	500	NCLB: TITLE I, PART A	NEXTEL	CELL PHONE DEC 2006	548.94
152	06	500	COMMUNITY-BASED	NEXTEL	CELL PHONE DEC 2006	37.31
153	06	500	TRANSPORTATION: HOME	NEXTEL	CELL PHONE DEC 2006	221.89
154	06	500	WORKFORCE INVESTMENT	NEXTEL	CELL PHONE DEC 2006	97.66
155	06	500	SCHOOL READINESS PROGRAM	NEXTEL	CELL PHONE DEC 2006	37.31
156	06	500	ENGLISH LANGUAGE	ORIENTAL TRADING CO.	SUPPLIES	147.85
157	06	500	NCLB: TITLE II, PART A	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEE-KNOWING MATH-1/07(1)1 DAY	500.00
158	06	500	NCLB: TITLE III, LIMITED	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEE-ELL SYMPOSIUM-1/07-(9)1DAY	675.00
159	06	500	NCLB: TITLE III, LIMITED	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEE-SIOP MODEL-2/07-(1)2 DAY	225.00
160	06	500	NCLB: TITLE I, PART A	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEE-ENGLISH LANG. LEARNER-1/07(1)1 DAY	75.00
161	06	500	ENGLISH LANGUAGE	RIVERSIDE COUNTY OFFICE OF ED	CONF FEES - SALT FOR TEACHING (2)4 DAYS	1,150.00
162	06	500	NCLB: TITLE II, PART A	ROSS YOHONN	REIMBURSE MILEAGE	115.70

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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
01-02-2007 thru 01-12-2007

Line #	Fund	Sch	Resource	Vendor	Description	Amount
163	06	500	GIFTED & TALENTED	RUGG COLLEGE	CONF FEE-COLLEGE ADMISSION-1/07-(2) 1 DAY	396.00
164	06	500	MEDI-CAL BILLING OPTION	SBCSS	CONF FEE-SENSE OF STANDARD ASSESS-1/19-(7)	35.00
165	06	500	MEDI-CAL BILLING OPTION	SBCSS	CONF FEE-SENSE OF STANDARD ASSESS-1/19-(9)	560.00
166	06	500	SCHOOL SAFETY & VIOLENCE	SMART CENTER	CONF FEE-SELECTIVE MUTISM 1/13-(2)	450.00
167	06	565	SPECIAL EDUCATION	NEXTEL	CELL PHONE DEC 2006	164.46
168					**TOTAL FUND 06**	**$ 26,828.24**
169						
170	11	401	ADULT EDUCATION APPORT.	HERYDAD SANDOVAL	TEXTBOOK REFUND	25.00
171	11	401	ADULT EDUCATION APPORT.	JAMES SAMPSEL	TEXTBOOK REFUND	25.00
172	11	401	ADULT EDUCATION APPORT.	KARINA CONSTANTINO	TEXTBOOK REFUND	25.00
173					**TOTAL FUND 11**	**$ 75.00**
174						
175	13	500	CHILD NUTRITION: SCHOOL	NEXTEL	CELL PHONE DEC 2006	313.21
176	13	500	CHILD NUTRITION: SCHOOL	THERESA WALLACE-KING	REIMBURSE MILEAGE	65.86
177	13	500	CHILD NUTRITION: SCHOOL	THERESA WALLACE-KING	REIMBURSE MILEAGE	44.17
178					**TOTAL FUND 13**	**$ 423.24**
179						
180	21	305	MODERNIZATION PROJECTS	AT&T	REPLACE 400 PAIR TERMINAL	1,431.16
181					**TOTAL FUND 21**	**$ 1,431.16**
182						
183	35	305	STATE SCHOOL FACILITIES	AT&T	REPLACE 400 PAIR TERMINAL	2,146.74
184					**TOTAL FUND 35**	**$ 2,146.74**
185						
186	67	500	SELF INSURANCE	MATERIAL DAMAGE APPRAISAL	NOVA-PRO PAYMENT	193.50
187	67	500	SELF INSURANCE	MONROE ANDERSON	PERSONAL LOSS	145.04
188					**TOTAL FUND 67**	**$ 338.54**
189						
190	73	500	GOLF TOURNAMENT SCHOLAR	UNIVERSITY OF CALIFORNIA LOS ANGELES	GOLF SCHOLARSHIP	2,073.41
191					**TOTAL FUND 73**	**$ 2,073.41**

176 DISBURSEMENT ORDERS FOR A GRAND TOTAL OF: **$ 119,686.11**

APPROVAL RECOMMENDED: Beth Conner

DIRECTOR OF FISCAL SERVICES

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Jurupa Unified School District

Report of Purchases

Purchases Over $200

1-02-07 thru 1-12-07

	P.O. #	Fund	Sch	Resource	Vendor	Description	Amount
1	P1004367	06	500	5640 - MEDI-CAL BILLING OPTION	PSYCHOLOGICAL ASSESSMENT	EC-SPEC. ED-INSTRUCTIONAL MATERIAL	$ 2,500.72
2	P1005491	25	500	0000 - UNRESTRICTED	CULVER-NEWLIN INC	JM-COUNSELOR FURNITURE	3,005.40
3	P1005665	03	500	0013 - SAFETY CREDIT	CORPORATE EXPRESS	EC-CHAIR RACKS	554.46
4	P1005666	03	500	0000 - UNRESTRICTED	PRESSTEK	PRINT SHOP-REPAIR PARTS	526.97
5	P1005667	06	155	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	SPINITAR	SA-LAMINATING FILM	2,757.53
6	P1005668	06	130	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	ACHIEVE! DATA SOLUTIONS, LLC	PA-SOFTWARE LICENSE	1,000.00
7	P1005670	03	300	0001 - DISCRETIONARY	COMPLETE BUSINESS SYSTEMS	JVH-KEY COUNTER	931.61
8	P1005671	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRAMS (E.G.	EDUCATIONAL RESOURCES - ORDERS	EC-SOFTWARE LICENSES	1,645.02
9	P1005673	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	CLARK SECURITY PRODUCTS	MAINT-LOCKSMITH SUPPLIES	1,163.87
10	P1005674	06	500	7140 - GIFTED & TALENTED EDUCATION (GATE)	HARCOURT BRACE EDUCATIONAL	EC-OPEN PO-GATE TEST SCORING	5,479.00
11	P1005675	06	500	7230 - TRANSPORTATION: HOME TO SCHOOL	DE ANZA MOBIL	TRANS-SMOG CHECKS	1,880.00
12	P1005676	03	130	0600 - DONATIONS	PALM SPRINGS AERIAL TRAMWAY	PA-FIELD TRIP-82	746.25
13	P1005677	03	105	0600 - DONATIONS	SEA WORLD, INC.	GA-FIELD TRIP-48	272.27
14	P1005678	06	500	7140 - GIFTED & TALENTED EDUCATION (GATE)	RIVERSIDE ART MUSEUM	GH-FIELD TRIP-GATE	600.00
15	P1005680	06	135	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	UNIVERSAL STUDIOS HOLLYWOOD	PED-FIELD TRIP ADMISSIONS-32	1,086.12
16	P1005681	06	500	7140 - GIFTED & TALENTED EDUCATION (GATE)	BORDERS BOOKS	JVH-OPEN PO-SUPPLIES AND MATERIALS	350.00
17	P1005683	06	500	7140 - GIFTED & TALENTED EDUCATION (GATE)	JURUPA MIDDLE SCHOOL ASB	JM-REIMBURSEMENT FOR EXPENSES	300.00
18	P1005684	03	120	0600 - DONATIONS	LOUIS ROBIDOUX NATURE CENTER	IH-FIELD TRIP ADMISSIONS-100	431.00
19	P1005685	06	175	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	TOSHIBA BUSINESS SOLUTIONS	WR-MAINT AGREEMENT-TOSHIBA COPIER	3,200.00
20	P1005686	03	300	0001 - DISCRETIONARY	CORPORATE EXPRESS	JVH-INK CARTRIDGES	1,481.02
21	P1005687	06	165	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	INTERNATIONAL LASER GROUP	TS-INK CARTRIDGES	351.97
22	P1005688	03	300	0001 - DISCRETIONARY	SPRINT SYSTEMS	JVH-PHOTO SUPPLIES	1,325.64
23	P1005692	12	500	6055 - CHILD DEVELOPMENT: STATE PRESCHOOL	BEST BUY	SS- PRESCHOOL REFRIGERATOR	496.09
24	P1005693	03	160	0600 - DONATIONS	KNOTT'S BERRY FARM	SS-FIELD TRIP-128	2,000.00
25	P1005694	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRAMS (E.G.	JOLLY FARMS	FOODSERV-CATERING FOR STAFF MTGS	463.02
26	P1005695	03	305	0001 - DISCRETIONARY	KONICA MINOLTA BUSINESS SOLUTIONS	RH-COPIER MAINT AGREEMENT	1,500.00
27	P1005696	06	500	4035 - NCLB: TITLE II, PART A, TEACHER QUALITY	MCGRATH'S CATERING	EC-CATERING-MARZANO STAFF DEVELOP	238.00
28	P1005699	03	300	0001 - DISCRETIONARY	INTERNATIONAL LASER GROUP	JVH-PRINTER CARTRIDGES	208.17
29	P1005701	06	210	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	INTERNATIONAL LASER GROUP	MM-PRINTER CARTRIDGES	304.60
30	P1005705	06	500	3710 - NCLB: TITLE IV, PART A, DRUG-FREE SCHOOL	INTERNATIONAL LASER GROUP	EC-PRINTER CARTRIDGE	210.11
31	P1005706	03	205	0001 - DISCRETIONARY	INTERNATIONAL LASER GROUP	MLM-TONER CARTRIDGES	309.47
32	P1005706	06	205	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	INTERNATIONAL LASER GROUP	MLM-TONER CARTRIDGES	309.45
33	P1005709	03	210	0001 - DISCRETIONARY	INTERNATIONAL LASER GROUP	MM-TONER CARTRIDGES	295.24
34	P1005712	06	305	3550 - VOCATIONAL PROGRAMS: VOC & APPL TECH	KAHOOTS FEED PET-PET-SADDLERY	RH-AG. SUPPLIES	1,151.26
35	P1005714	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	CULVER-NEWLIN INC	EC-MAILROOM-WORKSTATION	2,078.44
36	P1005715	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	ANGELA'S GLASS & MIRRORS	MAINT-EC-STOREFRONT	3,666.89
37	P1005716	06	305	6761 - ARTS, MUSIC, AND PHYSICAL EDUCATION SU	WRESTLING AIDS	RH-WRESTLING UNIFORMS & SUPPLIES	980.61
38	P1005717	06	500	7156 - INSTRUCTIONAL MATERIALS REALIGNMENT, I	SOPRIS WEST EDUCATIONAL SERVICES	TPC-STATE-ADOPTED INSTRUCTIONAL MAT'L	91,191.94
39	P1005718	06	500	7140 - GIFTED & TALENTED EDUCATION (GATE)	HARCOURT BRACE EDUCATIONAL	EC-GATE TESTING MATERIALS	9,302.26
40	P1005719	25	500	0000 - UNRESTRICTED	TROXELL COMMUNICATIONS INC.	CR-TV/VCR MOUNTS, DVD/VCR PLAYERS	1,241.29
41	P1005722	06	155	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	VENTURA EDUCATIONAL SYSTEMS	SA-TIMERS FOR OVERHEAD DISPLAY	213.68

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Report of Purchases

Purchases Over $200

1-02-07 thru 1-12-07

	P.O. #	Fund	Sch	Resource	Vendor	Description	Amount
42	P1005724	21	130	0204 - MODERNIZATION PROJECTS	CONSTRUCTIVE PLAYTHINGS	PA-EDUCATIONAL AIDS	480.50
43	P1005725	03	500	0000 - UNRESTRICTED	PC & MACEXCHANGE	EC-PURCH-LASER FAX/PRINT/COPY/SCANNER	311.04
44	P1005726	06	500	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	KINKOS	EC-PRINTING OF STANDARDS POSTERS	295.77
45	P1005727	06	500	7156 - INSTRUCTIONAL MATERIALS REALIGNMENT, I	ACADEMIC BOOK SERVICES	NVH-SOCIOLOGY TEXTBOOKS	1,500.78
46	P1005729	06	500	5210 - HEAD START	SCHOLASTIC EARLY CHILDHOOD	WR-SUBSCRIPTIONS	262.59
47	P1005734	03	120	0600 - DONATIONS	CM SCHOOL SUPPLY CO.	IH-OPEN PO-INSTRUCTIONAL SUPPLIES	500.00
48	P1005739	03	500	0000 - UNRESTRICTED	WESTERN TROPHY MFG	EC-OPEN PO-SCIENCE FAIR MEDALLIONS	600.00
49	P1005741	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	AMERICAN PLUMBING PARTSMASTER	MAINT-PLUMBING STOCK	602.84
50	P1005742	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	ALLSTAR CONCRETE PUMPING	MAINT-JVH-IA-TS-CONCRETE PUMPING	1,137.21
51	P1005742	21	115	0214 - PLAY STRUCTURES/PLAY GROUNDS	ALLSTAR CONCRETE PUMPING	MAINT-JVH-IA-TS-CONCRETE PUMPING	3,065.00
52	P1005743	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	ALL CITIES STEEL & FABRICATION	MAINT-PA-PHS-FENCING	852.35
53	P1005743	21	130	0214 - PLAY STRUCTURES/PLAY GROUNDS	ALL CITIES STEEL & FABRICATION	MAINT-PA-PHS-FENCING	5,698.25
54	P1005744	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	S & W PLASTIC STORES, INC.	MAINT-RH-MARQUEE	389.28
55	P1005745	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	KH METALS & SUPPLY	MAINT-TRASH DUMPSTER WHEELS	1,227.32
56	P1005746	14	500	6205 - DEFERRED MAINTENANCE APPORTIONMENT	BRICKLEY ENVIRONMENTAL	MAINT-MM-ASBESTOS REMOVAL	3,910.00
57	P1005747	06	165	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	HOUGHTON MIFFLIN CO	TS-KINDERGARTEN TESTS	614.25
58	P1005748	06	305	3550 - VOCATIONAL PROGRAMS: VOC & APPL TECH	NASCO WEST INC	RH-AGRICULTURAL TOOLS AND SUPPLIES	2,372.78
59	P1005749	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	PACIFIC AIR HEATING & COOLING, INC.	MAINT-INSTALLATION OF AC/HEATER	7,980.00
60	P1005750	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	AIR-EX AIR CONDITIONING, INC.	MAINT-AIR CONDITIONING	2,890.00
61	P1005752	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	MISSION GARDEN SUPPLY	MAINT-SAND FOR FIELDS	1,188.41
62	P1005752	21	105	0214 - PLAY STRUCTURES/PLAY GROUNDS	MISSION GARDEN SUPPLY	MAINT-SAND FOR FIELDS	1,531.07
63	P1005753	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	TOMARK SPORTS INC	MAINT-BASKETBALL COURTS	1,584.65
64	P1005754	03	500	0000 - UNRESTRICTED	EWING IRRIGATION PRODUCTS	MAINT-IRRIGATION	2,449.80
65	P1005755	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	ANGELA'S GLASS & MIRRORS	MAINT-VANDALISM REPAIRS	322.85
66	P1005756	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	MISSION GARDEN SUPPLY	MAINT-CONCRETE PROJECTS	1,641.18
67	P1005757	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	MISSION READY-MIX	MAINT-JVH-BASEBALL FIELD	5,333.64
68	P1005758	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	CAMERON WELDING SUPPLY	MAINT-WELDING SUPPLIES	685.46
69	P1005759	14	500	6205 - DEFERRED MAINTENANCE APPORTIONMENT	A.L.L. ROOFING & BUILDING MATERIALS	MAINT-ROOFING	790.94
70	P1005760	06	300	7220 - PARTNERSHIP ACADEMIES PROGRAM	CHAMBER THEATRE PRODUCTIONS, INC.	JVH-FIELD TRIP-31	457.25
71	P1005761	06	165	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	BOOSTERS, INC.	TS-STUDENT INCENTIVES	903.56
72	P1005762	03	305	0001 - DISCRETIONARY	JOHNSONS WOODWORKERS	RH-DISPLAY CASE CABINET	1,708.50
73	P1005764	06	110	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	STAPLES, INC.	GH-FOLDERS	643.91
74	P1005765	06	110	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	INTERNATIONAL LASER GROUP	GH-PRINTER CARTRIDGES	381.44
75	P1005766	21	130	0204 - MODERNIZATION PROJECTS	PARKVIEW NURSERY	MAINT-PA-TREES	603.18
76	P1005767	21	130	0204 - MODERNIZATION PROJECTS	VILLAGE NURSERIES	MAINT-PA-LANDSCAPING	765.53
77	P1005768	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	BRITE SHEET METAL, INC.	MAINT-IA-A/C UNIT REPAIRS	323.25
78	P1005769	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	INLAND LIGHTING	MAINT-JVH-LIGHTING SUPPLIES	1,236.98
79	P1005770	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	CONSOLIDATED ELECTRICAL DIST.	MAINT-ELECTRICAL SUPPLIES	2,057.60
80	P1005772	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	C.R. LAURENCE CO.	MAINT-WINDOW SCREEN SUPPLIES	231.41
81	P1005773	06	105	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	HOUGHTON MIFFLIN	GA-WORKBOOKS	1,755.73
82	P1005775	03	500	0000 - UNRESTRICTED	EWING IRRIGATION PRODUCTS	MAINT-JVH-IRRIGATION SUPPLIES	2,239.11

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Jurupa Unified School District

Report of Purchases

Purchases Over $200

1-02-07 thru 1-12-07

	P.O. #	Fund	Sch	Resource	Vendor	Description	Amount
83	P1005776	06	130	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	HOUGHTON MIFFLIN CO	PA-TEST BOOKLETS	868.35
84	P1005777	06	130	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	HOUGHTON MIFFLIN CO	PA-WORKBOOKS	800.04
85	P1005778	03	500	0000 - UNRESTRICTED	LAWN TECH EQUIPMENT	MAINT-JVH-MOWER	1,744.74
86	P1005779	03	500	0000 - UNRESTRICTED	LIBERTY LANDSCAPING, INC.	MAINT-CR-TREE WORK	8,100.00
87	P1005780	03	500	0000 - UNRESTRICTED	IMPERIAL SPRINKLER	MAINT-PA-GRASS SEED	212.05
88	P1005781	03	500	0000 - UNRESTRICTED	A-G SOD FARMS, INC.	MAINT-PA-PH-SOD	3,804.39
89	P1005785	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUNT	SYSTEMS SOURCE	MAINT-MM-COUNTER CAP	258.79
90	P1005786	06	500	4035 - NCLB: TITLE II, PART A, TEACHER QUALITY	MCGRATH'S CATERING	EC-CATERING-STAFF DEVELOPMENT-80	512.89
91	P1005787	06	305	7010 - AGRICULTURAL VOCATIONAL INCENTIVE GRA	CALIFORNIA ASSOCIATION FFA	RH-FFA LEADERSHIP PACKETS	2,527.82
92	P1005789	06	300	3550 - VOCATIONAL PROGRAMS: VOC & APPL TECH	CALIFORNIA ASSOCIATION FFA	JVH-REGISTRATION FEES	1,314.55
93	P1005790	06	300	3550 - VOCATIONAL PROGRAMS: VOC & APPL TECH	BILLY BARNES	JVH-SHOW PIGS	3,000.00
94	P1005791	06	500	7156 - INSTRUCTIONAL MATERIALS REALIGNMENT, I	PRENTICE HALL	JVH-LITERATURE TEXTBOOKS	4,119.48
95	P1005792	03	300	0001 - DISCRETIONARY	SCHEDULE STAR	JVH-SUBSCRIPTION RENEWAL	225.00
96	P1005793	03	210	0001 - DISCRETIONARY	LAB SAFETY SUPPLY	MM-CUSTODIAL SUPPLIES	439.09
97	P1005794	06	160	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	HOUGHTON MIFFLIN CO	SS-SUMMATIVE TESTS	1,085.43
98	P1005795	06	500	4203 - NCLB: TITLE III, LIMITED ENGLISH PROFICIENT	TROXELL COMMUNICATIONS INC.	EC-LANG. SERVICES-DOCUMENT CAMERA	602.32
99	P1005796	03	130	0600 - DONATIONS	QUIEL BROS. ELECTRIC SIGN	PA-SCHOOL MARQUEE	6,422.93
100	P1005802	03	500	1100 - STATE LOTTERY	ELLISON EDUCATIONAL	IMC-INSTRUCTIONAL SUPPLIES	255.94
101	P1005803	06	500	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW-IN	IMAGINE THAT	IMC-INSTRUCTIONAL MATERIAL	1,652.28
102	P1005805	03	300	0001 - DISCRETIONARY	WARD'S NATURAL SCIENCE EST., INC.	JVH-SCIENCE GAMES AND SUPPLIES	735.44
103	P1005807	03	502	1100 - STATE LOTTERY	SCHOLASTIC INC.	JM-OPEN PO-RIF BOOKS	2,000.00
104	P1005810	06	300	6761 - ARTS, MUSIC, AND PHYSICAL EDUCATION SU	KEN'S SPORTING GOODS	JVH-VOLLEYBALLS	264.74
105	P1005812	03	500	0000 - UNRESTRICTED	PRESSTEK	PS-OPEN PO-SUPPLIES FOR AB DICK 360	1,000.00
106	P1005814	06	135	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLOCK	SUCCESS BY DESIGN INC.	PED-AGENDAS	1,600.09
						104 P.O.'s over $200	**$ 254,821.14**
						120 P.O.'S $200 or less	**$ 5,638.05**
						224 TOTAL PURCHASE ORDERS	**$ 260,459.19**
				RECOMMEND APPROVAL: Sheila E. Lonpeunda 1/22/07			
				Director of Centralized Support Services			

A-3
Pg. 3

JURUPA UNIFIED SCHOOL DISTRICT

2006/2007 AGREEMENTS

Agreement Number	Contractor	Amount	Fund/Program To Be Charged	Purpose
07-1	***Consultant or Personal Service Agreements***			
06-1-DD+M1	The Thomas W. Wathen Foundation	NTE $8,276	Workforce Investment Act (WIA)	Modify Memorandum of Understanding for the partnership funding allocation for Year 2006-2007 in the amount of $8,276.00.
07-1-M+M3	Joseph L. O'Shia, Jr.	NTE $15,000.00	General Fund	Modification extends the Term of Agreement through June 30, 2007 and increases funding by $15,000.00 for a new contract total of $38,833.50 to provide purchasing consultant services. 9/6/06 to 6/30/2007.
07-1-W+M1	Jim Gamble Puppet Productions	NTE $950.00	Donations	Modify date of the performance to a date chosen by the site administrator.
07-1-HHH	The Carolyn E. Wylie Center for Children, Youth & Families a private, non-profit California Corporation	NTE $35,000.00	Workforce Investment Act (WIA)	Ratify Outreach Services Agreement "A" for $92,794.00 for Contractor (Consultant) to provide Outreach Services that include a range of prevention and intervention services to students, families, and District staff; and amend page 1, paragraph 4 from $92,794.00 to not exceed $35,000.00. Term remains 9/1/06 to 6/30/2007.

Agreement Number	Contractor	Amount	Fund/Program To Be Charged	Purpose
07-4	***Lease Agreements***			
04-4-B+M1	Riverside County, Children and Families Commission	NA	NA	Modify MOU No. 03-M1001 to provide funds to JUSD for the School Readiness/Family Resource Center; NTE $781,416.00 for the term 7/1/06 to 6/30/2009.
07-8	***Other Agreements***			
00-8-E+M7	County of Riverside - Dept. of Public Health	$400.00	Health	Modify Agreement 00-8-E (ref. #DPHOOK.010) to provide tuberculin solution and syringes for the administration of Mantoux skin tests for students and staff. 7/1/06 to 6/30/2007.
07-8-M+M1	Sopris West Educational Services, A Cambium Learning Company	NTE $12,800.00	NCLB: Title II, Part A, Teacher Quality	Ratify the Agreement for additional teacher training held on Jan. 22 thru 26, 2007.
07-8-LL	Dolinka Group, Inc.	NTE $12,500.00 PLUS Expenses as stipulated in the Agreement	Unrestricted Resources	Consultant to perform Facilities Needs Analysis. 2/6/2006 until completion of Analysis.

The Assistant Superintendent Business Services will have copies of agreements available for review by the Board.

SC/et

A-4
B-2

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:	Two Story Building & Restroom Site Work at Camino Real Elementary School
Date of completion:	February 5, 2007
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:	A.S. R. Constructors, Inc.
Street address or legal description of site:	4655 Camino Real, Riverside, CA 92509

Dated: Owner: Jurupa Unified School District

By: _____
Shelia E. Carpenter

Title: Director of Centralized Support Services

STATE OF CALIFORNIA)
COUNTY OF RIVERSIDE) ss

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

Executed at **Riverside**, California Date: February 5, 2007

By: _____
Elliott Duchon

Title: Secretary of the Board

County Counsel Form 1 (Rev. 5-71)

A-5

Jurupa Unified School District

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

DATE(S): 4/13 - 4/17

LOCATION: Fresno, CA

TYPE OF ACTIVITY: Judging Contest / Leadersip Conf

PURPOSE/OBJECTIVE: contest, State Leadership Conf

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

S. Tavaglione, D. Parker, R. Fuller - RHS Teachers

J. Rhiner - JVHS Teadher

EXPENSES:

Transportation	$
Lodging	$ 3750
Meals	$
All Other	$
TOTAL EXPENSE	$ 3750.00

Number of Students 15

Cost Per Student 250
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
Student Fund Raiser		
TOTAL:	$	

Arrangements for Transportation: District Vehiles

Arrangements for Accommodations and Meals: Included

Planned Disposition of Unexpended Funds: Return to Trust Acct

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: 1/10/2 School: RHS

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: 1/12

Date approved by the Board of Education Date: _____

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

A-7

Jurupa Unified School District

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

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

LOCATION: San Luis Opispo, CA

TYPE OF ACTIVITY: State Judging Finals

PURPOSE/OBJECTIVE: Student Contest

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

R. Fuller, S. Tavaglione, D. Parker - RHS Teachers

J. Rhiner - JVHS Teacher

EXPENSES:

Transportation	$
Lodging	$ 2750
Meals	$
All Other	$
TOTAL EXPENSE	$ 2750

Number of Students 15

Cost Per Student 150
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
Student Fund Raisier		
TOTAL:	$	

Arrangements for Transportation: District Vans

Arrangements for Accommodations and Meals: Included

Planned Disposition of Unexpended Funds: return to trust acct

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: 1/9/07 School: RHS

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: 1-17-07

Date approved by the Board of Education Date: _____

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

A-8

No. TS4

Principal's Fund 06-120-7395-0-1110-1000-5200

Jurupa Unified School District
TRAVEL REQUEST

Teacher's

cop 1/16/07 JR

Fund 06
School 120
Resource 7395
Project Year 0
Goal 1110
Function 1000
Object 5200

Name(s) D. Olguin, R. Rowe, C. Snow, M. Dalimot, L. Benites, R. Hill, T. Mahan, T. Noring **Site** Indian Hills Elementary

Title of Activity Professional Learning Communities, Institute

Location of Activity Caesar's Palace 3570 Las Vegas Blvd., LV NV

Depart: Day Mon. **Date** June 11, 2007 **Time** 7:30 a.m. **am/pm** **From** Riverside

Return: Day Wed. **Date** June 13, 2007 **Time** 11:30 a.m. **am/pm**

Purpose of Trip: **Conference** [X] **Recruiting** [ ] **Administrative** [ ] **Other** [ ] (explain below)

	Estimated Cost	Actual Cost	For Business Office Use Only: Mode of Payment
Number of days of substitute time required: 3	$ 2300.00	$	
Registration Fees $515.00 x 8	$ 4120.00	$	
Banquet Fees	$	$	
Mode of Travel: Auto	$	$	
Meals – Number: ___B ___L ___D	$	$	
Lodging: Caesar's Palace (Name of Hotel) 5 Rms x 3 nights	$ 2800.00	$	
Other:	$	$	
TOTAL COST	$ 9220.00	$	

Will a cash advance be needed? No Amount $

Remarks/Rationale (Required for Categorical Projects): *No alternate locations are available for the 06/07 school year. Indian Hills teachers will attend the PLC Institute in order to ensure student achievemnet by examining program elements, sharing effective strategies, and collaborating to produce cohesive program instruction. School Plan pp 12-13

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

Employee's Signature — Date: 1/16/07

Principal/Supervisor's Signature — Date: 1/16/07

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

Tracy Mahan, Rochelle A. Rowe, Jerry L. Noring, L Benites, Renee A. Hill

A-9

No. BS008

Jurupa Unified School District

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

DATE(S): July 13—July 16. 2007

LOCATION: Santa Barbara. CA

TYPE OF ACTIVITY: CADA Leadership Camp

PURPOSE/OBJECTIVE: The CADA leadership camp is the best opportunity for ASB leaders to team build, learn individual Leadership skills and get unique ideas to promote positive school culture

NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.) Vanessa Douty, and additional ASB advisor when hired for RHS

EXPENSES:

Transportation	$ 0
Lodging	$ 0
Meals	$
All Other	$ 5450
TOTAL EXPENSE	$ 5450

Number of Students 10

Cost Per Student 545
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
Student Funds	5450	5450
TOTAL:	$ 5450	5450

Arrangements for Transportation: Advisors will drive students

Arrangements for Accommodations and Meals: Lodging at Conference Location

Planned Disposition of Unexpended Funds: ASB Leadership Accounts

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: 1/16/07 School: RHS

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: 1/17

Date approved by the Board of Education Date: _____

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

A-10

INSTRUCTION

SUBJECT: Education for Homeless Children

The Governing Board desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

Transportation

The district shall provide transportation for a homeless student to and from his/her school of origin when the student is residing within the district and the parent/guardian requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend his/her school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation.

Legal Reference:
EDUCATION CODE
1980-1986 County community schools
2558.2 Use of revenue limits to determine average daily attendance of homeless children
39807.5 Payment of transportation costs by parents
UNITED STATES CODE, TITLE 42
11431-11435 McKinney-Vento Homeless Assistance Act

Jurupa Unified School District

Course Plan

Course Title: Italian II **Adopted:**

Department/Standards Group: Foreign Language

Credits / Meets: Meets fine arts/ foreign language education requirement
Submitted for UC/CSU "e" requirement

Length of Course: year

Prerequisites: grades 10-12
Grade of C or better in Italian I

Course Description: Students in this course are required to continue development of the basic skills necessary to survive in practical language situations. Major emphasis will be placed on reading, writing, and oral communication. The course offers a more comprehensive study of the phonetic system of the language. The course reviews material presented in Italian I and introduces more advanced grammar. More extensive vocabulary and idioms will be introduced. Further understanding of Italian history, culture, and geography will be studied.

Textbook: ***Prego! 6th Edition***

Course Goals:

1. Increase student's ability to communicate effectively in Italian including listening, speaking, reading and writing.
2. Raise student knowledge, understanding and appreciation for Italian culture and history.

Exit Standards:

1. Students will communicate effectively with some pattern of error.
2. Students will demonstrate increasing fluency and control of vocabulary.
3. Students will understand oral and written discourse, with few errors in comprehension when reading.
4. Students will demonstrate culturally appropriate behavior.

Assessment:

1. Direct and indirect assessments
2. Informal quizzes
3. Teacher generated test items
4. Assignments from text
5. Oral assignments
6. Listening assignments using audio materials
7. Written assignments and projects

Revised 4/3/06

Jurupa Unified School District

Course Plan

Course Title: Television Production **Adopted:**

Department/Standards Group: Business and Technology

Credits / Meets: Meets vocational education requirement
Meets the arts education requirement
Submitted for UC/CSU "f" requirement

Length of Course: year (may be repeated for credit)

Prerequisites: grades 10-12, grade 9 with instructor approval
Introduction to Multimedia and Video Production desirable

Course Description: This course presents the basic principles of television production, including operation of equipment, program development and live-to-tape production. Students will write, produce, direct, and create a variety of projects, including interviews, entertainment and instructional programs. Students will produce the Daily News Show distributed and viewed across campus each day.

Textbook: none

Course Goals:

1. Students will develop the knowledge to operate a variety of television production equipment including video cameras, microphones, lights, and editing mixers.
2. Students will develop critical thinking skills to evaluate potential story ideas for news and entertainment value; cover, organize and produce these stories as television news or feature stories.
3. Students will develop the knowledge to operate as a television production team, including story assignment, writing, directing, reporting, editing, and producing a daily news program.

Exit Standards:

1. Students will evaluate a program's effectiveness and how to use the non-narrative form for emotional, political impact.
2. Students will explore various ways that video can be used as a tool for social change by individuals or organizations with diverse

concerns

3. Students will create concepts and develop themes for television production.
4. Students will formulate and assemble effective projects that visually display a purpose or theme.
5. Students will identify potential audiences for television production.
6. Students will evaluate and assess the relationship of theme and content to project feasibility and marketing to identified target audiences.
7. Students will identify, analyze, and apply software and hardware configurations in the design of television production projects.
8. Students will compose and edit a decision list that can be appropriately interpreted and executed by others.
9. Students will understand the post-production considerations for a television production.
10. Students will learn to use digital video editing software, iMovie and Final Cut Pro
11. Students will create soundtracks using GarageBand software
12. Students will create special effects using the Adobe After Effects software
13. Students will be oriented on the equipment and the purpose of each individual component to the studio
14. Students will learn how to write a script and storyboard a program
15. Students will learn the basic camera shots such as: close-up, extreme close-up, long shot, medium shot, wide shot, two shot, framing techniques, the rule of thirds, proper use of depth of field, pan, tilt,
16. Students will learn the basic lighting techniques: main lighting, natural lighting, bounce lighting, shadow lighting, reflector boards
17. Students will learn the basic functions of the Tricaster Video mixer, selecting, choosing fonts, titles, special effects and transitions
18. Students will learn about the different types of microphones: omni-directional, unidirectional, ultra-directional, shot gun, wireless
19. Students will learn the six steps to editing in detail: locate your shots, choose edit mode: Assemble/Insert, Set Edit Points: Blank vs. Blacked tape, Preview Edit, Set Audio Levels, Perform the Edit: Assemble Editing vs. Insert Editing
20. Learn to research a project utilizing resources from the library, internet and interviews.
21. Students will learn the effective use of narrations and off-screen voice to tell the details of the story.
22. Students will learn to critically evaluate other students.

Assessment:

1. Students will present assigned written and video taped projects, which require them to apply all techniques and tools that they have learned to use. Analyses will include: scene composition, various shoots within a single scene,

camera angle styles, use of lighting, consistency of style, editing techniques, creativity, and originality. Each student is assessed with regard to their ability to speak and write about his/her own work and the work of others.

2. Unit exams on each section taught using both objective and subjective methods.
3. Students will be involved in the daily television show productions, which will further enhance their techniques and polish their artistic skills.

Revised 4/3/06

Request for Adoption of New Textbook
Jurupa Unified School District

Date Request Submitted: 12/19/2006

School Sites	Primary Contact Person
Jurupa Valley High School	Stella Sloan
Rubidoux High School	Victor Centeno

List the course(s) where the text will be used:

Course(s)
Avanced Placement Calculus AB

Estimated cost (round up): $105.00 per student text

Estimated number of texts needed for students: 72

Estimated number of teachers who will use this text: 2

Please provide a brief rational describing the need for a new textbook.

The adopted textbook currently being used for A.P. Calculus AB is fourteen years old. This old textbook is missing some of the topics that the College Board has added to the A.P. Calculus AB syllabus. We are currently in the process of an A.P. audit by the College Board. Textbooks should not be over ten years old.

☒ **Approved—The request for the adoption of above text has been approved. Please continue with Step 2 on the Textbook Adoption Process Checklist.**

☐ **Denied—The request for the adoption of the above text has been denied due to**

_____

_____.

Signature _____ Date: 1-4-07

Coordinator, Education Technology

Signature Ruth V Sanchez Date: 1-8-07
Director, Secondary Education

Jurupa Unified School District
Education Services

Recommendation For Textbook Adoption

Title:	Calculus of a Single Variable, 8th Ed.
Author:	Larson, Ron, Hostetler, Robert P., Edwards, Bruce H.
Publisher:	Houghton Mifflin Company
Copyright:	2006
Subject:	Calculus
Grade:	11-12
Cost:	$103.17
Other Books Considered:	
1. Title:	Calculus
Authors:	Varberg, Dale, Purcell, Edwin J., Rigdon, Steven E.
Publisher:	Prentice Hall
2. Title:	Calculus Concepts & Contexts
Authors:	Stewart, James
Publisher:	Thomson Brooks/Cole
Reasons for Selecting This Book:	This textbook has included the new topics added to the College Board AP syllabus including slope fields and Euler's mehtod. Plenty of exercises on the new topics are included. Most texts have very little on these topics. The book has Advanced Placement Lesson Plans and Pacing Guide which helps prepare the students for the May advanced placement exam. Each section has an extensive set of exercises which include abundant real life applications. Open ended activities and investigations are included.
Recommending Committee:	Stella Sloan and Victor Centeno

12/8/2006

F
9.3

	Submitted & Approved at Instructional Council on
Date:	December 8, 2006 January 8th, 2007
Legal Compliance Requirements Met By:	
Recommended books is listed in List of Authorized Textbooks, Los Angeles Unified School District:	☒
Completed "Instructional Materials Legal Compliance Evaluation Form: (attached)	☒

California State Department of Education
Instructional Material Legal Compliance Evaluation Form
CF1M L1 (rev. 11/82)

Publisher	Houghton Mifflin		Adoption Code No	
Title	Calculus			
Reviewed by	S. Sloan & V. Centeno	ISBN No. 0-618-50304-8	Date 12-8-06	
Circle Criterion Cited	**A. MALE AND FEMALE ROLES** (give page & paragraph or special non-print references and comments)			
			Compliance?	
1	Adverse reflection (None)		Yes	☒
			No	☐
			Compliance?	
2	Equal portrayal (Pages 42, 201, 488		Yes	☒
			No	☐
3a	Occupations (Pages 42, 157, 201, 488)			
3b	Achievements (Pages 42, 201, 488)			
3c	Mental and physical activities (tv watching on p. 706 problem #88)			
3d	Traditional and nontraditional activities (none)		*Compliance?*	
3e	Emotions (none)		Yes	☒
3f	Sexually neutral language (none)		No	☐
Circle Criterion Cited	**B. ETHNIC AND CULTURAL GROUPS** (give page & paragraph or special non-print references and comments)			
			Compliance?	
1	Adverse reflection (none)		Yes	☒
			No	☐
			Compliance?	
2	Proportion of portrayals (none)		Yes	☒
			No	☐
			Compliance?	
3	Customs and life-styles (none)		Yes	☒
			No	☐
4a	Occupations (none)			
4b	Socioeconomic settings (none)			
4c	Achievements (none)			
4d	Mental and physical activities (none)		*Compliance?*	
4e	Traditional and nontraditional activities (none)		Yes	☒
4f	Root Culture (none)		No	☐
Circle Criterion Cited	**C. OLDER PERSONS AND THE AGING PROCESS** (give page & paragraph or special non-print references and comments)			
			Compliance?	
1	Adverse reflection (none)		Yes	☒

F
pg. 5

		No	☐
		Compliance?	
2	Proportion of portrayals (none)	Yes	☒
		No	☐
		Compliance?	
3	Roles (none)	Yes	☒
		No	☐
4	Aging Process ("Receipts & Expenditures for the Old-Age" on p. 454 problem #83)	*Compliance?*	
		Yes	☒
		No	☐
Circle Criterion Cited	**D. DISABLED PERSONS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection (none)	Yes	☒
		No	☐
		Compliance?	
2	Proportion of portrayals (none)	Yes	☒
		No	☐
		Compliance?	
3	Roles (none)	Yes	☒
		No	☐
		Compliance?	
4	Emotions (none)	Yes	☒
		No	☐
		Compliance?	
5	Achievements (none)	Yes	☒
		No	☐
Circle Criterion Cited	**E. ENTREPRENEUR AND LABOR** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection (none)	Yes	☒
		No	☐
		Compliance?	
2	Roles (none)	Yes	☒
		No	☐
Circle Criterion Cited	**F. RELIGION** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection (none)	Yes	☒
		No	☐
		Compliance?	
2	Indoctrination (none)	Yes	☒
		No	☐

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		Compliance?	
3	Diversity (none)	Yes	☒
		No	☐
Circle Criterion Cited	**G. ECOLOGY AND ENVIRONMENT** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Ecology (none)	Yes	☒
		No	☐
		Compliance?	
2	Environmental protection (Radioactive decay p. 419 #41, p. 92 #69, p.441 #28, p. 430 #53, p360 ex.1)	Yes	☒
		No	☐
		Compliance?	
3	Resource use (Energy consumption p.34 #9, Tidal energy p.495)	Yes	☒
		No	☐
Circle Criterion Cited	**H. DANGEROUS SUBSTANCES** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Discouragement of use (none)	Yes	☒
		No	☐
		Compliance?	
2	Hazards of use (none)	Yes	☒
		No	☐
Circle Criterion Cited	**I. THRIFT, FIRE PREVENTION, & HUMANE TREATMENT OF ANIMALS & PEOPLE** (give page & paragraph of special non-print references and comments)		
		Compliance?	
1	Waste (n/a)	Yes	☒
		No	☐
		Compliance?	
2	Fire hazards (n/a)	Yes	☒
		No	☐
		Compliance?	
3	Inhumane treatment (n/a)	Yes	☒
		No	☐
		Compliance?	
4	Thrift (n/a)	Yes	☒
		No	☐
		Compliance?	
5	Fire prevention (n/a)	Yes	☒
		No	☐
		Compliance?	
6	Humane treatment (n/a)	Yes	☒
		No	☐
	J. DECLARATION OF INDEPENDENCE AND CONSTITUTION OF THE		

F 19.7

	UNITED SATES (give page & paragraph or special non-print references and Comments)		
		Compliance?	
		Yes	☒
		No	☐
Circle Criterion Cited	**K. BRAND NAMES AND CORPORATE LOGOS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Use of any such depictions (none)	Yes	☒
		No	☐
		Compliance?	
2	Prominent use of any one depiction (none)	Yes	☒
		No	☐
		Compliance?	
3	Illustrative standards applicable when determined necessary for educational purpose (none)	Yes	☒
		No	☐
Circle Criterion Cited	**L. FOODS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	High nutritive value (none)	Yes	☒
		No	☐
		Compliance?	
2	Low nutritive value (none)	Yes	☒
		No	☐

**** SPECIAL INSTRUCTIONS FOR NON-PRINT MATERIALS****

Citations of noncompliance for no-print materials must include specific references and comments. The references should be detailed as follows:

Number of minutes (running time) from title: 16mm films; 8mm filmloops; videotapes; videocassettes n/a

Number of minutes (running time) from start and side number: audiotapes; audiocassettes; disc recordings n/a

Frame number: filmstrips; microforms n/a

Slide number: slides n/a

Quadrant location, plus overlay if necessary: (upper left, upper right, lower left, lower right); overhead transparencies; study prints; maps n/a

Signature: Stella Sloa

Signature: Gloria P

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P.8

LARSON HOSTETLER EDWARDS

CALCULUS

SEVENTH EDITION

correlated to the

California Standards Map for Mathematics—Calculus

McDougal Littell

10/2002
2002
CA 146

F
Q.9

Publisher:	McDougal Littell
Program Title:	Calculus (Seventh Edition)
Components:	Pupil's Edition (PE), Teacher's Edition (TE)
Grade Level(s):	11-12
Intended Audience:	Calculus Students

Standards Map - Basic Comprehensive Program
Grades Eight Through Twelve - Mathematics

The standards for grades eight through twelve are organized differently from those for kindergarten through grade seven. In this section strands are not used for organizational purposes as they are in the elementary grades because the mathematics studied in grades eight through twelve falls naturally under discipline headings: algebra, geometry, and so forth. Many schools teach this material in traditional courses; others teach it in an integrated fashion. To allow local educational agencies and teachers flexibility in teaching the material, the standards for grades eight through twelve do not mandate that a particular discipline be initiated and completed in a single grade. The core content of these subjects must be covered; students are expected to achieve the standards however these subjects are sequenced.

			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
DISCIPLINE		**Calculus** When taught in high school, calculus should be presented with the same level of depth and rigor as are entry-level college and university calculus courses. These standards outline a complete college curriculum in one variable calculus. Many high school programs may have insufficient time to cover all of the following content in a typical academic year. For example, some districts may treat differential equations lightly and spend substantial time on infinite sequences and series. Others may do the opposite. Consideration of the College Board syllabi for the Calculus AB and Calculus BC sections of the Advanced Placement Examination in Mathematics may be helpful in making curricular decisions. Calculus is a widely applied area of mathematics and involves a beautiful intrinsic theory. Students mastering this content will be exposed to both aspects of the subject.				✓		
11-12	1.0	Students demonstrate knowledge of both the formal definition and the graphical interpretation of limit of values of functions. This knowledge includes one-sided limits, infinite limits, and limits at infinity. Students know the definition of convergence and divergence of a function as the domain variable approaches either a number or infinity:	PE/TE: 42-46, 48-49†, 52†	PE/TE: 47, 54-56, 65-68, 76-79, 85-87, 88-89, 90-91	PE/TE: 48-49†, 51, 52†, 53-54, 57-62, 68-76, 80-84	✓		"Limits at Infinity" are covered on p. 198 - 205

* For more information, see Notes.

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			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
11-12	1.1	Students prove and use theorems evaluating the limits of sums, products, quotients, and composition of functions.	PE/TE: 24-25, 57[t]	PE/TE: 65-68, 85-87, 88-89, 91	PE/TE: 57[t], 58-62, 84	✓		
11-12	1.2	Students use graphical calculators to verify and estimate limits.	PE/TE: 40, 48[t]	PE/TE: 54-56, 65, 66, 67, 77, 78, 79, 85, 86, 87, 88, 91	PE/TE: 48[t], 49-54, 61, 64, 68, 76, 81, 83	✓		
11-12	1.3	Students prove and use special limits, such as the limits of $(\sin(x))/x$ and $(1-\cos(x))/x$ as x tends to 0.	PE/TE: 63[t]	PE/TE: 65, 66-67, 88-89	PE/TE: 63[t], 64	✓		The proof of $\lim_{x \to 0} \frac{\sin x}{x}$ is given on p. 65
11-12	2.0	Students demonstrate knowledge of both the formal definition and the graphical interpretation of continuity of a function.	PE/TE: 57, 68[t]	PE/TE: 76-80[t], 85-87, 89, 91	PE/TE: 68[t], 69-74, 80[t], 81-84	✓		
11-12	3.0	Students demonstrate an understanding and the application of the intermediate value theorem and the extreme value theorem.	PE/TE: 75[t], 160	PE/TE: 78-79, 89, 165	PE/TE: 75[t], 76, 160[t], 161-164	✓		
11-12	4.0	Students demonstrate an understanding of the formal definition of the derivative of a function at a point and the notion of differentiability:				✓		Students apply the derivative analytically, and graphically on p. 187-189
11-12	4.1	Students demonstrate an understanding of the derivative of a function as the slope of the tangent line to the graph of the function.	PE/TE: 45, 94-97[t]	PE/TE: 101[t], 102-104, 152, 156	PE/TE: 97[t], 98-101[t]	✓		
11-12	4.2	Students demonstrate an understanding of the interpretation of the derivative as an instantaneous rate of change. Students can use derivatives to solve a variety of problems from physics, chemistry, economics, and so forth that involve the rate of change of a function.	PE/TE: 12, 111[t]	PE/TE: 114-116, 153-155, 157	PE/TE: 111[t], 112	✓		
11-12	4.3	Students understand the relation between differentiability and continuity.	PE/TE: 99-100[t]	PE/TE: 103-104, 153	PE/TE: 99-100[t], 101, 872	✓		Also found on p. 158

* For more information, see Notes.
Math 8-12th Grade Standards Map –Approved by the State Board of Education on February 6, 2002.

For questions, contact Kathy Jacobsen, CFIR Division, California Department of Education ', (916) 657-4892

			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
11-12	4.4	Students derive derivative formulas and use them to find the derivatives of algebraic, trigonometric, inverse trigonometric, exponential, and logarithmic functions.	PE/TE: 105-110[1]	PE/TE: 113-114, 124-125, 153-154, 156-157, 321-323, 338-340, 347-349, 357, 358-359, 386-387, 405, 406, 407, 406-409	PE/TE: 105-110[1], 117-122, 314-320, 332-337, 341-344, 351-353, 355, 380-384, 385	✓		
11-12	5.0	Students know the chain rule and its proof and applications to the calculation of the derivative of a variety of composite functions.	PE/TE: 127[1]	PE/TE: 133[1], 134-136, 154-155, 157	PE/TE: 127[1], 128-133[1]	✓		Proof of chain rule presented on p.131
11-12	6.0	Students find the derivatives of parametrically defined functions and use implicit differentiation in a wide variety of problems in physics, chemistry, economics, and so forth.	PE/TE: 137, 665-671	PE/TE: 142-143, 155, 157, 672-674, 681, 710, 712	PE/TE: 138-141, 675-676	✓		Derivatives of parametric equations is a Calculus BC topic.
11-12	7.0	Students compute derivatives of higher orders.	PE/TE: 123[1]	PE/TE: 125-126, 154-155, 157	PE/TE: 123[1]	✓		
11-12	8.0	Students know and can apply Rolle's theorem, the mean value theorem, and L'Hôpital's rule.	PE/TE: 168[1], 170, 530-531[1]	PE/TE: 172-173, 235, 238, 239, 537-539, 551, 553	PE/TE: 168[1], 169-171, 530-531[1], 532-536	✓		Also found on p. 172-173
11-12	9.0	Students use differentiation to sketch, by hand, graphs of functions. They can identify maxima, minima, inflection points, and intervals in which the function is increasing and decreasing.	PE/TE: 202[1]	PE/TE: 208-210, 236-237, 238	PE/TE: 202[1], 203-207	✓		Also found on p.209-217
11-12	10.0	Students know Newton's method for approximating the zeros of a function.	PE/TE: 222[1]	PE/TE: 226-227, 237	PE/TE: 222[1], 223-225	✓		Newtons method found on p.229-233. Newton's method has been removed from College Board Syllabus

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			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
11-12	11.0	Students use differentiation to solve optimization (maximum-minimum problems) in a variety of pure and applied contexts.	PE/TE: 158, 211-212[1]	PE/TE: 216-221, 237, 239	PE/TE: 212[1], 213-215	✓		Found on p. 164-171
11-12	12.0	Students use differentiation to solve related rate problems in a variety of pure and applied contexts.	PE/TE: 144	PE/TE: 149-152, 155, 157	PE/TE: 145-148	✓		Found on p. 158-156
11-12	13.0	Students know the definition of the definite integral by using Riemann sums. They use this definition to approximate integrals.	PE/TE: 265-267[1]	PE/TE: 272[1], 273-274, 308, 310	PE/TE: 265-267[1], 268-272[1]	✓		Found on p. 271-281
11-12	14.0	Students apply the definition of the integral to model problems in physics, economics, and so forth, obtaining results in terms of integrals.	PE/TE: 240, 267, 279-280, 312, 355-356	PE/TE: 285-286, 299, 307, 309, 323, 331, 339, 348-349, 350, 358-360, 394, 404, 406-407, 419-420, 467-469, 474-476, 477	PE/TE: 310-311, 409, 459-466, 470-473, 479	✓		Found on p. 316-318
11-12	15.0	Students demonstrate knowledge and proof of the fundamental theorem of calculus and use it to interpret integrals as antiderivatives.	PE/TE: 275-276[1]	PE/TE: 284-287, 308, 311	PE/TE: 275-276[1], 277-283	✓		Proof given on p. 282
11-12	16.0	Students use definite integrals in problems involving area, velocity, acceleration, volume of a solid, area of a surface of revolution, length of a curve, and work.	PE/TE: 255-261, 265-272, 410, 480	PE/TE: 418-420, 428-431, 437-439, 447-449, 456-458, 476-477, 478-479	PE/TE: 412-417, 421-427, 432-436, 440-446, 450-455	✓		Found on p. 446-516

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			PUBLISHER CITATIONS*			FOR LEA USE ONLY		
						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
11-12	17.0	Students compute, by hand, the integrals of a wide variety of functions by using techniques of integration, such as substitution, integration by parts, and trigonometric substitution. They can also combine these techniques when appropriate.	PE/TE: 288-296, 391-392	PE/TE: 297-299, 308-309, 486-487, 494-496, 503-505, 512-514, 550, 552	PE/TE: 482-485, 488-493, 497-502, 506-511	✓		Techniques are all covered. Integration by parts and trigonometric substitution are Calculus BC topics
11-12	18.0	Students know the definitions and properties of inverse trigonometric functions and the expression of these functions as indefinite integrals.	PE/TE: 380-382	PE/TE: 386, 393-394, 407, 408-409	PE/TE: 388-390	✓		Publisher includes hyperbolic functions Found on p. 380-387 & 399-401
11-12	19.0	Students compute, by hand, the integrals of rational functions by combining the techniques in standard 17.0 with the algebraic techniques of partial fractions and completing the square.	PE/TE: 389-390, 391-392, 482-485	PE/TE: 394, 407, 486-487, 522-523, 528-529, 550-551, 552-553	PE/TE: 515-521, 524-527	✓		Partial fractions integration and techniques from standard 17.0 are Calculus BC topics
11-12	20.0	Students compute the integrals of trigonometric functions by using the techniques noted above.	PE/TE: 328-329	PE/TE: 330-331, 405, 503-505, 522-523, 528-529, 550-551, 552-553	PE/TE: 497-502, 515-521, 524-527	✓		
11-12	21.0	Students understand the algorithms involved in Simpson's rule and Newton's method. They use calculators or computers or both to approximate integrals numerically.	PE/TE: 222-225, 300-302†	PE/TE: 226-227, 237, 305-306, 309, 310-311	PE/TE: 302†, 303-304	✓		The text covers Simpson's rule & Newton's method. However both are no longer part of the College Board syllabus
11-12	22.0	Students understand improper integrals as limits of definite integrals.	PE/TE: 540†, 543†	PE/TE: 547-549, 551, 553	PE/TE: 540†, 541-542, 543†, 544-546	✓		Improper integrals are a Calculus BC topic.

* For more information, see Notes.
Math 8-12th Grade Standards Map –Approved by the State Board of Education on February 6, 2002.

For questions, contact Kathy Jacobsen, CFIR Division, California Department of Education ', (916) 657-4892

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS* Introduced	Practiced	Taught to Mastery	FOR LEA USE ONLY Meets Standard Y	N	Local Education Agency Evaluator Notes
11-12	23.0	Students demonstrate an understanding of the definitions of convergence and divergence of sequences and series of real numbers. By using such tests as the comparison test, ratio test, and alternate series test, they can determine whether a series converges.	PE/TE: 554, 556-563, 567-572	PE/TE: 564-566, 573-576, 580-582, 595-596, 603-604, 643-644, 646-647	PE/TE: 577-580, 583-586, 590-594, 597-602	✓		Sequences & Series are Calculus BC topics Found on p. 606-616
11-12	24.0	Students understand and can compute the radius (interval) of the convergence of power series.	PE/TE: 616	PE/TE: 623-624, 645, 646	PE/TE: 617-620	✓		Power series are Calculus BC topics. Found on p. 660-664
11-12	25.0	Students differentiate and integrate the terms of a power series in order to form new series from known ones.	PE/TE: 621-622	PE/TE: 624, 630-632, 645, 647	PE/TE: 625-629	✓		Power series are Calculus BC topics. Found on. 669-675
11-12	26.0	Students calculate Taylor polynomials and Taylor series of basic functions, including the remainder term.	PE/TE: 156†, 605-606	PE/TE: 156†, 613-615, 641-642, 644, 645, 647	PE/TE: 607-612, 632-640	✓		Taylor polynomials are Calculus BC topics. Found on p. 676-686 & 654
11-12	27.0	Students know the techniques of solution of selected elementary differential equations and their applications to a wide variety of situations, including growth-and-decay problems.	PE/TE: 243, 361†, 369†	PE/TE: 366-368, 377-379, 407, 409	PE/TE: 361†, 362-365, 369†, 370-376	✓		Found on p. 249-254 & 404-420

Publisher Notes/Additional Comments (note to publishers: please include grade level/standard when listing comments):

† indicated page(s) contain material appropriate for more than one category of instruction

* For more information, see Notes.

CSR School Action Plan Addendum				
School: Rustic Lane Elementary	**District: Jurupa Unified School District**			
Improvement Goals and Strategies for Increasing Student Academic Performance Using the analyses of district/school conditions and student academic achievement, we established the following goals and action steps to improve student academic performance over the next two years.				
Goal 1: All students in significant subgroups as well as ELs and special education students will improve their reading and writing achievement for 2006-07.				
Student groups and grade levels to participate in this goal: *Hispanic, SED, and EL.*	**Anticipated annual performance growth for each group:** *API Points: Hispanic 7, SED 7, and EL 7.*			
Means of evaluating progress toward this goal: *The school will use district benchmarks assessments, curriculum –embedded assessments, and grade level review of student work to determine progress toward meeting the goal.*	**Group data to be collected to measure academic gains:** *API Growth from 2005-2006, 2006-2007 for Hispanic, SED, for ELs, and students with disabilities; AYP AMO for ELA Hispanic , SED ELs, and students with disabilities.*			
Actions to Be Taken	**Start/ Completion Dates**	**Individual(s) Accountable for Implementation**	**Proposed Expenditures**	**Estimated Costs and Funding Source**
Alignment of instruction with content standards and APS: • Continue to yearly inventory and purchase all components of adopted RLA programs for all students. • Provide full implementation of state-standards through Houghton Mifflin *Legacy of Literature* and Sopris West *Language!* programs through staff development on content standards and strategies. • Continue to provide required instructional time for RLA for benchmark and strategic learners at all grade levels. • Provide 150 minutes for intensive students in reading interventions for all students (including EL and SWD). **Improvement of instructional strategies and materials:**	June 07 June 07 Feb 07-Je07	Principal Principal Intervention Resource Teacher	Replacement materials/ LCD Projectors Intervention Resource Teacher	$50,000 CSR $47,000 CSR

• Hire an Intervention Resource Teacher	Feb 07			
• Provide supplemental materials beyond core adoption if necessary to meet teacher and/or student needs	Feb 07	Principal	Supp Mtls	$10,000 CSR
• Purchase Houghton Mifflin leveled readers grades 2-6	Feb 07	Principal	Leveled Rdrs	$10,000
• Purchase Houghton Mifflin Theme Tests grades K-6	Feb 07	Principal	Theme Tests	CSR
Staff development and professional collaboration:				
• Provide AB 466/SB 472 teacher training and practicum in RLA adoptions for new or untrained teachers	Feb 07	Principal District	Substitutes	$2,200 CSR
• Provide training for teachers in formal collaboration and how to analyze and use the assessment data and data systems	Feb 07-Je 07		Scantron	$2,000 CSR
• Provide additional training for teachers in Universal Access, Step Up to Writing, Data Director, and Marzano strategies	Feb 07-Je 07	Principal, Vice-Princ., Teachers	RCOE Contract	$2,200 CSR
Involvement of staff, parents and community:				
• Provide parents information in the parent's language on grade level standards and expectations for learning (Family Literacy Nights), requirements for promotion, and available interventions	Feb 07-Je 07	Principal, Consultant Teachers	Consultant	$2,000 CSR
Monitoring program implementation and results:				
• Monitor implementation of HM adoption with Data Trek by administrator.	Jan 07-Je 07	Principal, Vice-Princ.		
• Monitor collaborative meetings and class observations.				
• Continue monitoring students throughout the year in reading intervention programs to ensure progress and identify when appropriate to place back into the core.	Jan 07-Je 07 Feb 07-Je 07	Principal, Vice-Princ.		
• Continue to use curriculum-embedded assessment results through Data Director data collection system	Feb 07-Je 07	Grade Level Leads		

Goal 2: All students in significant subgroups as well as ELs and special education students will improve their mathematics achievement for 2006-07.				
Student groups and grade levels to participate in this goal: *Hispanic, SED, ELs.*		**Anticipated annual performance growth for each group:** *API Points: Hispanic 7, SED 7 and ELs 7.*		
Means of evaluating progress toward this goal: *The school will use district benchmark assessments, curriculum-embedded assessments, and grade level review of student work.*		**Group data to be collected to measure academic gains:** *API Growth from 2005-2006, 2006-2007 for Hispanic, SED,ELs, and students with disabilities AYP AMO for Mathematics for Hispanic, SED, ELs.*		
Actions to Be Taken	**Start/ Completion Dates**	**Individual(s) Accountable for Implementation**	**Proposed Expenditures**	**Estimated Costs and Funding Source**
Alignment of instruction with content standards and APS: • Continue to yearly inventory and purchase all components of adopted mathematics programs and supplementary materials aligned to standards for all students.	June 07	Principal	Replacement materials	$10,000 CSR
• Continue to provide full implementation of state-standards through Houghton Mifflin *Mathematics* programs through staff development on content standards and strategies.	June 07	Principal IRT	Intervention Resource Teacher	Goal 1
• Provide additional time for math interventions for all students at 2 or more years below grade level in class	Feb 07-Je07	Principal	Math Steps	$10,000 CSR
Improvement of instructional strategies and materials: • Principal and intervention teacher will use knowledge and skills gained in AB 430/AB 466 training to ensure full implementation of math program and instruction of content standards through classroom walk-throughs, observations, and analysis of curriculum-embedded assessment results.	Feb 07-Je 07	Principal District Teachers	Substitutes	$3,000 CSR
• Continue to provide twice monthly grade/course level	Feb 07-Je 07	Principal, Vice-		

meeting time for teachers facilitated by principal tied to assessments, issues, lesson planning and delivery.		Princ., Teachers		
• Purchase technology and manipulatives to increase student learning of math concepts and standards.	Feb 07-Je 07	Principal,	Manipulative Software	$13,800 CSR
Staff development and professional collaboration:				
• Provide AB 466/SB 472 teacher training and practicum in math adoptions for new teachers or untrained teachers.	Jan 07-Je 07	Principal, Vice-Princ, Grade Level Leads, Teachers	RCOE Contract Substitutes	$9,800 CSR
• Provide training for teachers in formal collaboration and how to analyze and use assessment data and data system	Jan 07-Je 07			
• Provide training in how to use technology and manipulatives to increase student learning of math concepts and standards, and new math framework.	Feb 07-Je 07			
Involvement of staff, parents and community:				
• Continue to provide parents information in the parent's language on grade level standards (Family Math Nights), requirements for promotion and available interventions.	Feb 07-Je 07	Principal Teachers	Goal 1	
Monitoring program implementation and results:				
• Monitor collaboration through meetings and classroom observations.	Feb 07-Je 07	Principal, Vice-Princ.		
• Continue monitoring students throughout the year in math intervention programs to ensure progress and identify when appropriate to place back into the core.				
• Continue to use curriculum-embedded assessment results through Data Director data collection system to monitor student progress in math				

Jurupa Unified School District
Van Buren Elementary School

Program Improvement Year 4
Alternative Governance/Restructuring Plan
Overview of Process and Plan

As a Program Improvement Year Four School, Van Buren Elementary school developed an Alternative Governance/Restructuring Plan. Key staff members from the school participated in the development of this plan with Riverside County Office of Education (RCOE) and the office of the Regional System of District and School Support (RSDSS). A process to study and identify the most appropriate restructuring option was undertaken using the *Year 4 Alternative Governance Protocol*. Staff members including the Principal brought the information gained at this training back to the total staff and to the SSC. The staff was asked to discuss the questions posed for each option and the options available. Teachers reported back to the leadership team in grade level groups.

RCOE and the RSDSS staff members worked with the principal and leadership team to review the progress made on the Academic Program Survey and in the NCLB Program Improvement mandates. Student achievement data in the Academic Performance Index and Adequate Yearly Progress in ELA and Math were also reviewed. Technical assistance was provided to the school staff members in how to identify the essential program components in the Academic Program Survey that were minimally or partially in place. A discussion was held on how minimal or partial implementation of the nine Essential Program Components impacted student learning. As a result of this training and the input from the staff and SSC, Van Buren Elementary School identified Alternative Governance Option number 5 as the most promising option for the School.

"Any other Major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make adequate yearly progress as defined in the State plan under NCLB Section 111(b)(2)."

A major restructuring of the school governance is outlined in the following **Alternative Governance/Restructuring Plan**. The plan has one major area of focus. The structure of the organization of learning and teaching will be focused on English Learners in English Language Arts with grade level data teams analyzing student progress on an on-going basis and a school leadership team made up of teachers representing each grade level, a teacher representing English

Learners (English Language Facilitator), and the site administrator. The school leadership team will meet monthly and report on grade level PLC work regarding students' progress with particular emphasis on English Learners. A DSLT Team consisting of the above group, a School Site Council Representative, a Teacher on Special Assignment for Curriculum and Instruction and a District Office administrator will monitor the implementation of this work. The DSLT leadership team will meet quarterly, or as needed, to review reports on the progress of students toward grade level standards.

There are three subsections of the Van Buren Elementary plan. The first subsection focuses on providing dedicated English Language Development instruction during the school day utilizing a grade level collaboration model which includes staff development on full implementation of the adopted ELD program as well as strategies to assure English Learners access to the core curriculum. The second subsection focuses on providing an ELA intervention program targeting 4th, 5th and 6th grade students (including English Learners) who are two years or more below grade level. The last subsection focuses on restructuring the Extended Learning Opportunity (ELO) program to provide extended instructional time embedded within the school day, (as well as after school for Kindergarten), for English Learners in English Language Development and/or English Language Arts.

Student achievement will be monitored utililizing 6-8 week assessment data. Assessment analysis is embedded in the plan as a means to measure progress towards mastery of state standards for all students.

Staff development in meeting the needs of English Learners, accommodating special education students, Professional Learning Communities and a Grade level Data Team process and protocols will support the plan using a minimum of the 10% of Title I funds required under NCLB Program Improvement. Parent involvement and training is included as essential and student goal setting is included. The district notified parents of the availability of Supplemental Services and annually notifies parents regarding how they can be involved in helping to address the improvement of student academic achievement. The district will also provide information to parents about how they can transfer their child to another school.

An implementation timeline is included and indicates when the plan was presented to the staff and parents for input and final approval. This plan was approved by the Jurupa Unified School District Board on Trustees on 2/5/07. The DSLT will provide progress reports to the School Board two times per year. This Alternative Governance/Restructuring Plan is also contained in the school Single Plan for Student Achievement (SPSA)

Van Buren Elementary School
Program Improvement Year 4
Timeline

Who will be making decisions? The district in collaboration with the school and the district/school leadership team (DSLT) will recommend to the board of education what the alternative governance/restructuring plan is for Van Buren Elementary School.

How will the planning process proceed?

1. The Principal and school leaders will take the 5 options for Alternative Governance to the staff for discussion and input in September 2006. With this input, the Principal and school leaders will attend a technical assistance meeting conducted by the Riverside County Office of Education.

2. The leadership team and the district will use student achievement data and other evidence to assess school Governance/Restructuring and to develop a proposal together through a consensus model. **This work was done on December 14, 2006.**

3. The DSLT Team will finalize the draft of the Alternative Governance plan by **end of January 2007.**

4. The proposed Alternative Governance Plan will be shared with the staff for input and reflection on **January 11, 2007.**

5. The plan will be shared with parents through SSC and other parent groups for reflection and input on **January 12, 2007**

6. The plan with staff and parent input will again be shared with the DSLT for input on **January 22, 2007.**

7. The leadership team and district will present the plan to the board for approval **on February 5, 2007**.

8. The plan will start implementation by **a presentation to the staff in end of May and revisited September of 2007 for any new staff members**.

9. Progress on the plan will be reported to the staff and parents **through SSC quarterly beginning the end of November 2007.**

10. Progress on the plan will be reported to the DSLT and the Board of Education **in December, 2007 and April, 2008.**

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Jurupa Unified School District
Van Buren Elementary School
Year 4 Alternative Governance/Restructuring Plan 2006-2007
Alternative Governance Option # 5 English Language Learners in ELA

Action Steps Corrective Actions	APS EPC #	Timeline	Person Responsible	Evidence of Implementation
The first subsection focuses on providing dedicated English Language Development instruction during the school day utilizing a grade level collaboration model. The following steps outline the process:	EPC 1.1			
• Identify and monitor English Learners' proficiency levels as well as mastery of English Language Development Standards utilizing multiple measures: Rigby and Houghton Mifflin embedded assessments, teacher observations, district CRT, etc.		5/07-6/08	Teachers, EL Facilitator, Principal	• EL Profile Card
• Collaborate at grade level on EL student placement during class composition for core instruction as well as English Language Development groupings.		5/07-6/08	Teachers, EL Facilitator, Principal	• Individual Student Placement Cards • Class Lists • Collaboration Meeting Agendas
• Create, through collaboration, an English Language Development instructional plan for each grade level to address the needs of EL students.		5/07-6/08	Teachers, EL Facilitator, Principal	• Grade Level ELD Plans • ELD Schedules
• Address student placement, ELD instructional time, curriculum and assessment within the grade level ELD plans.		5/07-6/08	Teachers, EL Facilitator, Principal	• Grade Level ELD Plans
• Provide staff development on full implementation of the adopted ELD program.		3/07-6/08	Languages Services Department/	• Sign-In Sheets • Agendas • Staff Development
• Provide staff development on instructionally sound strategies to assure English Learners		3/07-6/08		

Action Steps Corrective Actions	APS EPC #	Timeline	Person Responsible	Evidence of Implementation
access to the core curriculum with emphasis on direct, systematic, explicit development of vocabulary, grammar, comprehension, and expression in both oral and written English. • Principal will ensure full implementation of ELD program as well as English Learner access to the core ELA curriculum through classroom walk-throughs, observations and analysis of assessment results. • Monitor English Learner student progress in listening, speaking, reading and writing using ongoing assessments for reading and ELD. • Evaluate the effectiveness of the English Learner program annually and make adjustments according to annual AMAO results.		9/07-6/08 9/07-6/08 9/07-6/08	District Office Principal Teachers, EL Facilitator, Principal Teachers, EL Facilitator, Principal, DSLT	Proposals • Data Trek Data Reports • Checklists • Calendar • Collaboration Meeting Agendas & Minutes • ELD Profile Cards • AMAO Reports
The third subsection focuses on Providing Extended Learning Opportunities for English Learner within the school day and after school for Kindergarten. The following steps will outline the process: • Restructure the school day (additional 5 minutes) to provide 30 minutes of instructional time during the lunch period and continue to offer extended learning time after school for Kindergarten. • Design a tutoring program (Extended Learning Opportunity) within the school day as well as after school for Kindergarten to meet the needs of students who require additional instruction to meet proficiency		5/07-9/08 5/07-9/08	Teachers, EL Facilitator, Principal Teachers, EL Facilitator, Principal	• Master Schedule • ELO Schedules • ELO Class Lists

Action Steps Corrective Actions	APS EPC #	Timeline	Person Responsible	Evidence of Implementation
including additional time for English Learners to gain skills in academic language and increased vocabulary. • Provide parents with the opportunity to choose Extended Learning Time for their children during the school day or after school for Kindergarten. • Provide teachers with the opportunity to teach an additional 30 minutes (at the hourly rate) either during the school day or one hour after school for Kindergarten. • Align instruction to the ELA and ELD adopted programs depending on the students' language proficiency level and program of instruction. • Provide additional ELD tutoring to students as part of the Extended Learning Opportunity. • Evaluate the effectiveness of the Extended Learning Opportunity program during weekly grade level collaborative time utilizing assessment results from embedded assessments, district CRTs and teacher made assessments. • Principal will ensure full implementation of Extended Learning Opportunity through classroom walk-throughs, observations and analysis of assessment results.		9/07-6/08 9/07-6/08 9/07-6/08 9/07-6/08 9/07-6/08 9/07-6/08	Principal Teachers Principal Teachers Teachers, EL Facilitator, Principal Teachers Teachers, EL Facilitator, Principal, DSLT Principal	• Parent Letters • Parent Responses • Teacher Responses • ELO Plan • ELO Materials Inventory • Lesson Plans • Class Schedules • What evidence do you produce from your collaboration meetings.? • Data Trek Data Reports • Checklists • Calendar

H 29

RESOLUTION #2007/33

Resolution of Board of Trustees of the
Jurupa Unified School District
Declaring Membership in the
Riverside Schools Risk Management Authority JPA (RSRMA)

WHEREAS, California school and college districts have determined there is a need for affordable workers' compensation coverage by combining their respective efforts to establish, operate and maintain a Joint Power Agency for workers' compensation coverage; and

WHEREAS, Title I, Division 7, Chapter 5, Article I (Section 6500 et seq.) of the Government Code of the State of California authorizes joint exercise by two or more public agencies of any power common to them,

NOW, THEREFORE, BE IF RESOLVED that the Board of Trustees of Jurupa Unified School District declares its membership in the Riverside Schools Risk Management Authority JPA and instructs its duly authorized agent to execute on behalf of Jurupa Unified School District the attached Joint Powers Agreement appoints Pam Lauzon as its official representative and Robert Iverson as the alternate representative.

It is FURTHER RESOLVED that the District agrees to transferring responsibility for and administration of existing and potential pooled self insurance Workers' Compensation claims from Western Riverside County Self-Insurance Program for Employees (WRCSIPE) to the Riverside Schools Risk Management Authority JPA.

PASSED AND ADOPTED by the Board of Trustees of Jurupa Unified School District this 5th day of February 2006, by the following vote:

AYES:
NOES:
ABSENT:

STATE OF CALIFORNIA
COUNTY OF RIVERSIDE

I, Elliott Duchon, do hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the Governing Board at a regularly called and conducted meeting held on said date.

_____
Elliott Duchon
Secretary of Governing Board

J
8.1

JOINT EXERCISE OF POWERS AGREEMENT

RIVERSIDE SCHOOLS RISK MANAGEMENT AUTHORITY

J
B.2

JOINT EXERCISE OF POWERS AGREEMENT

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JOINT EXERCISE OF POWERS AGREEMENT

THIS AGREEMENT is entered into pursuant to the provisions of Title 1, Division 7, Chapter 5, Article 1 (Sections 6500, et seq.) of the California Government Code, relating to the joint exercise of powers, between the public educational agencies signatory hereto, and also those which may hereafter become signatory hereto, for the purpose of operating an agency to be known and designated as Riverside Schools Risk Management Authority (hereinafter referred to as "the Authority").

WITNESSETH:

WHEREAS, it is to the mutual benefit of the parties herein subscribed and in the best public interest of said parties to join together to establish this Joint Exercise of Powers Agreement to accomplish the purposes hereinafter set forth; and

WHEREAS, public educational agencies are required by Division 4 of the California Labor Code, commencing with Section 3200, to maintain Workers' Compensation coverage for their employees; and

WHEREAS, the signatories hereto have determined that there is a need, by public educational agencies, for a Joint Program to provide Workers' Compensation coverage for their employees; and

WHEREAS, Title 1, Division 7, Chapter 5, Article 1, of the California Government Code, commencing with Section 6500, authorizes joint exercise by two or more public educational agencies of any power common to them; and

WHEREAS, the Legislature has authorized public educational agencies in Section 3700(c) of the California Labor Code to enter into pooled self-insurance Joint Exercise of Powers Agreements as one of the ways in which they may satisfy their Workers' Compensation coverage obligation and California Government Code Sections 990.8(d) and 6512.2 allow joint powers authorities to purchase insurance or reinsurance of pooled liability claims; and

WHEREAS, it is the desire of the signatories hereto to jointly provide for a Joint Program for Workers' Compensation coverage for their mutual advantage and concern.

NOW, THEREFORE, FOR AND IN CONSIDERATION OF THE MUTUAL ADVANTAGES TO BE DERIVED THEREFROM, AND IN CONSIDERATION OF THE EXECUTION OF THIS AGREEMENT BY OTHER PUBLIC AGENCIES, EACH OF THE PARTIES HERETO DOES AGREE AS FOLLOWS:

1. CREATION OF THE JOINT POWERS ENTITY

A joint powers entity, separate and apart from the public educational agencies signatory hereto, shall be and is hereby created and shall hereafter be designated as the Riverside Schools Risk Management Authority (hereinafter referred to as the "Authority").

2. FUNCTIONS OF THE AUTHORITY

A. The Authority is established for the purposes of administering this Agreement, pursuant to the provisions of the California Government Code, and of providing the services and other items necessary and appropriate for the establishment, operation and maintenance of a Joint Program for Workers' Compensation coverage for the public educational agencies who are Members thereof, and to provide a forum for discussion, study, development and implementation of recommendations of mutual interest regarding such program.

B. The functions of the Authority are:

(1) To provide a Joint Program and system, for Workers' Compensation coverage and given to each Member, for Worker Compensation claims against the Members of the Authority and as such, to perform, or contract for the performance of, the financial administration, policy formulation, claim service, legal representation, safety engineering, and other services as necessary for the payment and handling of all Workers' Compensation claims against Members.

(2) To pursue the Member's right of subrogation against a third party when in the discretion of the Authority the same is appropriate. Any and all proceeds resulting from the assertion of such subrogation rights shall accrue to the benefit of the Authority.

3. POWERS OF THE AUTHORITY

The Authority shall have the power and authority to exercise any power common to the public educational agencies which are parties to this Agreement, provided that the same are in furtherance of the functions and objectives of this Agreement as herein set forth, including but not limited to the following:

(A) To enter into contracts.

(B) To establish appropriate levels of Workers' Compensation coverage, through self-insurance pooling, purchase of insurance, and/or re-insurance, as determined by the Authority and to assess premiums/contributions from Members to provide such coverage.

(C) To acquire, hold, and dispose of property, real and personal, all for the purpose of providing the membership with the necessary education, study, development, and implementation of a Joint Program for Workers' Compensation coverage including, but not limited to, the acquisition of facilities and equipment, the employment of personnel, and the operation and maintenance of a system for the handling of the Joint Program.

(D) To incur debts, liabilities, and obligations necessary to accomplish the purposes of this Agreement.

(E) To receive gifts, contributions, and donations of property, funds, services, and other forms of assistance from persons, firms, corporations, associations, and any governmental entity.

(F) To invest funds as deemed appropriate by the Authority, and as subject to law.

(G) To provide a forum for discussion, study, development, and implementation of recommendations of mutual interest regarding other Joint Programs.

(H) To sue and be sued in the name of the Authority.

(I) To perform such other functions as may be necessary or appropriate to carry out this Agreement, so long as such other functions so performed are not prohibited by any provision of law.

(J) To join other joint powers authorities to provide services and coverages to the Authority.

Pursuant to Section 6509 of the California Government Code, the exercise of the aforesaid powers of the Authority shall be subject to the restrictions upon the manner of exercising such powers by a public educational agency having the same status as a member agency or joint powers authority except as otherwise provided in this Agreement.

4. GOVERNANCE

(A) A Board of Directors is hereby established.

(1) The Board of Directors shall be comprised of representatives selected by Members of the Authority, and the Board of Directors shall be empowered to effectuate the powers of the Authority. Directors of the Authority shall be employees of Authority Members.

(2) Each Member District of the Member Authorities shall be entitled to a seat on the Board and shall appoint to the Board one (1) representative and

one (1) alternate who shall be designated in writing. Said representative and said alternate must be an employee or authorized agent of the Member and shall serve at the pleasure of the Member by whom appointed. Only the designated representative or designated alternate may represent a Member.

(3) Each Member shall have one (1) vote, which may be cast only by the designated representative who is in physical attendance or the designated alternate who is in physical attendance if the designated representative is absent. No proxy or absentee votes shall be permitted. Except as otherwise provided by law, the Joint Exercise of Powers Agreement or in the Bylaws, a vote of the majority of the Board present shall be sufficient to constitute action, provided that a quorum is present. A quorum for the transaction of business by the Board shall be a majority of the Members.

(4) The Board of Directors may conduct regular, adjourned regular, special, and adjourned special meetings as it deems necessary, provided, however, that it shall hold at least one regular meeting each fiscal year. The date, time, and place for each such regular meeting shall be fixed by the Board of Directors, which shall be provided to each member of the Authority. Special meetings of the Board of Directors may be held as needed, to be determined by the President of the Board. Notices of special meetings shall be sent to all members, typically at least 72 hours and in no case less than 24 hours in advance of the beginning of such meetings. All meetings of the Board of Directors shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, Section 54950 et seq., of the California Government Code, as said Act may be modified by subsequent legislation.

(5) Except as otherwise provided or permitted by law, all meetings of the Board of Directors shall be open and public. The Board of Directors shall cause minutes of its meetings to be kept, and shall promptly transmit to the Members of the Authority true and correct copies of the minutes of such meetings.

(6) The Board of Directors shall designate a specific location at which it will receive notices, correspondence, and other communications, and shall designate the Secretary of the Board as the agent for purposes of receiving service of process on behalf of the Board of Directors. The Board of Directors shall comply with the requirements of Government Code Sections 6503.5 and 53051 as such provisions pertain to the preparation and filing of statements with the Secretary of State and with the County Clerk.

(7) The Board of Directors may form, appoint, and dissolve ad hoc and standing committees comprised of Directors and representatives of Members, as determined necessary or useful by the Board of Directors.

(8) The Authority shall operate on a July 1 to June 30 fiscal year. On or before July 1 of each fiscal year, the Board of Directors shall adopt a budget showing projected fiscal year expenditures and revenue for the Authority. A copy of the budget shall be promptly transmitted to each of the members of the Authority.

(9) Directors shall not receive a salary or compensation from the Authority for service on the Board of Directors, although as approved by the Board of Directors as a whole, individual Directors may be reimbursed for expenses incurred in serving on the Board of Directors.

(B) Officers

(1) The principal officers of the Authority shall consist of a President, Vice President, Secretary, Treasurer, and/or Secretary/Treasurer who shall be elected by the majority vote of the Board of Directors to serve two year renewable terms. Any person elected as an officer may be removed at any time, with or without cause, upon the majority vote of the Board of Directors. Vacancies shall be filled by majority vote of the Board of Directors.

(2) Officers of the Authority shall have the responsibilities delegated to them as provided in the Bylaws and as prescribed by action of the Board of Directors.

5. BYLAWS

A. The Authority shall be governed pursuant to certain Bylaws, a copy of which is attached hereto as Exhibit "A" and incorporated herein by reference, and by such amendments to the Bylaws as may from time to time be adopted. Wherever in this Agreement "Bylaws" are referred to, said Bylaws shall be those set forth in Exhibit "A", as may be amended. Each party to this Agreement agrees to comply with and be bound by the provisions of said Bylaws and further agrees that the Authority shall be operated pursuant to this Agreement and said Bylaws.

B. Procedures for amending the Bylaws shall be as provided in the Bylaws so long as not inconsistent with this Agreement.

6. MEMBERSHIP IN THE AUTHORITY

A. Each party to this Agreement must be eligible for membership in the Authority as defined in this Agreement and shall become a Member of the Authority on the effective date of this Agreement, except as provided herein below. Each party which becomes a Member of the Authority shall be entitled to the rights and privileges of, and shall be subject to the obligations of, membership as provided in this Agreement and in the Bylaws.

B. Upon two-thirds (2/3) vote of Members present at the Board of Directors meeting, any public educational agency that is not a party hereto but that desires to join the Authority, may become a Member of the Authority by executing a copy of this Agreement whereby said public educational agency agrees to comply with the terms of this Agreement and of the Bylaws effective as of the date of such execution.

7. WITHDRAWAL FROM OR TERMINATION OF MEMBERSHIP

A. Any Member of the Authority that has maintained its membership in the Authority for at least three (3) complete fiscal years, as described in the Bylaws, may voluntarily terminate this Agreement as to itself only and withdraw from membership in the Authority. Such termination and withdrawal of membership shall become effective subject and according to the conditions, manner and means set forth in the Bylaws.

B. A Member may be involuntarily terminated from the Authority upon two-thirds (2/3) vote of the Members present at a Board of Directors meeting, as provided in the Bylaws. Such removal from membership shall become effective subject and according to the conditions, manner and means set forth in the Bylaws.

8. TERMINATION OF AGREEMENT

This Agreement may be terminated effective at the end of any fiscal year by the affirmative vote of three-fourths (3/4) of all the Members of the Authority, provided, however, that the Authority and this Agreement shall continue to exist for the purpose of disposing of all obligations, distribution of assets, and all other functions necessary to conclude the affairs of the Authority.

9. DISPOSITION OF PROPERTY, FUNDS AND OBLIGATIONS

A. In the event of the dissolution of the Authority, the complete rescission, or other final termination of this Agreement by the public agencies then a party hereto, any property interest remaining in the Authority following a discharge of all Obligations shall be disposed of as provided for in the Bylaws.

B. In the event a Member withdraws from this Agreement, any property interest of that Member remaining in the Authority following discharge of all obligations shall be disposed of as provided for in the Bylaws.

10. AMENDMENTS

This Agreement may be amended at any time by a two-thirds (2/3) vote of the Members present at a Board of Directors meeting. Any such amendment shall be effective upon the date of final execution thereof by all the parties hereto.

11. SEVERABILITY

Should any portion, term, condition, or provision of this Agreement be decided by a court of competent jurisdiction to be illegal or in conflict with any law of the State of California, or any other applicable law, or be otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions, and provisions shall not be affected thereby.

12. LIABILITY

A. Pursuant to Section 6508.1 of the California Government Code, the debts, liabilities and obligations of the Authority shall be debts, liabilities or obligations of the parties to this Agreement.

B. Pursuant to the provisions of Sections 895, et seq., of the California Government Code, the Members of the Authority are jointly and severally liable for any liability which is otherwise imposed by law upon any one of the Members or upon the Authority for injury caused by a negligent or wrongful act or omission occurring in the performance of this Agreement. If a Member, or the Authority, is held liable upon any judgment for damages caused by such an act or omission and makes payments in excess of its pro rata share on such judgment, such Member of the Authority is entitled to contribution from each of the other Members that are parties to the Agreement. A Member's pro rata share shall be determined in the same manner as for the disposition of property and funds as provided in the Agreement and the Bylaws.

C. The Authority may insure/reinsure itself, to the extent deemed necessary or appropriate by the Board of Directors, against loss, liability, and claims arising out of or connected with this Agreement.

13. ENFORCEMENT

The Authority is hereby given authority to enforce this Agreement. In the event suit is brought upon this Agreement by the Authority and judgment is recovered against a Member, the Member shall pay all costs incurred by the Authority, including reasonable attorney's fees as fixed by the court.

14. MULTIPLE COUNTERPARTS

The Agreement may be executed in multiple counterparts, each of which shall be considered an original.

15. DEFINITIONS

The terms used herein and in the Bylaws shall have the following meanings:

A. "Authority" shall mean the public educational agency created by this Agreement.

B. "Basis of Contribution" shall mean the method by which the Board of Directors computes the Members share of the cost of each Program Year of the Joint Exercise of Powers Agreement.

C. "Claim Liability" shall mean those liabilities established by the Authority which represents Worker Compensation liabilities as respects to claims that have been incurred but unpaid and incurred but not reported.

D. "Contribution" shall mean money paid by a Member to the Authority, or monies assessed a Member of the Authority.

E. "Joint Program" shall mean the group purchasing of insurance/reinsurance or the setting aside of funds and reserves to pay for a self-insured retention or for losses not covered by insurance/reinsurance.

F. "Member" shall mean an individual California school public educational agency/district, county office of education, community college district, regional occupational center or program, county superintendent of schools, district governed charter school, or joint powers authority comprised solely of California school public agencies/districts.

G. "Board" shall mean the body comprised of one (1) representative from each Member. The Board shall approve all contributions and approve any and all amendments to this Agreement.

H. "Obligations" shall mean to include, but not limited to, all payments required by law together with all claim liabilities and any other legal obligations incurred by the Authority pursuant to this Agreement and Bylaws.

I "Workers' Compensation" shall mean coverage for Workers' Compensation claims filed by employees of Members.

J. "Program Year" shall mean one year of the Joint Program, separate from each and every other Program Year and shall operate on a fiscal year from July 1st through June 30th, or as otherwise determined by the Board of Directors.

K. "Pro Rata Share" shall mean each Member's net contribution available for pool operations in proportion to the total of all Member's net contributions available For pool operations for each Program Year.

L. "Public Educational Agencies" means any public school district, community college district, county board of education/county superintendent of schools, regional occupational programs/centers, or other public entity providing educational programs or services to the community, or such joint powers agencies/authorities consisting of one or more of the foregoing and serving the interests of the public entities detailed in this section.

M. "Subrogation" shall mean the recovery of payments which the Authority has made on behalf of a Member. Subrogation monies received are the properties of the Authority and for the basis of contribution are credited to the account of the Member.

16. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between the Authority and the Members, and as such, supersedes all prior agreements, understandings, negotiations and representations.

17. CONTROLLING LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of California.

18. TERM OF THE AGREEMENT

This Agreement shall be effective and binding on any signatory thereto upon execution. This Agreement shall continue in effect until lawfully terminated as provided herein and in the Bylaws. In the event of a reorganization of one or more of the public agencies participating in this Agreement, the successor or successors in interest to the assets and/or obligations of any such reorganized public agency shall succeed as a party or as parties to this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed by their authorized officers thereunto duly authorized as set forth herein below.

Member: _____

Date: _____

By: _____

Title: _____

EXHIBIT A

BYLAWS

RIVERSIDE SCHOOLS
RISK MANAGEMENT AUTHORITY

BYLAWS

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BYLAWS

AUTHORITY

PREAMBLE

The Riverside Schools Risk Management Authority ("Authority") is established for the purpose of providing the services and other items necessary and appropriate for the establishment, operation, and maintenance of a joint program for Workers' Compensation coverage for the employees of the public educational agencies who are Members hereof, and to provide a forum for discussion, study, development, and implementation of recommendations of mutual interest regarding programs of insurance and self insurance.

ARTICLE I

BOARD OF DIRECTORS

A. A Board of Directors is hereby established to direct and control the Authority.

B. The Board of Directors shall be comprised of a representative from each Member. The appointment of Board Members shall be through designation of Member district representatives. In the absence of the designated representative, the Member district's alternate shall serve as a Board Member. In the event of a long-term absence or resignation of the representative, the alternate shall serve until the appointment of a new representative, or until the end of the current Board term of appointment, whichever occurs first.

C. Each Member shall have one (1) vote, which may be cast only by the Board of Director Member who is in physical attendance. No proxy or absentee votes shall be permitted. Except as otherwise provided by law, the Joint Exercise of Powers Agreement or in these Bylaws, a vote of the majority of the Board of Directors present, shall be sufficient to constitute action, provided that a quorum is present.

D. The Board of Directors may conduct regular, adjourned regular, special, and adjourned special meetings as it deems necessary, provided, however, that it shall hold at least one regular meeting each fiscal year. The date, time, and place for each such regular meeting shall be fixed by the Board of Directors, which shall be provided to each Member of the Authority. Special meetings of the Board of Directors may be held as needed, to be determined by the President of the Board. Notices of special meetings shall be sent to all Members, typically 72 hours and in no case less than 24 hours in advance of the beginning of such meetings. All meetings of the Board of Directors shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, Section

54950 et seq., of the California Government Code, as said Act may be modified by subsequent legislation.

E. Except as otherwise provided or permitted by law, all meetings of the Board of Directors shall be open and public. The Board of Directors shall cause minutes of its meetings be kept, and shall promptly transmit to the Members of the Authority true and correct copies of the minutes of such meetings.

F. The Board of Directors shall designate a specific location at which it will receive notices, correspondence, and other communications, and shall designate the Secretary of the Board as the agent for the purpose of receiving service of process on behalf of the Board of Directors. The Board of Directors shall comply with the requirements of the Government Code Sections 6503.5 and 53051 as such provisions pertain to the preparation and filing of statements with the Secretary of State and the County Clerk.

G. The Board of Directors shall determine contributions and the method by which Contributions will be paid to the Authority. Contributions shall be based upon the method as defined in the basis of contribution for the Program Year for which the contribution was assessed. The Board of Directors reserves the right to audit any or all Members. The Board of Directors shall also provide for additional assessments during the year, if necessary or appropriate. The Board of Directors shall ensure that a complete and accurate system of accounting of The Authority shall be maintained at all times consistent with established generally accepted accounting principles and particularly those promulgated by the Government Accounting Standards Board as presently set forth or as subsequently expanded upon or modified.

H. The Board of Directors may appoint and dissolve working committees from its active membership or contract for services of others in keeping with the Joint Exercise of Powers Agreement, these Bylaws and the Laws of the State of California.

I. The Board of Directors shall have the power, authority, and duty to handle all aspects of Workers' Compensation claims against Members of the Authority. All expenditures of funds shall be authorized by the Board of Directors.

J. The Board of Directors shall directly or by contract provide for services required to effectively implement all aspects of this Joint Program.

ARTICLE II

RULES OF THE BOARD OF DIRECTORS

A. The Board of Directors may establish rules governing its own conduct and procedure and have such expressed or implied authority as is not inconsistent with, or contrary to, the laws of the State of California, these Bylaws, or the Joint Exercise of Powers Agreement.

B. A quorum for the transaction of business by the Board of Directors shall be the majority of the Members of the Board of Directors. All actions of the Board of Directors require a majority vote of those present, unless otherwise specified in the Agreement or these Bylaws.

C. No one serving on the Board of Directors shall receive any salary or compensation from the Authority.

D. The Board of Directors may approve reimbursement for expenses incurred at its direction.

E. The Officers of the Authority shall serve a term of (two) year, beginning July 1.

ARTICLE III

OFFICERS

A The principal officers shall be a President, a Vice President, a Secretary, a Treasurer, and/or Secretary/Treasurer who shall be selected from among the Board of Directors and shall each serve a (two) year term in office.

B. Election of Officers:

1. The officers of the Authority shall be elected by a majority vote of the Board of Directors for a term of (two) (2) year beginning July 1st.

2. Elections shall take place at the last regularly scheduled Board of Directors meeting of the term year.

3. Any person elected as an officer may be removed at any time, with or without cause, by a majority vote of the Board of Directors.

4. All vacancies arising may be filled at any time by the majority vote of the Directors present at that Board of Directors meeting.

C. The President shall be the chief executive officer of the Authority. The President shall have general supervision and direction of the business of the Authority, shall

see that all orders and resolutions of the Board of Directors are carried into effect, and shall be an ex officio member of all committees established by the Board of Directors. The President shall have other powers and perform such other duties as may be prescribed from time to time by the Board of Directors.

D. The Vice President shall have such powers and perform such duties as may be prescribed from time to time by the Board of Directors or the President. In the absence or disability of the President, the Vice President shall be vested with all the powers and authorized to perform all the duties of the President.

E. The Secretary shall be the chief administrative officer of the Authority. The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors when notice is required by law or these Bylaws. The Secretary shall have such other powers and perform such other duties as may be prescribed from time to time by the Board of Directors or the President.

F. The Treasurer shall be the chief financial officer of the Authority and the Board of Directors. The Treasurer shall assume the duties described in Sections 6505.1 and 6505.5 of the California Government Code, as follows:

1. Receive and account for all money of the Authority and place it in the designated depository to the credit of the Authority;

2. Be responsible for the safekeeping and disbursement of all money held by the Authority;

3. Pay, when due, out of money of the Authority all legitimate and verifiable sums payable by the Authority;

4. Submit quarterly financial reports as required by the Board of Directors;

5. Custodian of the Authority's property.

The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by law or by the Board of Directors or the President.

ARTICLE IV

FINANCE

A. The Authority shall operate on a fiscal year from July 1st through June 30th.

B. The Board of Directors shall adopt, on or before July 1st, a preliminary budget estimating the amount of money that will be needed for the ensuing year. The preliminary budget shall be based upon an actuarial study of the program provided

by the Authority. On or before October 1st, the Authority shall adopt a final budget showing each of the purposes for which the Authority will need money for the current fiscal year. A copy of the budget shall be transmitted to each of the participating Members.

C. Each Member shall pay to the Authority the contribution as calculated and adopted by the Board of Directors pursuant to the following:

1. Member's share shall be based upon each Member's experience rating and other information relative to providing coverage for the Member.

2. Contributions are due and payable on receipt of invoice and shall be considered past due 60 days from receipt of invoice and a penalty assessed on the unpaid amount as determined by the Board of Directors.

D. Each Program Year of the Authority shall operate separately from every other Program Year in regard to its assets and obligations. Those assets and obligations are pooled assets and obligations of the Members who participate in each distinct and separate Program Year.

1. All contributions, obligations, expenditures and disbursements of the Authority that can be separately and distinctly identified by Program Year shall be accounted for separately by each Program Year.

2. Joint Program revenues, obligations and expenses (such as interest income, auditor fees, travel and meeting expenses, etc.) that cannot be separately and distinctly identified to a specific Program Year shall be allocated to each Program Year in a logical and consistent manner, as determined by the Board of Directors.

3. Should the total obligations for a Program Year of the Authority exceed the total assets of that year, that year's Members may be assessed a pro rata share of the additional contribution required based on actuarial analysis and approved by the Board of Directors.

4. Should the total assets of a Program Year exceed the obligations of that year's Members may receive a pro rata share return of contribution as determined and approved by the Board of Directors.

E. A General Fund shall be established and maintained to receive monies, pay operating expenses hold reserves and pay claims of the Authority. The Authority shall accept and deposit in the General Fund all monies received.

ARTICLE V

BASIS OF CONTRIBUTION

A. The Board of Directors shall, by July 1st, distribute to Members the basis of contribution for the following Program Year.

B. The basis of contribution shall be adopted by the Board of Directors.

C. The basis of contribution shall consist of:

1. The rate foundations for program contributions;
2. The scope of protection provided for Workers' Compensation claims;
3. Other terms and conditions which the Board of Directors may consider necessary.

ARTICLE VI

ACCOUNTS AND RECORDS

A. The Authority shall designate a depository in accordance with California Government Code 6505.5 and 6505.6.

B. The Authority is strictly accountable for all funds received and disbursed by it and, to that end, the Authority shall establish and maintain such funds and accounts as may be required by generally accepted accounting principles or by any provision of law or any resolution of the Authority. Books and records of the Authority in the hands of the Treasurer shall be open to inspection at all reasonable times by representatives of the Members. The Authority, as soon as practical after the close of each fiscal year, shall give, or cause to be given, a complete written report of all financial activities for such fiscal year to each Member of the Authority.

C. The Authority shall make, or contract with a Certified Public Accountant to make, an annual audit of the accounts, records, and financial affairs of the Authority. In each case the minimum requirements of the audit shall be those prescribed by the State Controller for Special Districts under Section 26909 of the California Government Code and shall conform to generally accepted auditing standards and accounting principles. When such an audit of accounts and reports is made by a Certified Public Accountant, a report thereof shall be filed as a public record with each of the Members of the Authority. Such reports shall be filed within twelve (12) months of the end of the fiscal year under examination with the State.

D. Controller's Office. Any costs of the audit, including contracts with, or employment of, Certified Public Accountants in making the audit(s) provided for herein, shall be appropriate administrative charges against the funds of the Authority.

ARTICLE VII

RISK MANAGEMENT

The Authority shall develop guidelines for risk management/loss control practices. Each of the Members hereby agrees to implement in its agency the minimum standards of risk management practices developed by the Authority.

ARTICLE VIII

WITHDRAWAL FROM OR TERMINATION OF MEMBERSHIP

A. Any Member having completed a minimum of thirty six (36) months as a Member of the Authority may withdraw from its status as a Member at the end of any fiscal year by giving preliminary notice to the Board of Directors in writing prior to December 31st of the fiscal year, final notice shall be given by April 30 at the end of which the withdrawal is to be effective.

B. Filing a written Notice of Withdrawal from the Authority, confirming its final decision to leave the Authority together with a copy of the Member's Board resolution or meeting minutes authorizing such action, at least sixty (60) days prior to the end of the Program Year.

C. The incurred claims, incurred but not reported claims, and all contributions of the withdrawing Member shall stay with the Authority. The withdrawing Member shall continue to participate in each of the Program Years for which the agency was a Member per Article IV, Paragraph D, of these Bylaws. The allocation of assets and Obligations per Article IV, Paragraph D, that were in effect for those years the withdrawing Member was a Member shall continue to stay in effect until those years are closed and cleared of assets and/or obligations.

D. A Member may be involuntarily terminated from the Authority upon a vote of two-thirds (2/3) of the Members present at a Board of Directors meeting. Involuntary termination shall have the effect of eliminating the party as a signatory of the Joint Exercise of Powers Agreement and as a Member of the Authority, effective at the end of the fiscal year in which the action is taken or upon such other date as the Board of Directors may specify, but in no case less than sixty (60) days after notice of involuntary termination is given. The responsibility and participation of an involuntarily terminated Member shall be the same as stated in Subparagraph B of this Article.

E. Grounds for involuntary termination include, but are not limited to, the following:

1. Failure or refusal to abide by the Agreement or Bylaws;

2. Failure or refusal of a Member to abide by an amendment which has been adopted by the Board of Directors of the Authority as provided in the Agreement or these Bylaws;

3. Failure or refusal to pay contributions or assessments to the Authority as provided in the Agreement or Bylaws;

4. Failure to comply with risk management or safety standards implemented by the Authority;

5. Failure of a Member to disclose a material fact to the Authority, whereby said material fact constitutes fraud, misrepresentation or concealment for the purposes of obtaining coverage with the Authority.

6. A determination by the Board of Directors that a Member's involuntary termination is in the best interest of the Authority.

ARTICLE IX

DISPOSITION OF PROPERTY AND FUNDS

A. In the event of the dissolution of the Authority, the complete rescission, or other final termination of the Joint Exercise of Powers Agreement by all Members or other public educational agencies then a party to the Agreement, any property interest remaining in the Authority following a discharge of all obligations shall be disposed of pursuant to a plan adopted by the Board of Directors with the objective of returning to each Member which is then or was therefore a party preceding the termination of the agreement, a pro rata share of each Program Year's equity to which each Member was a participant. The plan adopted by the Board of Directors shall include, but not limited to, the following:

1. Claims outstanding, and incurred but not reported to, the Authority shall be audited and calculated by an independent claims auditor and actuary selected by the Board of Directors for determination of future liabilities for expenses and costs to bring these claims to a conclusion.

2. The current fair value of the Authority's properties shall be determined by the Board of Directors. If a Member disagrees with the current fair value of the Authority's properties as determined by the Board of Directors, the current fair value of said properties shall be determined by an independent appraiser selected by the Board of Directors.

B. If the Authority determines a dividend or return of contributions is to be declared, such dividend or return of contribution shall be computed pursuant to Article IV, Paragraph D, of these Bylaws.

ARTICLE X

INVESTMENT OF SURPLUS FUNDS

A. The Board of Directors shall have the power to invest or cause to be invested, in compliance with Section 6509.5 of the California Government Code, such funds as are not necessary for the immediate operation of the Authority as allowed by Section 53601 of the California Government Code.

B. The level of cash to be retained for the actual operation of the Authority shall be determined by the Board of Directors.

ARTICLE XI

AMENDMENT

A. Amendment to these Bylaws may be proposed by any Member of the Authority.

B. All amendments to these Bylaws must be approved by a two-thirds (2/3) vote of the Members present at a Board of Directors meeting before the amendment(s) shall become effective. Such amendments shall be binding upon all Members of the Authority. The effective date of any amendment will be on the first day of the month following adoption, unless otherwise stated.

ARTICLE XII

SEVERABILITY

Should any portion, term, condition, or provision of these Bylaws be decided by a court of competent jurisdiction to be illegal or in conflict with any law of the State of California, or be otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions, and provisions shall not be affected thereby.

ARTICLE XIII

EFFECTIVE DATE

These Bylaws shall become effective immediately upon the effective date of the Joint Exercise of Powers Agreement.

The Agreement may be executed in multiple counterparts, each of which shall be considered an original.

Jurupa Unified School District

Personnel Report #13

February 5, 2007

Extra Compensation Assignment

Administrative Services; provide home hospital instruction; January 2007 through June 2007; not to exceed 5 hours per week each; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $8,292 total.

Ms. Evelyn English Ms. Judith Hall

Education Services; attend Language Intervention sharing session; November 30, 2006; not to exceed 15 hours total; appropriate hourly rate of pay; Funding Source: Title II, Teacher Quality; $541 total.

Mr. John Allen	Ms. Christina Bold	Ms. Janet Coleman
Ms. Heather Crane	Ms. Myra Esteban	Mr. Stevan Flores
Ms. Janet Garcia-Hudson	Ms. Vicki Hawkins	Ms. Ann-Marie Hershey
Ms. Kelly Horspool	Ms. Kathy Nitta	Ms. Arlene Stevens
Mr. Jonathan Brubaker	Mr. Anthony Gomez	

Language Services; attend GATE advisory committee meetings and trainings; 2006-2007 school year; not to exceed 20 hours; appropriate hourly rate of pay; Funding Source: Gifted and Talented Education; $721 total.

Ms. Esther Askew	Ms. Irasema Guzman	Mr. Francisco Lopez
Ms. Norma Arvayo		

Granite Hill Elementary; provide parent outreach and parent meetings; December 5 & 7, 2006; not to exceed 2 hours each; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $288 total.

Ms. Kristin Alkire	Ms. Kara Davis	Ms. Kelly Keprios
Ms. Jennifer Jonas		

Pacific Avenue Elementary; provide students extended learning opportunities before and after school; 2006-2007 school year; not tot exceed 50 hours total; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $1,802 total.

Ms. Karen Morales	Ms. Candy Kvidahl	Ms. Ina Poetoehena
Ms. Marisol Stokes		

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Personnel Report #13

CERTIFICATED PERSONNEL

Extra Compensation Assignment

West Riverside Elementary; provide CBET classes; January 2007 through April 2007; not to exceed 260 hours total; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; $9,337 total.

Ms. Jodi Archibald
Ms. Martha Rodriguez
Ms. Kathy Doubravsky
Ms. Veronica Alvarez
Ms. Jessie Alaniz
Ms. Dolores Hernandez
Ms. Barbara Godoy
Ms. Teresa Chavez
Ms. Mary Golden
Ms. Elsa Buenrostro
Ms. Kathy Sakaki
Ms. Veronica Villalobos
Ms. Mayra Sanchez

West Riverside Elementary; provide English training and instructional support; November 16, 2006; not to exceed 1.5 hours; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; $54 total.

Ms. Barbara Godoy

West Riverside Elementary; create and implement interventions to meet the needs of students; January 2, 2007; not to exceed 2 hours total; appropriate hourly rate of pay; Funding Source: School Improvement Program; $72 total.

Ms. Jodi Archibald
Mr. Chet Edmunds

Mission Middle School; provide extended learning opportunity training and preparation; November 1, 2006 through May 15, 2007; appropriate hourly rate of pay; Funding Source: FELO/SELO Programs; $32,445 total.

Ms. Hilary Barnett
Ms. Molly Complin
Mr. Ralph Garcia
Ms. Stacy Heath
Mr. Jarrod Hesler
Ms. Cheryl Lauritzen
Ms. Laurie Ludwig
Ms. Melissa Moberly
Mr. Jeffrey Norman
Ms. Lori Pardon
Mr. Dan Poelstra
Ms. Susan Ridder
Ms. Reanna Sollazzo
Ms. Irene Stewart
Ms. Judy Van Train
Ms. Rachel Weeks
Mr. Alfonso Barrientos
Mr. Glen Dion
Mr. Sam Gee
Mr. Andrew Hernandez
Ms. Amber Iest
Ms. Marci Lee
Mr. Lyle McCollum
Ms. Amber Mooney
Ms. Pam Ogden
Mr. William Patterson
Ms. Jennifer Porter
Ms. Kari Rohr
Ms. Niki Stashuk
Ms. Maureen Thurman
Ms. Claudia Vasquez
Ms. Danae Yohonn
Ms. Lois Clark
Mr. Billy Fong
Mr. John Gonzalez
Ms. Cynthia Hernandez
Mr. Jay Ishimoto
Ms. Jamie Lewison
Ms. Laura Lewis-McKay
Ms. Ermine Nelson
Ms. Amy Oliva
Ms. Loretta Pearce
Ms. Blanca Preciado
Ms. Maria Rodriguez
Mr. Doug Stevens
Ms. Cheri Travis
Ms. Angela Vela
Mr. Ross Yohonn

Jurupa Valley High School; support the collaborative process and address corrective actions; January & February 2007; not to exceed 20 hours per month each; appropriate hourly rate of pay; Funding Source: School Assistance & Intervention Team; $30,282 total.

Ms. Jenelle Benson
Ms. Dawn Goldsmith
Mr. Paul Janeway
Mr. Brady Kocher
Ms. Pasqualita Olguin
Ms. Jennifer Robinson
Ms. Stella Sloan
Ms. Keri Colgan
Mr. Robert Green
Mr. Larry Jansen
Ms. Rebecca Lytle
Ms. Diana Pine
Ms. Julie Rosa
Mr. Paul Wakefield
Ms. Deb George
Ms. Anne Hwang
Mr. Paul Kumamoto
Ms. Karen Martinez
Mr. George Ramos
Mr. Craig Sevey
Ms. Monica Werwee

Personnel Report #13

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Jurupa Valley High School; attend AB466 training; December 4-8, 2006; not to exceed 8 hours per day each; appropriate hourly rate of pay; Funding Source: School Assistance & Intervention Team; $1,622 total.

Ms. Julie Boswell Ms. Jennifer Green Ms. Lisa Hopkins

Jurupa Valley High School; extra period daily teaching assignment; August 31, 2006 through February 2, 2007; not to exceed 1 hour per day; appropriate rate of pay; Funding Source: Special Education; $7,066 total.

Mr. Mark Saugstad

Learning Center; develop curriculum and instruct class to STEP, I/S, and Adult Education students; February 5, 2007 through June 22, 2007; not to exceed 5 hours per week; appropriate hourly rate of pay; Funding Sources: Community Day School & Adult Education Apportionment; $3,425 total.

Ms. Kathryn McSkimming

Learning Center; provide adult education instruction; January 15, 2007 through June 22, 2007; not to exceed 9 hours per week each; appropriate hourly rate of pay; Funding Source: Adult Education Apportionment; $11,680 total.

Mr. Juan Ralph Garcia Mr. John Demor

Leave of Absence

Teacher	Ms. Jamie Bettencourt 2705 Amber Circle Corona, CA 92882	Maternity Leave December 22, 2006 through February 1, 2007 with use of sick leave and Unpaid Special Leave February 6, 2007 through March 2, 2007 without compensation.
Resource Specialist 50%	Ms. Michelle Gleason 19124 Windy Lane Riverside, CA 92508	Maternity Leave January 2, 2007 through January 30, 2007 and Unpaid Special Leave January 31, 2007 through June 21, 2007 without compensation, health & welfare benefits or increment advancement.

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Personnel Report #13

CERTIFICATED PERSONNEL

Substitute Assignment

Teacher	Ms. Joyce Davis 8507 Magnolia Ave. #49 Riverside, CA 92504	As needed Standard Elementary Life
Teacher	Ms. Magen Dinan 4809 Troth St. Mira Loma, CA 91752	As needed Prospective Teacher Permit
Teacher	Mr. Shawn French 1469 Rolling Hills Dr. Fullerton, CA 92325	As needed Emergency 30-Day Permit
Teacher	Ms. Kimberly Fundness 2262 Carlton Pl. Riverside, CA 92507	As needed Emergency 30-Day Permit
Teacher	Mr. Jason Halliburton 7016 Vinnedge Ln. Highland, CA 92346	As needed Emergency 30-Day Permit
Teacher	Ms. Eva Miramontes 4414 Jupiter Dr. Riverside, CA 92505	As needed Emergency 30-Day Permit
Teacher	Ms. Lisa Tiernan 18680 Alderbrook Dr. Riverside, CA 92508	As needed Emergency 30-Day Permit
Teacher	Ms. Lanette Trimnell 5637 Day Break Dr. #A Mira Loma, CA 91752	As needed CBEST Waiver

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Maintenance Department; provide assistance with painting projects throughout district; January 8, 2007 through March 2, 2007; not to exceed 40 hours per week; appropriate hourly rate of pay; Funding Source: Routine Repair and Maintenance; $7,117 total.

Custodian Mr. Daniel Medina

School Readiness; provide childcare and preparation for school readiness workshops; November 1, 2006 through June 30, 2007; not to exceed 200 hours; appropriate hourly rate of pay; Funding Source: School Readiness Program; $2,228 total.

Instructional Aide HS/PS Ms. Ana Covarrubias

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Personnel Report #13

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Transportation; attend behind the wheel training; December 20, 2006; not to exceed 3.75 hours; appropriate hourly rate of pay; Funding Source: Transportation; $72 total.

Bus Driver	Ms. Julie Reyes

Rustic Lane Elementary; provide supervision services for the ELO program; January through June 2007; not to exceed 4 hours per week; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $1,169 total.

Activity Supervisor	Mr. Mike Ursua

West Riverside Elementary; provide childcare for CBET program; January through April 2007; not to exceed 240 hours total; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; $2,806 total.

Activity Supervisor	Ms. Gaby Kerklin
Activity Supervisor	Ms. Kikuko McDaniel
Activity Supervisor	Ms. Silvia Garcia
Activity Supervisor	Mr. Jose Lopez

West Riverside Elementary; provide supervision of special needs student; October 2006 through June 2007; not to exceed .5 hours per day; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $520 total.

Instructional Aide	Ms. Lori Gray

Jurupa Middle School; provide campus supervision; November 17 & December 15, 2006; not to exceed 6 hours each; appropriate hourly rate of pay; Funding Source: Discretionary-Allocations; $150 total.

Activity Supervisor	Ms. Penny Short
Activity Supervisor	Ms. Araceli Ruelas

Reclassification

From Secretary to Registrar	Ms. Teresa Beckman 5839 Steve St. Riverside, CA 92509	Eff. January 1, 2007 Work Year A
From Secretary to Registrar	Ms. Nancy Rivera 4080 Estrada Dr. Riverside, CA 92509	Eff. January 1, 2007 Work Year D
From Secretary to Registrar	Ms. Maria Villa 9961 Pinyon Ct. Fontana, CA 92335	Eff. January 1, 2007 Work Year A
From Secretary to Registrar	Ms. Pamela Whitman 8290 Santiago Circle Riverside, CA 92509	Eff. January 1, 2007 Work Year D

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CLASSIFIED PERSONNEL

Reclassification

From Secretary to Registrar	Ms. Tina Zalanka 2380 Bloomfield Lane Corona, CA 92882	Eff. January 1, 2007 Work Year D

Regular Assignment

Speech & Language Pathologist Asst.	Ms. Molly Cox-Esquibel 7214 Hermosa Ave. Rancho Cucamonga, CA 91701	Eff. January 22,2007 Work Year E1
Instructional Aide	Ms. Cynthia Drake 6096 Ocasa Dr. Mira Loma, CA 91752	Eff. January 11, 2007 Work Year E1
Bilingual Language Tutor	Ms. Melina Garcia 11025 Francisco Pl. Riverside, CA 92505	Eff. January 11, 2007 Work Year E1
Instructional Aide	Ms. Julie Johnson 6167 Covello St. Riverside, CA 92509	Eff. January 11, 2007 Work Year E1
Bilingual Language Tutor	Ms. Gabriela Lopez 7468 Eddy Ave. Riverside, CA 92509	Eff. January 4, 2007 Work Year E1

Remove From 39-Month Reemployment List

Café Asst. II	Ms. Theresa Vega 3981 Pontiac Riverside, CA 92509	Eff. January 7, 2007

Resignation

Activity Supervisor	Ms. Mary Almaguer 3169 Whatta Rd. Riverside, CA 92509	Eff. January 5, 2007

Personnel Report #13

CLASSIFIED PERSONNEL

Substitute Assignment

Bus Driver	Ms. Elizabeth Asa 8386 Leucite ave. Rancho Cucamonga, CA 91730	As needed
Activity Supervisor	Ms. Andesha Bigelow 3939 Twining St. #A Riverside, CA 92509	As needed
Activity Supervisor	Ms. Joelle Burt 6566 Ave. Juan Diaz Riverside, CA 92509	As needed
Instructional Aide	Ms. Rebecca Capata 5846 Normandie Pl. Riverside, CA 92504	As needed
Activity Supervisor	Ms. Jennifer Esquivel 5618 Tilton Ave. #165 Riverside, CA 92509	As needed
Stock Clerk/Deliver Driver	Mr. Matthew Gonzalez 4774 Mt. Abbott St. Riverside, CA 92509	As needed
Clerk Typist	Ms. Rosa Guevara 11201 58th St. Mira Loma, CA 91752	As needed
Activity Supervisor	Ms. Joanne Lopez 3600 Fleming St. Riverside, CA 92509	As needed
Activity Supervisor	Ms. Candida Padilla 5190 Mission Blvd. #177 Riverside, CA 92509	As needed

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OTHER PERSONNEL

Short-Term/Extra Work

Mira Loma Middle School; provide extra campus supervision; January 2-5, 2007; not to exceed 7.5 hours per day; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $400 total.

Short-Term Campus Supervisor	Ms. Angelina Aguilar

Jurupa Valley High School; stipend for coaching summer, fall, and winter sports; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $22,535 total.

Assistant Basketball Coach	Ms. Ema Brito
Assistant Basketball Coach	Mr. Josh Erickson
Head Basketball Coach	Mr. Dario Frias
Assistant Basketball Coach	Mr. Danny Frias
Assistant Water Polo Coach	Ms. Kathy Giles
Assistant Coach	Mr. Nick Ruiz

Jurupa Valley High School; provide extra campus supervision; January 2, 2007 through January 12, 2007; not to exceed 8 hours per day; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $975 total.

Short-Term Campus Supervisor	Ms. Twyla Treadway

Rubidoux High School; stipends for winter coaching; 2006-2007 school year; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $35,200 total.

Head Basketball Coach	Mr. Monty Owens
Assistant Basketball Coach	Mr. Kevin King
Assistant Basketball Coach	Mr. Miguel Martin
Head Basketball Coach	Mr. Joe Galvin
Assistant Basketball Coach	Mr. Kent Bukarau
Assistant Basketball Coach	Ms. Deborah Leuders
Head Soccer Coach	Ms. Kim Cathey
Assistant Soccer Coach	Ms. Amber Barnes
Head Soccer Coach	Mr. Johnny Mosher
Assistant Soccer Coach	Mr. David Brown
Head Wrestling Coach	Mr. Armando Muniz
Assistant Wrestling Coach	Mr. Vern Lauritzen

Rubidoux High School; provide extra campus supervision; January 2, 2007 through January 12, 2007; not to exceed 8 hours per day; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $975 total.

Short-Term Campus Supervisor	Ms. Twyla Treadway

The above actions are recommended for approval:

Tamara Elzig, Assistant Superintendent-Personnel Services

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Memorandum of Agreement

Between

California School Employees Association #392 and

Jurupa Unified School District

The Parties agree to modify the 2005-2007 collective bargaining Agreement for the 2006-2009 fiscal years as follows:

Article changes as indicated below:

Article 11: Amend as attached.
Article 16: Amend as attached.
Article 17: Amend as attached
Article 21: Amend as attached.

Appendix C: Memorandum of Agreement for salary parity.
Appendix D: Memorandum of Agreement for health and welfare benefits parity.
Appendix E: Memorandum of Agreement for health and welfare benefit pool monies.

For CSEA — Date: 12-11-06

For the District — Date: 12-11-06

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APPENDIX C

MEMORANDUM OF AGREEMENT
BETWEEN
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND
JURUPA UNIFIED SCHOOL DISTRICT

The Parties agree that the attached Memorandum of Agreement signed 9/14/04 concerning salary parity shall be extended through the duration of this Agreement.

For CSEA

12-11-06
Date

For the District

12-11-06
Date

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MEMORANDUM OF UNDERSTANDING
BETWEEN
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND
JURUPA UNIFIED SCHOOL DISTRICT

The intent of this memorandum is to maintain salary parity between employee groups (classified, certificated, confidential, management and administrative).

Because of the impact of the State financial crisis on the District budget, the Parties recognize that the District was not in a financial position to offer a comparable salary increase to the Classified Bargaining Unit for the 2002-2003 fiscal year.

The Parties acknowledge however that another employee group received a salary increase for the 2002-03 fiscal year equivalent to a 2% salary increase effective February 1, 2003. Accordingly, the Jurupa Unified School District and California School Employees Association have agreed to satisfy the terms of the Memorandum of Understanding dated July 10, 2003 by the following: The Jurupa Unified School District and California School Employees Association have agreed to a classified employee salary increase of 2% with 1% effective July 1, 2002 and another 1% increase effective July 1, 2003.

The Parties further agree that if any other employee group who received a salary increase for the 2002-2003 fiscal year, receives another salary increase on or off schedule during the duration of this 2002 successor agreement, CSEA unit members shall receive an equivalent salary increase. However, the Parties agree that any contract modification that is made in an agreement with the other employee group to offset the cost of any salary enhancement shall be deducted when calculating the salary percentage increase for CSEA unit members.

Furthermore, it is understood that if the management and/or confidential employee group(s), receive a different salary percent increase on or off schedule during the duration of this 2002 successor agreement, CSEA unit members shall receive the equivalent of any larger percent increase.

Diana Strona, President #392
For CSEA

09/14/04
Date

Asst Supt. Personnel
For the ~~District~~

09/14/04
Date

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APPENDIX D

MEMORANDUM OF AGREEMENT
BETWEEN
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND
JURUPA UNIFIED SCHOOL DISTRICT

The Parties agree that the attached Memorandum of Agreement signed 7/10/03 concerning parity of unit member benefit allowances shall be extended through the duration of this Agreement.

For CSEA

12-11-06
Date

For the District

12-11-06
Date

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MEMORANDUM OF UNDERSTANDING
BETWEEN
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND
JURUPA UNIFIED SCHOOL DISTRICT

For the 2002-2003 fiscal year, if the District pays to offset increased insurance rates for any employee group above the $4700 District contribution per full time employee, the Parties agree to extend similar benefit to the Classified Bargaining Unit by use of the following formula.

Any overage amount will be determined on June 30, 2003 or upon Board ratification of agreements with all other employee groups for the 2002-2003 fiscal year, whichever is later. The overage will then be divided by the number of Full Time Equivalent (FTE) employees within that employee group who were hired on or before June 30, 2003, and the resulting amount per FTE will be multiplied by the number of qualifying classified bargaining unit members on a pro-rated basis, pursuant to the Collective Bargaining Agreement. The resulting amount will be held in a CSEA Health and Welfare benefit account to be used beginning July 1, 2003 for qualified unit members as defined by the Collective Bargaining Agreement.

The Parties further agree that if another employee group receives a negotiated increase in unit member allowance during the duration of the 2002 Successor Agreement, CSEA unit members shall receive equivalent increases on a pro-rated basis per the formula described above, pursuant to the Collective Bargaining Agreement.

Diana Strona
For CSEA

For the District

07/10/03
Date

7/10/03
Date

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9.5

APPENDIX E

MEMORANDUM OF AGREEMENT
BETWEEN
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND
JURUPA UNIFIED SCHOOL DISTRICT

The intent of this Memorandum of Agreement is to distribute monies from the Classified Health and Welfare Benefit Pool to offset health care costs.

It is agreed that unit members who are employed as of January 1, 2007, and who are eligible for Health and Welfare benefits, will receive a one-time, off schedule payment equivalent to 2% of the employee's annual base salary on the Classified Salary Schedule, as of July 1, 2006.

For CSEA

12-11-06
Date

For the District

12-11-06
Date

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ARTICLE 11

ABSENCES AND LEAVES

Section 1 - General Leave Provisions.

The benefits which are expressly provided by this Article are the sole benefits which are part of this Agreement, and other statutory or regulatory leave benefits are not incorporated, either directly or implicitly, into this Agreement nor are such other benefits subject to the grievance procedure. Leave may not be used for purposes of strikes, walkouts, work stoppages or slowdowns or other such activities related to employment dissatisfaction. Leave provisions shall be administered consistently by the District.

A. Length of Leave. Leaves of absence granted by the District shall not exceed one (1) year in length unless the Board determines that there are extenuating circumstances which justify an extension.

B. Salary Credit and Computation. Time spent on unpaid leave of absence shall not be credited when computing the unit member's placement on the salary schedule except as required by law.

C. Unauthorized Absence From Duty. A unit member absent from his/her assignment for any reason other than those specifically authorized by law, the California Education Code, Board Policy, or this Agreement, will be considered absent without permission or authorized leave, and as a result will lose his/her full salary for the period of unauthorized absence. Improper use of any leave may be cause for disciplinary action or dismissal and will result in recovery of any overpayment. An extended absence from duty which does not qualify under any authorized leave policy may be considered abandonment of employment. More than five (5) consecutive work days of unauthorized absence from duty shall be considered an extended absence.

D. Reinstatement After Leave. A unit member who receives a leave of absence of five (5) calendar months or more in length does so with the understanding that when he/she returns to active assignment at the completion of the leave, he/she is not guaranteed

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placement at the same location or in the identical assignment previously held, but may be placed in a comparable assignment according to the needs of the District without loss of wages or health and welfare benefits.

E. Authorized Leave Verification. Prior to approval of any leave, the District may require a unit member to furnish a doctor's certificate, affidavit or other document, on forms prescribed by the District, as verification of illness or other reason for authorized leave. Verification may be required for leaves when the District has good and sufficient reason to question the validity of any request for approved leave. All such verification requests will be made by the Assistant Superintendent of Personnel Services or Director of Classified Personnel. Reimbursement for any reasonable and necessary expense incurred by the unit member for the purpose of such verification shall be made by the District.

F. Required Examinations. If the District requires a unit member to take an examination and requires it to be taken during that unit member's regular work hours, there will be no deduction from salary or sick leave. Also, if the District requires an examination and the examiner requires it to be conducted during a unit member's work hours, there will be no deduction from salary or sick leave. Examples of examinations that the District may require are: medical, physical, tuberculosis, certificate/license renewal and promotional exams.

If a unit member tests positive on a tuberculosis skin test and is consequently required to obtain a negative chest x-ray before returning to work, the unit member shall receive a maximum of five (5) days of Special Leave with pay to cover the absence pending the results of the x-ray. Additional days of absence, if any, shall be charged as sick leave. If the unit member's test result is positive for tuberculosis, the unit member shall also be charged sick leave retroactively in place of the Special Leave.

Section 2 - Sick Leave.

A. Accumulation of Sick Leave.

1. Unit members shall be entitled to eight (8) hours of sick leave for illness or injury

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for every one hundred and seventy-four (174) hours of paid employment with the maximum allocation being ninety-six (96) hours per fiscal year for twelve (12) month employees.

2. Unit members who work less than a full day, less than a five-day week or less than a twelve (12) month year shall accumulate sick leave in the ratio that their service bears to full-time service. The pro rata accrual of sick leave referenced herein shall be in conformance with the provisions of Education Code Section 45136.

3. The accumulation of sick leave shall be exclusive of all days that the unit member is not required to render service to the District.

4. Sick leave is cumulative from year to year and shall be unlimited in accumulation. Yearly sick leave entitlement shall be added to the unit member's sick leave balance each July 1st.

5. Sick leave is transferable from one (1) California school district to another if the unit member so requests within one (1) year.

6. Current records of accumulated sick leave for all unit members shall be maintained in the Business Office. Unit members accumulated sick leave balance shall be reflected on all regular payroll warrants.

B. Use of Sick Leave

1. Unit members may use sick leave for illness, injury, or to visit a medical doctor, dentist, chiropractor, recognized religious practitioner, optometrist or State Licensed mental health professional. Appointments should be made, when possible, at the close of the work day or before or after regular working hours. The unit member shall notify his/her supervisor at least twenty-four (24) hours in advance of any appointment.

2. Sick leave may be used as provided in District Personal Necessity and Maternity Leave policies.

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3. Use of sick leave for unit members will be charged in fifteen (15) minute increments.

4. The amount of sick leave a unit member may use at any one (1) time is the total amount credited to his/her account, whether or not it has already been earned subject to Item 5 below. Sick leave is annually credited to the unit member's account in advance each July 1st.

5. When a unit member terminates his/her employment with the District, he/she must reimburse the District for any overuse of sick leave. A deduction will be made from the unit member's last pay warrant. If such deduction does not cover the amount due to the District, then the unit member will be required to pay any owed amount.

C. Confirmation of Illness or Injury.

The District reserves the right to adopt reasonable health standards as conditions of employment or the continuation thereof, which in the District's judgment, may be necessary to ensure the health, safety, instruction and welfare of pupils.

The Superintendent, Assistant Superintendent of Personnel Services, or Director of Classified Personnel may, when in his/her opinion an employee's absenteeism rate is such as to affect the learning and welfare of the pupils concerned, and/or job performance of the unit member, require such unit member to provide a written statement from a medical doctor, dentist, optometrist, chiropractor, recognized religious practitioner or State Licensed mental health professional verifying the nature and degree of the illness. The cost, if any, of this written statement will be paid by the District.

The District may require that the unit member submit to a physical examination by a qualified medical doctor to be selected by the unit member and approved by the District. The cost, if any, of such examination will be paid by the District.

D. Notification and Verification

1. Notification. The unit member is responsible for notification to the Personnel

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Office or supervisor preceding absence whenever possible.

2. When a unit member becomes aware that an absence will extend beyond five (5) consecutive workdays, the unit member must notify his/her supervisor or the Personnel Office.

3. Prior to returning from an illness absence, the unit member must notify the immediate supervisor or the Personnel Office if the immediate supervisor cannot be personally contacted. Such notice must be received on the preceding day by 1:00 p.m. for Food Service workers and 2:30 p.m. for all other unit members except night personnel who must provide notice by 10:00 a.m. on the day they plan to return to work. Advanced written notice shall also satisfy this requirement provided that it is supplemented with verbal confirmation of intent to return at least forty-eight (48) hours in advance of actual return. Failure of the employee to provide such notification may result in retention of a substitute and the charge of an additional day of absence without pay or paid leave.

4. Verification. At the conclusion of an extended absence exceeding five (5) consecutive workdays, and before resuming work, the unit member shall submit to his/her supervisor or the Personnel Office a written statement from a medical doctor, dentist, chiropractor, recognized religious practitioner, optometrist, or State Licensed mental health professional which includes confirmation of illness or injury and its duration and which also indicates that the unit member is able to assume full responsibilities and duties of his/her assigned position.

E. Extended Leave Provisions.

After the yearly allocation of sick leave as set forth above is exhausted, additional non-accumulative leave shall be available for a period not to exceed five (5) months. The amounts deducted for leave purposes from the unit member's salary shall be the amount actually paid a substitute employee to fill the position. The five (5) month period shall begin on the day after the expiration of the unit member's yearly accrued sick leave.

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Nothing in this Section shall be construed to deny to unit members the use of all accumulated sick leave.

F. Placement on 39-month Reemployment List.

At the conclusion of the five (5) month period the District shall place the unit member on a thirty-nine (39) month reemployment list as required by law. At the time the District notifies a unit member that he/she has been placed on thirty-nine (39) month reemployment status, the District shall also notify the unit member of potential eligibility for disability retirement benefits through PERS and advise him/her to contact the Association leadership for additional information. A copy of this notification shall also be provided to the Association.

Section 3 - Bereavement Leave.

A leave of absence without loss of pay, to commence within fifteen (15) days, is authorized for five (5) days following the death in the immediate family of a unit member or a relative for whom a unit member is the closest surviving relative. If out of state travel or travel of two hundred fifty (250) one-way miles from Riverside is required, an additional two (2) days leave will be granted.

Members of the unit member's immediate family are defined as mother, mother-in-law, step-mother, father, father-in-law, step-father, husband, wife, son, step-son, son-in-law, daughter, step-daughter, daughter-in-law, brother, sister, brother-in-law, sister-in-law, grandmother, grandfather, grandchild, grandmother of a unit member's spouse, grandfather of a unit member's spouse, aunt, or uncle of the unit member, or any person living in the immediate household of the unit member. The miscarriage of one's child shall also qualify a unit member for this leave.

The unit member shall be responsible for notifying the Personnel Office or his/her supervisor preceding Bereavement Leave whenever possible.

After Bereavement Leave has been used, days of Personal Necessity Leave may also be used for purposes of Bereavement.

Section 4 - Personal Necessity Leave.

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A. A unit member shall be entitled to use ~~nine (9)~~ ten (10) days of accrued sick leave during each fiscal year in cases of personal necessity. Under no circumstances shall such leave be available primarily for purposes of personal convenience, the extension of a holiday or a vacation period, matters which reasonably can be taken care of outside work hours, or recreational activities. Use of Personal Necessity Leave is subject to the procedures listed below:

1. A unit member shall not be required to secure advanced permission, but will be responsible for advising his/her immediate supervisor or the Personnel Office at the earliest possible time for absences caused by any of the following:

   a. The death of a member of the unit member's immediate family when the number of days of absence exceeds the limit provided under Bereavement Leave.

   b. An illness of a member of the unit member's immediate family, including pregnancy of unit member's spouse, serious in nature, which under the circumstances the unit member cannot disregard, and which requires the attention of the unit member during his/her assigned work hours.

   c. An accident involving the unit member's property or the person or property of a member of the unit member's immediate family. Such accident must be serious in nature and require the attention of the unit member during his/her assigned work hours.

2. Advanced permission before being absent from duty shall be required in all other cases of personal necessity. Examples of absences which could, on prior approval, be charged against personal necessity include:

   a. Attendance at funeral services of a close friend.

   b. Absence required in completing final oral and written examinations for advanced degrees when such examinations are not offered out of the work day or on Saturdays.

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c. Absence in order to seek alternative employment after receiving a layoff notice. (Note: In the event the notice is rescinded, the unit member shall have the day(s) fully restored.)

d. A condition or circumstance that would result in a serious financial loss without the immediate attention of the employee.

e. Other compelling personal reasons of the unit member. The nature of such reasons must ~~be clearly stated and~~ include circumstances which the employee cannot disregard, and which require the attention of the unit member during assigned work hours.

f. Other personal necessity allowed at the discretion of the Superintendent, Assistant Superintendent of Personnel Services or Director of Classified Personnel.

g. Examples (a) through (e) are not intended to be all-inclusive. A request for such leave must be submitted to the Assistant Superintendent of Personnel Services or Director of Classified Personnel two (2) workdays in advance of the requested leave date.

3. ~~Notwithstanding the provisions of Section 4, A, 2 above, three (3) days of non-accumulating Personal Necessity Leave may be used each fiscal year for personal business that can be transacted only during times the unit member is required to perform services for the District.~~ No specific description of the personal ~~business~~ necessity shall be required on the Personal Necessity Leave Request Form unless the District has reason to believe this Section has been abused. Except for an emergency situation, a request for such leave must, when possible, be submitted three (3) work days in advance of the requested leave date. Such leave shall not be used for recreational activities, the extension of a holiday or recess period, to seek other employment or for matters which can reasonably be taken care of outside work hours. School based unit members or those directly affected by the

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student calendar shall not be permitted to use the above referenced leave during the first and last five (5) teaching days of each semester. Except when only one (1) unit member makes such a request, no more than five percent (5%) of the unit members at a worksite may use Personal Necessity Leave in this manner on the same day.

B. Limitations and Conditions. The following limitations and conditions are placed on the use of Personal Necessity Leave:

1. The total number of days allowed in one (1) fiscal year for such leave or leaves shall not exceed ~~nine (9)~~ ten (10) days.
2. The days allowed shall be deducted from and may not exceed the number of full-paid days of sick leave to which the unit member is entitled.
3. A Personal Necessity Leave shall not be granted during a scheduled vacation or other leave of absence.
4. The unit member shall be required to sign a District form indicating that the absence was the result of personal necessity. ~~and also indicating the nature of such necessity. Such form shall be filed with the Personnel Office. Payment for such absence shall be made upon certification by the personnel officer within a reasonable time that the absence was due to a situation designated as a personal necessity within the meaning of this Article. A unit member may appeal an adverse decision at Grievance Level II.~~
5. The intent of this Article does not authorize or recognize that sick leave days may be used as personal necessity for purposes of strikes, walkouts, work stoppages, or slowdowns, or other such activities related to employment dissatisfaction or for any other reasons not within the strict intent of the Education Code.

Section 5 - Parental Leave.

Three (3) days of absence with pay will be granted to a unit member upon the occasion of the birth or adoption of that unit member's child, or upon placement of a foster child in the home of

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the unit member. Additional days may be used under Personal Necessity Leave.

Section 6 - Industrial Accident and Illness Leave.

A unit member is entitled to leave for industrial accident or illness (Education Code 45192) subject to the following provisions.

A. Eligibility

1. In order to qualify for the benefits of Industrial Accident and Illness Leave, the unit member must have served with the District for a period of eighteen (18) months. For the purposes of this Section, eighteen (18) months of service means that the unit member must have been a regular permanent or probationary unit member of the District on or before five hundred forty-eight (548) calendar days prior to the first day of absence, except that all prior service in a regular permanent or probationary capacity shall be credited in the case of a unit member with one (1) or more periods of broken service.

2. The unit member shall make every effort to return to his/her supervisor a completed "Employee's Report of Industrial Accident" form and "Employee's Claim for Workers' Compensation Benefits" form within twenty-four (24) hours of the injury. Forms are to be provided by the immediate supervisor.

3. While it is understood that the vast majority of work-related injury and illness claims are legitimate, the District may in rare cases have a serious concern regarding the apparent validity of such a claim. If such concerns exist, and if a unit member does not return to work for five (5) consecutive days after the accident or injury, continued use of this leave may then be suspended for a maximum of thirty (30) days pending approval of the claim by the Workers' Compensation Claims Administrator, provided that the following conditions are met:

   a. The unit member has exhausted his/her available balance of sick leave hours; and,

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b. The District has good and sufficient reason(s) to believe that the unit member may not qualify for this leave; and,

c. The District has notified the Association and the unit member of its concern and has reviewed the situation with an Association representative.

In an instance where eligibility for this leave has been suspended pending approval, the District shall make every effort to promote and encourage an expedited ruling by the Workers' Compensation Claims Administrator.

If the claim is ultimately determined to be valid by the Claims Administrator, the unit member shall be awarded retroactive use of this leave. If the Workers' Compensation Claims Administrator determines that a claim of industrial accident or illness is not valid, the unit member shall not be covered by the provisions of this leave; in this case, the unit member's sick leave balance shall be charged as prescribed in Section 2 (Sick Leave) of this Article.

B. Application

1. Leave shall be for sixty (60) working days in any one (1) fiscal year for the same accident.

2. When an industrial accident or illness occurs at a time when the full sixty (60) days will overlap into the next fiscal year, the unit member shall be entitled to only that amount of leave at the end of the fiscal year in which the injury or illness occurred, for the same illness or injury.

3. Leave shall not be accumulative from year to year.

4. Leave will commence on the first day of absence.

5. Payment for wages lost on any day shall not, when added to an award granted the unit member under applicable Workers' Compensation laws, exceed the normal wage for the day.

6. Leave will be reduced by one (1) day for each day of authorized absence regardless of a compensation award made under Workers' Compensation. The

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Industrial Accident and Illness Leave is to be used in lieu of entitlement under the Sick Leave provisions of the Agreement. When entitlement to Industrial Accident and Illness Leave has been exhausted, Sick Leave will then be used; but if a unit member is receiving Workers' Compensation, he/she shall be entitled to use only so much of his/her accumulated Sick Leave, compensatory time, vacation or other available leave which, when added to the Workers' Compensation award, provide for a full day's wage or salary. Additional leave of absence for industrial accident or illness may be provided for under the Special Leave provisions of this Article. Periods of leave of absence for industrial accident or illness, paid or unpaid, shall not be considered to be a break in service of the unit member.

During all paid leaves of absence for industrial accident or illness, the unit member shall endorse to the District wage loss benefit checks received under the Workers' Compensation laws of California. The District, in turn, shall issue the unit member appropriate warrants for payment of wages or salary and shall deduct normal retirement and other authorized contributions. Reduction of entitlement to leave shall be made only in accordance with this Section.

Any unit member receiving benefits as a result of this section shall, during periods of such injury or illness, remain within the State of California unless the District authorizes travel outside the State.

C. Reemployment

When all available leaves of absence, paid or unpaid, have been exhausted and if the unit member is not medically able to assume his/her duties, he/she shall, if not placed in another position, be placed on a reemployment list for a period of thirty-nine (39) months. If the unit member is found to be medically able to assume his/her duties during the thirty-nine (39) month period, he/she shall be returned to paid status in a vacant position in his/her previous job classification over all other available candidates, except for a reemployment list established because of lack of work or lack of funds, in which

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case he/she shall be listed in accordance with appropriate seniority regulations.

A unit member who has been placed on a reemployment list, as provided herein, who has been medically released for return to duty and who fails to accept an appropriate assignment shall be dismissed.

Section 7 - Jury Duty Leave.

A. Notification to the District. Upon receipt of notification of a jury duty obligation on days of assigned service, it is the obligation of the unit member to inform his/her supervisor or the Personnel Office within three (3) days.

B. Disposition of the Jury Duty Fee. The unit member shall transmit to the District Business Office any juror's fees received, exclusive of mileage and/or other expenses.

C. Payment of Unit Member's Regular Salary. The District will continue to pay the unit member's regular salary as provided by law. A unit member who is receiving compensation from the District must report to work during assigned days when not required to report for jury duty. Days the unit member reported for jury duty shall be substantiated by a dated Certificate of Jury Service signed by the Jury Commissioner.

Section 8 - Special Leave.

Limited leave for business or personal reasons may be granted with pay, with pay with deduction of sick leave, or without pay at the discretion of the Superintendent or his/her authorized representative. Requests for special leave shall, if possible, be submitted to the Personnel Office at least three (3) days prior to the first day of leave requested.

Section 9 - Association Leave.

A maximum of ninety (90) days (720 hours) leave will be allowed the Association for its officers or representatives during the calendar year for attendance at conferences, training or for the discharge of other organization duties. If a District administrator requires the presence of an Association representative at a meeting or event, no charge shall be made against the maximum. This maximum shall increase to one hundred five (105) days (840 hours) on July 1, 1999 and to one hundred twenty (120) days (960 hours) on July 1, 2000. Additional Association released

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time shall be determined by mutual agreement. Additionally, up to nine (9) unit members, designated by the Association, shall be granted Association Leave for attendance at the annual CSEA conference. Notification to the Personnel Office of released time shall be submitted, in writing, at least one (1) week in advance by the Association President. The notice shall include the date and name(s) of the person(s) to be absent. The Personnel Office will make arrangements for substitutes in the customary way and pay them. Additional released time for the President of the Association shall be determined by mutual agreement between the Superintendent or his/her designee and the Association President.

Section 10 - Maternity Leave.

A. Employee Options. Disabilities resulting from pregnancy, childbirth, miscarriage, abortion, and recovery therefrom are considered temporary disabilities and in general will be treated as conditions of illness. Illness Leave (Sick Leave) may be used for such disabilities. However, a pregnant unit member may prefer a long-term unpaid Special Leave. Prior to use of either type of leave, the pregnant unit member shall choose the type of leave preferred and notify the Director of Classified Personnel in writing. Once made, this choice may be reversed only with the approval of the Director of Classified Personnel.

B. Use of Illness Leave for Maternity. When such disabilities indicate need for an extended Maternity Leave, the unit member requesting such leave must furnish in advance a written statement from her physician recommending such leave and indicating the approximate period of confinement, the date the unit member is to begin leave, and the estimated date she is to return to duty. The unit member may continue with her assignment until such time as she and her physician determine when her leave should begin. After the sixth month of pregnancy, a statement from the physician must be filed in the Personnel Office. This statement should include the expected date of confinement and the physician's statement that continuing service will not be detrimental to the health of the individual. In the absence of such a statement, the District reserves the right to

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determine the effective date of the leave.

A maximum of forty-two (42) calendar days shall be allowed for recovery after childbirth, miscarriage, or abortion. After this time, it is expected the unit member will return to her duties on a regular basis. Continued absence beyond this period will require a subsequent statement or statements from the unit member's physician indicating that the unit member's health condition is such that she may not return to full duty. In any event, the District shall be notified in writing, at least ten (10) calendar days prior to return to duty, of the expected date of return. Such notice shall include a statement from the physician indicating that the unit member's health condition warrants a return to full duty on the date specified.

In the event of miscarriage, a unit member on Maternity Leave will be allowed to return earlier than the expected return date. A written request for early return should be submitted to the Personnel Office with the medical clearance as noted above.

Compensation and other benefits and privileges will be extended during Maternity Leave in the same manner as during Illness Leave.

C. Use of Special Leave for Maternity.

Under this option any pregnant unit member may request a non-paid leave for maternity purposes for a maximum period of one (1) year. Prior to such leave, the unit member shall submit in writing to the Personnel Office a statement indicating the beginning and ending date of the requested leave, and shall also submit a physician's statement verifying pregnancy and indicating the unit member's health would not be jeopardized by continuing full employment activity until the date the leave would begin.

An extension of the Special Leave for Maternity purposes will require approval of the Board of Education.

In the event of miscarriage or premature birth, the unit member may request earlier return to work subject to a vacancy existing. Before actual return to work, a written physician's statement indicating the unit member is able to perform required

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duties shall be filed in the Personnel Office.

Section 11 - Military Leave.

A unit member shall be entitled to any Military Leave provided by law and shall retain all rights and privileges granted by law arising out of the exercise of Military Leave.

Section 12 - Unpaid Disability Leave.

A. Unit members receiving a disability allowance from the Public Employees' Retirement System shall be placed on an unpaid leave status for a period not to exceed thirty-nine (39) months. At the end of the thirty-nine (39) month period, the unit member's employment rights will end.

B. If during the thirty-nine (39) month period PERS determines that the disability no longer exists, the unit member will be returned to regular status upon request as soon as a vacancy for which he/she is qualified exists but no later than the beginning of the next fiscal year.

Section 13 - Court Appearance Leave (Other Than Jury Duty).

A. General Provisions.

Whenever a unit member appears in court as a litigant or as a witness under a subpoena, the unit member may have such day(s) absent deducted from his/her sick leave entitlement. The unit member is responsible for notification to the Personnel Office or his/her supervisor in case of a court appearance absence in accordance with established current procedures for arranging substitutes.

B. Limitations and Conditions.

The following limitations and conditions are placed on the use of court-appearance leave:

1. Under this policy no more than a total of five (5) days shall be used in any one (1) school year.

1. The days allowed shall be deducted from and may not exceed the number of full paid days of sick leave to which the unit member is entitled.

3. Such leave shall not be granted during a scheduled vacation or other leave of

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absence.

4. Payment of such absence shall be made only upon certification by the unit member's administrator or supervisor that the absence was attributable to a situation designated as a court appearance within the meaning of this policy. The unit member shall be required to sign, on a form provided, a statement that such absence was indeed a court appearance as provided in this Section. Such form shall be filled out and filed with the Personnel Office. The Director of Classified Personnel may satisfy himself/herself that a court appearance within the limits of this rule did exist.

Section 14 - Catastrophic Leave Program. Catastrophic Leave shall be available to unit members as described in Administrative Procedure #407. See appendix for more information.

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REIMBURSEMENT FOR LOSS, DAMAGE, OR DESTRUCTION OF PERSONAL PROPERTY

Section 1 - Coverage.

A. Personal Property.

The District shall reimburse a unit member for loss, damage, or destruction to personal property of the unit member such as eyeglasses, hearing aides, dentures, watches, and articles of clothing necessarily worn or carried by the unit member when such damage or loss occurs in the line of duty without being the unit member's fault.

B. Other Personal Property.

The District shall reimburse a unit member for loss, damage, or destruction to other personal property such as cassette recorders, recording tapes and books, or cameras used at the work site only if such use has been authorized in writing in advance by the Assistant Superintendent Business Services and such use is directly related to performing one's job.

C. Vehicles.

Loss or damage to unit member vehicles parked at District facilities or at another assigned work site shall be reimbursed if loss occurs while the unit member is on duty and without being the unit member's fault.

Section 2 - Value.

For reimbursement purposes, the value of property shall be its value as of the time of loss or damage. Loss or damage should be reported to the unit member's supervisor within one (1) workday of the occurrence except where loss or damage involves personal property authorized for use on the job when it shall be reported within two (2) days. For purposes of this Section, a "day" is defined as a day on which a unit member actually reports at his/her regular work site for duty.

Section 3 - Limitations.

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Reimbursement is limited to an amount equal to what a reasonable insurance policy deductible would be for the item involved as determined by the average deductible of three (3) major insurance companies selected by the District (currently ~~$250~~ $500) whether or not the item involved is insured or the actual deductible amount under unit member's insurance policy, whichever is less. In lieu of a dollar reimbursement the District may choose to (1) repair damaged personal property or (2) replace lost or destroyed personal property with similar property of like value.

Section 4 - Procedures.

Procedural requirements established by the District regarding claims for reimbursement must be fulfilled prior to receipt of reimbursement. Such requirements may include filing a sheriff's report, completing a Crime/Vandalism Report, obtaining estimates or quotations, etc. Reimbursement shall be made by the District within ten (10) work days of receipt by the District Business Office of all required information from the unit member and the completion of the procedural requirements mentioned above.

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ARTICLE 16

HOURS, OVERTIME, EXTRA WORK AND ALLOWANCES

Section 1 - Hours.

A. Work Schedule. The District workweek begins at 6:00 a.m. on Monday and ends at 6:00 a.m. the following Monday. An employee's normal work schedule shall not exceed five (5) consecutive days, eight (8) hours per day or forty (40) hours per week. This does not preclude the extension of the workweek or the workday on an overtime basis.

1. Prior to making a permanent and involuntary work schedule change of more than two hours for any position(s) within a classification, the District shall determine if any unit member(s) in positions assigned to that schedule at the affected worksite wants to voluntarily accept the change. For purposes of the preceding sentence, the Transportation, Maintenance, Food Services, Warehouse and Grounds departments at the Maintenance, Operations and Transportation facility shall be considered separate "worksites". If there is no appropriate volunteer(s), the least senior unit member(s) in the aforementioned group shall be the one(s) whose work schedule is changed. Except in cases of emergency, reasonable notice of not less than three (3) work days shall be provided prior to implementing the change.

2. A unit member shall be paid appropriately for work at times during which he/she is required to be on duty, for work at times when he/she is "suffered or permitted" to render service in the same classification(s) as he/she is employed and in regular status, and/or for work assigned to be performed away from the job site.

B. Seniority Computation.

Unit member seniority in each classification shall be determined by hire date/promotion date as follows:

1. For a unit member hired before July 1, 1993 a "permanent and calculated seniority date of hire" shall be used for all decisions based on seniority. This date

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shall have been determined by the Association and provided to the District prior to changing the unit member's seniority ranking from the previous one based on hours in paid status.

2. For a unit member hired on or after July 1, 1993 seniority decisions shall be based on actual hire date/promotion date. For purposes of this provision, the hire/promotion date shall be the first day of paid service as a regular member of the classification.

   a. Exception: The Director of Classified Personnel shall automatically deduct one calendar year of seniority from a unit member's date of hire or promotion within the current classification if the unit member is on unpaid leave of absence for 175 consecutive work days within one fiscal (July 1 through June 30) year. Such adjustment shall occur on July 1 following the qualifying unpaid leave of absence. Leave without pay which is approved for the following reasons shall be excluded from the 175-day count:

      1. Military Leave as defined in Section 395 of the Military and Veterans' Code;
      2. Family Leave as provided in 29 U.S.C. Section 2611 et seq. of the Federal Code or Section 12945.2 of the California Government Code;
      3. Any other leave for which a reduction in seniority credit would be a violation of law;
      4. Unit members who were granted unpaid leave during 1993-94 and 1994-95 fiscal years to work for the District in a non-bargaining unit position will receive seniority credit for that year.

C. Lunch Periods and Rest Periods.

Unit members who are employed five (5) or more hours daily shall be entitled to

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an uninterrupted lunch period without pay and two (2) paid rest periods of fifteen (15) minutes each. The lunch period shall be for a minimum of one-half (1/2) hour, but no longer than one (1) hour, except for bus drivers, and shall be scheduled near the midpoint of the work day. The rest periods shall be scheduled insofar as practicable at or about the midpoint of each work period.

Unit members scheduled to work for less than five (5) hours daily shall not be required to take an unpaid lunch break, but shall be entitled to one (1) paid rest period of fifteen (15) minutes. The rest period shall be scheduled near the midpoint of the work period. Unit members scheduled to work less than three (3) hours daily shall not be entitled to a paid rest period.

Notwithstanding the above, Instructional Aides scheduled to work at least three (3) hours but less than five (5) hours daily may be scheduled for an unpaid lunch period of thirty (30) minutes and shall be entitled to one (1) paid rest period of fifteen (15) minutes. The lunch period may be scheduled in conjunction with the paid rest period.

D. Reduction in Hours.

In the event the District decides to implement a layoff due to lack of work and/or lack of funds, or a reduction in hours or work year or a voluntary demotion in lieu of layoff, affecting unit members, such action shall be taken in accordance with the requirements of the Education Code including the issuance of appropriate notice. The effects of an actual layoff and/or reduction of hours of unit members, including any impact on remaining unit members, shall be subject to negotiations with the Association. Unit members who have received notification of layoff may use Personal Necessity or other approved leave to seek other employment.

Section 2 - Overtime.

A. Definition.

Except as otherwise provided herein, all overtime hours as defined in this Section shall be compensated at a rate of pay equal to time and one-half the regular rate of pay of

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the unit member for all work authorized. Overtime is defined to include any time worked in excess of eight (8) hours in any one (1) day or on any one (1) shift or in excess of forty (40) hours in any calendar week, whether such hours are worked prior to the commencement of a regularly assigned starting time or subsequent to the assigned quitting time. All hours worked on any day other than the five (5) regularly scheduled work days in any work week shall be compensated at the overtime rate. For purposes of determining what constitutes the sixth and/or seventh days of the work week, any day in paid status is deemed a work day. Unit members who are assigned to work overtime and who are also receiving a shift differential pursuant to this Article, shall receive overtime compensation based on their differential salary rate.

All hours worked on holidays designated by this Agreement shall be compensated at one and one-half (1 1/2) times the regular rate of pay in addition to the regular rate of pay for the holiday. As a net result, a unit member will receive two and one-half (2 1/2) times his/her regular rate of pay for time worked on a holiday.

B. Assigned Overtime.

Overtime opportunities shall be distributed and rotated among available qualified unit members in each department or job site.

Exceptions:

1. Campus Supervisors:

Overtime opportunities for Campus Supervisors shall be distributed and rotated by seniority as follows:

A. Opportunities generated by Education Center-based Administration shall be first offered to Middle School, Elementary School, and Nueva Vista High School Campus Supervisors in order of District-wide seniority. The District shall designate one (1) person to coordinate the District-wide seniority list(s).

A. All school site overtime shall be offered first to the Campus Supervisor(s)

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assigned to that site. If insufficient numbers of Campus Supervisors are available at that site, other Campus Supervisors shall then be contacted, in seniority order, from the appropriate group list shown below which includes that site:

Group 1

Rubidoux High School

~~Nueva Vista High School~~

Mission Middle School

Ina Arbuckle Elementary

Learning Center

Group 2

Jurupa Valley High School

Mira Loma Middle School

~~Jurupa Middle School~~

Group 3

Patriot High School

Jurupa Middle School

Nueva Vista High School

C. Seniority lists which are used for the purpose of rotating Campus Supervisor overtime opportunities shall not be terminated and/or restarted at any time. Rotation shall occur continuously without regard to commencement or conclusion of fiscal or calendar years.

2. Bus Drivers:

A. Overtime opportunities will be offered to Bus Drivers in order of seniority as shown on the current seniority list. Weekend assignments shall be rotated separately from other overtime assignments. The Director of Transportation or his/her designee shall make note of any refusals of

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overtime work, and the reason(s) for the refusal. Bus Drivers and/or their representatives may examine these records by prearrangement with the Director.

~~B. Probationary Bus Drivers shall not drive a school bus on out of District trips.~~

3. Bus Drivers-Special Students:

A. Overtime opportunities will be offered to Bus Drivers-Special Students in order of seniority as shown on the current seniority list. Weekend assignments shall be rotated separately from other overtime assignments. The Director of Transportation or his/her designee shall make note of any refusals of overtime work, and the reason(s) for the refusal. Bus Drivers-Special Students and/or their representatives may examine these records by prearrangement with the Director.

~~B. Probationary Bus Drivers Special Students shall not drive a school bus on out of District trips.~~

C. Refusals.

If the District offers an overtime assignment to a unit member who refuses such offer, the unit member shall not be offered overtime work again until the entire rotation of the appropriate list is exhausted. If overtime assigned to a unit member is canceled, he/she shall be notified at least two (2) hours prior to the scheduled overtime or shall be compensated for two (2) hours at the overtime rate. If a unit member who has accepted an offer of overtime fails to appear for the agreed-upon work or declines agreed-upon work less than two (2) hours prior to the scheduled overtime, the work may be offered on an emergency basis to available qualified personnel. Each site shall make note of any refusals of overtime work and the reason(s) for the refusal.

Section 3 - Extra Work.

A. Definition.

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Extra days or hours periodically assigned in addition to a unit member's regular work schedule constitute extra work and shall be distributed and rotated among available qualified unit members within the classification in each department and/or job site. Extra work is paid at the normal hourly rate of pay for the classification, and changes to the overtime rate only when the total time worked exceeds eight (8) hours per day or forty (40) hours per week, or when any such work is performed on the sixth or seventh day of the unit member's work week.

B. Exceptions.

1. Extra work of five (5) consecutive days or less shall be distributed and rotated among available qualified unit members in each department or job site.

2. Instructional Aide opportunities exceeding five (5) consecutive days shall be distributed on the basis of District-wide seniority in the classification.

3. Campus Supervisors: Extra work exceeding five (5) consecutive days shall be distributed and rotated in the same manner as overtime opportunities are processed for this classification.

4. Extra work opportunities for clerical staff shall be distributed and rotated to qualified unit members by department or job site.

5. Extra work opportunities for Bus Drivers and Bus Drivers-Special Students shall be rotated by seniority as follows:

   a. Opportunities which occur during designated workdays for Work Year F shall be offered first to the members of the classification who normally and customarily perform the service. If such unit members are insufficient in number, the work shall then be offered to qualified members of the other bus driving classification by seniority.

   b. Opportunities which occur during designated recess periods for Work Year F shall be offered as follows: Work normally and customarily performed by Bus Drivers-Special Students shall be offered first to members of that

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classification, by seniority. Work normally and customarily performed by Bus Drivers shall be offered first to members of that classification, by seniority. If such members are insufficient in number, the work shall then be offered to qualified members of the other bus driving classification by seniority.

c. Seniority lists which are used for the purpose of rotating bus driver extra work opportunities exceeding five (5) consecutive days shall be terminated at the conclusion of each fiscal year, and restarted with the most senior member of the classification at the commencement of the new fiscal year.

~~d. Probationary Bus Drivers and Bus Drivers Special Students shall not drive a school bus on out of District trips.~~

6. The District shall designate one (1) person to coordinate the District-wide seniority lists for Extra Work which exceeds five (5) consecutive work days.

C. Upward Adjustment.

A unit member who is assigned to work thirty (30) minutes or more per day in excess of his/her regular part-time assignment for a period of twenty (20) consecutive working days or more shall have his/her regular assignment adjusted upward to reflect the longer hours. If a part-time employee's average paid time, excluding overtime, exceeds his average assigned time by 50 minutes or more per working day in any quarter, the hours paid per day for compensable leaves of absence and holidays in the succeeding quarter shall be equivalent to the average hours paid per working day in the preceding quarter, excluding overtime.

D. Refusal.

If the District offers an extra work assignment to a unit member who refuses such offer, the unit member shall not be offered extra work again until the entire rotation of the appropriate list is exhausted. No unit member shall be required to accept extra work assignments.

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E. Compensation and Benefits.

A unit member who accepts Extra Work for twenty (20) consecutive days or more shall receive the same compensation and benefits applicable to that classification, excluding Health and Welfare benefits, as during the regular work year.

Section 4 - Use Of Unit Members As Substitute Employees.

If the District determines that a unit member will substitute for another unit member within the same classification, the unit member who performs the substitute work shall be paid at his/her current regular rate of pay. If the District determines that such substitute work will be provided by unit members, such work shall be distributed and rotated equitably to unit members within the same classification within the department or worksite. Such work shall not be subject to the limits described in Section 3, C.

Section 5 - Allowances.

A. Shift Differential.

When one-half (1/2) or more of a unit member's regularly assigned work hours fall after 5:00 p.m., the unit member shall receive a shift differential bonus of five percent (5%) of his/her base rate of pay for the entire shift.

B. Minimum Call-In Time.

Any unit member called in to work on a day when the unit member is not scheduled to work shall receive a minimum of three (3) hours of pay at the appropriate hourly rate of pay under this Agreement.

C. Call-Back Time.

Any unit member who has gone home after completing his/her regular assignment and was not previously scheduled to work additional hours that day and is called back to work, shall be compensated for a minimum of two (2) hours of work at the appropriate rate of pay under this Agreement.

D. Stand-By Time.

On any day that a unit member is scheduled to be available for stand-by, he/she shall

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receive forty-five dollars ($45.00) as compensation for holding himself/herself available. If actually called in, hours worked will be paid at the appropriate rate or the stand-by allowance, whichever is greater.

E. Uniform Allowance.

The District shall provide each unit member whose assignment requires wearing a uniform as per Board Policy/Regulation #4218, an allowance of twenty-five dollars ($25.00) per month for assigned work months. Such allowance shall be disbursed semi-annually.

F. Mileage Reimbursement.

Unit members will be reimbursed at the highest rate paid on a mileage basis by the District for use of their own personal vehicle on District business when authorized by their supervisor. However, a unit member may choose instead to receive the current Internal Revenue Service mileage allowance rate. Requests to receive the IRS rate must be made at the same time as the first claim for reimbursement after each new calendar year. All subsequent claims for that year will then be reimbursed at the IRS rate. It is understood and agreed that unit member travel between home and work site is exempt from this provision. This reimbursement shall be payment in full for all personal vehicle operating, maintenance, repair, insurance and other costs resulting from such use. Unit members required by the District to use their personal vehicle to provide transportation to more than one (1) work site, resulting from employment in one (1) position, shall be reimbursed upon request at the rate outlined above. It is understood and agreed that unit member travel to more than one (1) work site which is the result of employment in more than one (1) position sought by the unit member shall not be reimbursed. Unit members shall not be required to utilize their personal vehicles to transport students.

G. Overnight Trips.

Notwithstanding any other provisions of this Agreement, on an assignment that requires an overnight stay, the unit member shall not be on paid status between the time he/she is

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relieved of duty at the end of one (1) day and the time duty resumes the following day. Lodging and meal expenses for the unit member will be reimbursed by the District as described in Administrative Procedure #124.

H. Vehicle Unavailability.

Whenever a unit member is unable to discharge regularly scheduled duties because of unavailability of an appropriate District vehicle, he/she shall suffer no loss of wages for the day. However, the unit member may be assigned to other duties during his/her regularly scheduled hours.

I. Training.

When the District requires a unit member to take additional training to maintain or improve job skills or when training is required by an outside agency to maintain necessary licenses or certificates, the unit member shall be on paid status for the hours involved, excluding out of class study hours, and shall be reimbursed for necessary expenses. Prior authorization by the immediate supervisor is required to qualify under this Section. Voluntary training is excluded from this Section.

J. Physical Exams.

1. In the event the District requires a physical examination (including TB tests) as a condition of employment or the continuation of employment, the District shall assume the full cost of any such examination. If impossible to schedule during non-work time, unit members shall be provided with reasonable released time for such a physical exam.

2. If as a condition of maintaining a required school bus driver's certificate, it is impossible for the unit member to schedule a physical examination during non-work time within a 6:00 a.m. to 6:00 p.m. work day, the unit member shall be compensated for the examination time. Such an examination must take place at least two (2) weeks before the validity of the school bus driver's certificate lapses. Advanced authorization for such an examination is required in order to receive

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compensation.

K. Bus Upkeep.

Bus schedules shall be constructed so as to allow sufficient time for unit members in the bus driver classifications to wash and clean their buses.

L. Field Trip Compensation.

Unit members in the bus driver classifications, who are assigned field trips, shall be appropriately compensated for the full duration of their field trip assignment. The field trip assignment shall begin when the driver leaves the Transportation Department, and shall conclude when the driver returns to the Transportation Department. In the event that the field trip assignment requires the unit member to stay overnight, the unit member shall be considered off duty and on non-paid status from the time that the bus is secured in the evening until the time the unit member is required to board the bus and resume the field trip assignment on the following day.

M. Bus Driver Hours Increase.

Any assigned increase in hours for Bus Drivers or Bus Drivers-Special Students which shall extend beyond twenty (20) consecutive work days, shall be offered on the basis of hire date seniority exclusive of any breaks in service or service in other classifications. "Hire date", for purposes of this Section, shall mean the first day of paid service as a regular District employee in the classification being increased.

N. Instructional Aide/Student Attendant Aide Service to Students Requiring Toileting and Feeding.

Where the duties assigned and performed by an Instructional Aide or Student Attendant Aide include personally helping a student(s) with exceptional needs to use the toilet and/or feeding a student(s) with exceptional needs, such Instructional Aide or Student Attendant Aide shall receive a stipend equaling 10% of his/her daily base rate of pay for each day he/she is scheduled by the Principal or his/her designee to perform such duties. Payment shall apply to the Instructional Aide's or Student Attendant Aide's entire regular

shift, unless the Instructional Aide or Student Attendant Aide is absent.

O. Specialized Training

Unit members who are assigned to provide specialized physical health care service to a student(s) with exceptional needs shall be provided with the specialized training necessary. Such training shall be provided by a school nurse or other qualified professional. If training is conducted during non-duty hours, the unit member shall be compensated at the appropriate rate of pay.

P. Specialized Physical Health Care.

Specialized Physical Health Care procedures are specific health care services identified in a medical protocol that may be performed on a daily basis to ensure the health and well being of a student with exceptional needs.

1. Only unit members who are qualified or trained in accordance with Education Code and Title V provisions may assist students who require specialized physical health care services.
2. The District shall comply with all Education Code and Title V provisions, so unit members may work and provide specialized physical health care in a safe, appropriate environment.
3. As required by Government Code Section 825, the District shall defend a unit member against any claim or action against him/her, for an injury arising out of an act or omission occurring within the scope of his/her employment as an employee of the District, while implementing the provisions of this section.

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ARTICLE 21

DURATION

Section 1 - Duration.

This Agreement shall remain in full force and effect up to and including June 30, ~~2007~~ 2010, and thereafter shall continue in effect until superseded by a subsequent Agreement. If either party wishes to modify, amend or add to this Agreement, that party must notify the other party of such intent by March 15, 2007.

Section 2 - Reopeners.

The parties agree to reopen negotiations for the ~~2005-2006~~ 2007-2008 and ~~2006-2007~~ 2008-2009 fiscal years on Article 13-Classified Salary Schedule, Applications and Ranges.

The parties further agree that for the duration of this Agreement, to reopen negotiations on Article 15– Health and Welfare Benefits upon the written request of the Association.

Additionally, during the ~~2005-2006~~ 2007-2008 and ~~2006-2007~~ 2008-2009 fiscal years either party may select two (2) additional Articles to reopen. ~~Notice requirements to reopen negotiations for the 2005-2006 fiscal year shall be extended to December 31, 2005.~~

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Board Approved 10/17/05

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MEMORANDUM OF AGREEMENT
Between
JURUPA UNIFIED SCHOOL DISTRICT
And
NATIONAL EDUCATION ASSOCIATION-JURUPA

This agreement is entered into this 8th day of January, 2007 by and between the Jurupa Unified School District and the National Education Association-Jurupa. Except as specifically modified by this Agreement, the terms and conditions of the current Collective Bargaining Agreement shall continue in full force and effect through June 30, 2007.

The purpose of this Agreement is to provide an equitable procedure for staffing Patriot High School (PHS) in August of 2007. Article XII Transfers and Reassignments, shall be modified to include these specific conditions for the staffing. These transfers are necessitated by the opening of a third comprehensive high school and the needed reduction of staff at Jurupa Valley High School (JVHS) and Rubidoux High School (RHS).

The following rules will govern the transfer of certificated staff from RHS and JVHS:

Phase I

In the order of the greatest District seniority, teachers and guidance coordinators from the RHS and JVHS staffs at the time this Section is implemented shall be offered a choice of transferring to PHS or RHS or remaining at their current site. The District will continue to make such offers at RHS until 2/3 of the projected staff reduction needs have been made. The District will also make such offers at JVHS until 2/3 of the projected staff reduction needs have been made. Such transfers shall be granted under the following conditions:

1. A transfer must be made to a vacant position in a subject area(s) for which the unit member has recent experience (within the last three years) and is credentialed. In the event that a unit member has not been in a classroom teaching position within the past three (3) years, their last teaching assignment will be considered as recent teaching experience. In addition, no transfer can result in another unit member's involuntary transfer.

2. Transfer requests must be submitted on the transfer form provided by the District for the purpose of staffing Patriot High School. All transfer forms must be received in Personnel by the deadline given on the form.

3. For purposes of this Section, the first day of paid service as a full-time certificated employee of the District will determine a unit member's seniority date, irrespective of any subsequent time spent in unpaid status. The seniority date of a unit member who previously resigned and was subsequently rehired shall be the first day of paid service of the most recent hire. In the event that interested

applicants are equally qualified with the same seniority date the selection will be made by lottery.

4. The District will notify those unit members selected for transfer.

5. Unit members may reject the offer of transfer by informing the Assistant Superintendent of Personnel in writing no later than three (3) business days after receiving notification of transfer.

6. After that time, transfer decisions cannot be reversed without the approval of the Assistant Superintendent of Personnel Services.

In the event that the District does not meet the reduction needs through Phase I, the remaining reductions would take place through the process outlined in Phase II.

Phase II

After approximately 2/3 of the projected staff reduction need from both RHS and JVHS are transferred by seniority to PHS, the District will post all of the remaining open positions at PHS. The determination of what positions are vacant and the assignment of unit members will continue to be made by the District throughout this process. Additional applications for transfer may be submitted to the Assistant Superintendent of Personnel within five (5) business days of this posting. However, the initial transfer request will be considered an application for transfer throughout Phase I and Phase II of staffing.

Any unit member assigned to JVHS and RHS will be able to apply for any vacant position at PHS as long as they meet the vacant position qualifications. The District may choose any of the internal applicants and/or outside candidates for the vacant positions at PHS as long as all reduction needs at JVHS and RHS have been satisfied.

If particular positions and transfers are still necessary to reduce JVHS and/or RHS staffs, transfers will be made according to the procedure in the current Collective Bargaining Agreement, Article XII, Section 5, Involuntary Transfer Necessitated by Changes in School(s) Enrollment or Program Change.

Both Parties agree to meet and negotiate any unintended consequences as this Memorandum of Agreement is implemented.

For NEA-J — Date: 1/8/07

For the District — Date: 1/8/07

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TITLE I
PROGRAM IMPROVEMENT
MIDDLE SCHOOL
SINGLE PLANS FOR
STUDENT ACHIEVEMENT
(SPSA)

JURUPA MIDDLE SCHOOL

SCHOOL-BASED COORDINATED PROGRAM
TITLE I TARGETED PROGRAM
PROGRAM IMPROVEMENT

2006-2007

Single Plan For Student Achievement

For School Year 2006-07

Jurupa Middle

CDS Code: 33-67090-6059075

Date of this revision: 1/29/2007 10:16:36 AM

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	Walt Lancaster
Phone Number:	(951) 360-2846
Address:	8700 Galena St.
	Riverside, CA 92509-3228
E-mail Address:	wlancaster@jusd.k12.ca.us

District: Jurupa Unified

The District Governing Board approved this revision of the School Plan on 8/7/2006

School Vision and Mission

JMS Mission Statement

Jurupa Middle School empowers students to achieve personal excellence.

Vision Statement

Jurupa Middle School is a community of learners:
a. Staff utilizes current best practices to promote success for all students
b. Staff provides a caring and safe environment where all students can learn
c. Staff works collaboratively to build collegiality through teamwork
d. Interventions are in place and subject to periodic re-evaluation and improvement.
e. A positive environment fosters learning in every classroom.
f. Students are focused, actively involved, motivated, and excited.

School Profile

Jurupa Middle School, home of the Panthers serves the central portion of the Jurupa Unified School District in an unincorporated area located in western Riverside County. JMS is home to just over 1,100 students in grades 7 & 8. JMS is the oldest of the three middle schools serving the Jurupa Unified School District.

JMS offers a comprehensive middle school program designed to meet the intellectual, social, and emotional needs of middle school student transitioning into a comprehensive high school program. The curriculum provides all students with instruction in the areas of English, Math, Science, Social Studies, and Physical Education. A variety of electives are offered including AVID, Art, Band, Chorus, Computers, Video Production, and Spanish. We also offer a special reading program to assist those continuing to learn English or needing an extra boost. We also offer extra assistance in math and language before and after school through the Math and ELA intervention programs. Students who qualify for special programs or services are serviced via our: Gifted And Talented Education program; Resource Specialist Program; and Special Day Class program. Students who require extra assistance in acquiring English as a second language are serviced through our English Language Development Program.

Analysis of Current Educational Practice

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

The instructional program is based on all state standards with a focus on the most essential standards.
1. Jurupa Middle School has adopted high academic expectations in reading, language arts, mathematics, science, and social studies. These expectations, combined with the State Standards, serve as the framework for directing school goals, objectives, and expected learning outcomes towards essential standards mastery.
2. Teachers use the standards to articulate curriculum and learning expectations from grade level to grade level.
3. Staff implements curriculum and assessments aligned to the standards along with data reports that reflect student success in relation to the standards.
4. Teachers use district adopted resources and supplemental materials to assist student mastery towards the standards.
5. Teachers meet regularly to improve instruction.
6. Lesson plans reflect standards-based curriculum and are available for review by administrators. Formal and informal observations by the principal and vice-principal are conducted regularly. Teachers have a copy of California State Standards for all grade levels.

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

District policy provides students access to standards-aligned textbooks that support the core curriculum. JMS provides the most recent state, Board-adopted, core instructional programs (2001-2007 adoption) documented to be in daily use in every classroom with materials for every student.
1. Selection of textbooks and materials are based on District goals and objectives.
2. Core and supplemental materials are selected based on alignment to the standards and address differentiation based on student needs.
3. At Jurupa Middle School students have access to standards-based materials in their classroom and available for check-out for use at home. Many supplemental materials used in the classroom and at home to extend learning time require photocopying.

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

Alignment of staff development to standards

The main emphasis is to improve student achievement in all academic areas with emphasis in reading/language arts, mathematics, and ELD standards.

Alignment of staff development to assessed student performance
Professional staff development activities are based on data analysis, including significant subgroups, identifying weaknesses schoolwide and at each grade level.

Alignment of staff development to professional needs
Jurupa Middle Schools staff development meetings are planned based on state mandates. The schools goals and objectives are reviewed in order to improve teaching of academic subjects and to help all students meet District performance standards. Teachers may receive training on adopted curriculum, supplemental materials, and teaching methods for differentiated instruction. Provide professional development to teachers (AB 466) and to principals (AB 75) on full implementation of standards-based textbooks.

4. Services provided by the regular program to enable under-performing students to meet standard:

At Jurupa Middle School the following services are provided by the regular program to enable under-performing students to meet state standards:

1. AB466 Districtwide Training
2. AsCent After School Program
3. AVID Coordinator
4. DATA Team
5. Data Director Program & Training
6. Extended Learning Opportunities (ELO)
7. Enhancing Education Through Technology (EETT) Program
8. Healthy Start Program
9. Library Technician
10. Psychologist
11. Reading/ELA/ELD Classes
12. RSP
13. School and Community Outreach Team (SCORE)
14. School Attendance Review Board (SARB)
15. SIOP (Sheltered Instructional Observation Protocol)
16. SDC
17. Speech and Language
18. SST
19. Student Assistance Program (SAP)
20. Translators

5. Services provided by categorical funds to enable under-performing students to meet standards:

The primary services provided to under-performing students using categorical funding are in the form of additional instructional materials, technology to assist students, incentives for achievement and attendance, and professional development for staff. JMS categorically funded programs are listed below:

1. ADA
2. AVID Program with Coordinator
3. Bilingual Tutors
4. CBET Coordinator
5. Childcare During Parent Trainings
6. Clerical Assistant
7. Computer Assisted Instruction
8. Conferences (Teacher and parent)
9. Economic Impact Aid/English Learner Program (EIA/ELL)
10. English Learner Facilitator
11. Extended Learning Opportunity (ELO) after school and summer
12. Immediate Intervention for Under-performing Schools (IIUSP)
13. Instructional Aids
14. Math Academy Program with Coordinator
15. Parent Education Workshops
16. Reading/ELA/ELD Classes
17. School Improvement (SI)
18. Staff Development
19. Targeted Assistance Program TAS/Title 1
20. Technology Assistance
21. Title I Coordinator
22. Title III - Limited English Program
23. Translators

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

Teachers at Jurupa Middle School utilize a variety of state and local assessments to determine students progress. Data analysis from these assessments provides teachers, students, and parents the information needed to drive instruction.

Time is provided for principal, teachers, and support staff to analyze disaggregated student information throughout the year. The principal, Leadership Team, and grade level team leaders plan activities to analyze data reports at staff development and grade level meetings to determine and review goals and monitor objectives.

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

During release days, monthly meetings, and training opportunities, JMS teachers plan instructional strategies aimed at low performing students. ELL and Special Education students are grouped by their proficiency levels and Individualized Education Plans (IEP).

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

Family resources: Parent involvement at Jurupa Middle School is highly encouraged and their input is a valued resource. The following list includes services provided by Jurupa Middle School to enable parents to play a more integral part in our school.

1. Annual Title I Meeting
2. AVID Parent Night
3. Back-to-School Night
4. CBET
5. Community Business Partners
6. Community Volunteers
7. District Website
8. Fliers to Inform Parents of Trainings, Events, Programs
9. McTeacher Night at McDonalds
10. Panther Orientation Day
11. Parent/Student School Handbook
12. Parent/Teacher/Student Compact
13. Phone Calls
14. Progress Reports
15. PTA, SSC, GATE, and ELAC Parent meetings
16. School newsletter with Calendar of Events
17. Student Agenda Planners
18. Teacher Conferences
19. Technology Showcase Night
20. Translations

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

1. Inadequate number of student support service personnel, including, but not limited to: campus supervisors, counselors, translators, administrators, health service individuals, bilingual clerk, etc.
2. Inadequate Electrical Outlets
3. Inadequate technological support in order to use technology in the classrooms.
4. Inadequate restrooms for students and staff.
5. Uninterrupted instructional minutes for standardized curriculum.
6. Student Attendance
7. Parent Involvement
8. Aesthetically unappealing buildings and grounds.
9. Inadequate scheduling of busses.
10. Consistent and accurate completion of homework negatively impacts individual learning.
11. Inconsistent attendance at before/after school tutoring.
12. Improving staff understanding of data and its purpose in analysis.

10. Limitations of the current program to enable under performing student to meet standards:

1. Data analysis: Inadequate or Inconsistent Use Schoolwide
2. Bilingual resources and materials in core classes and library collection are limited.
3. Use of common assessments and pacing guides lacks consistency.
4. Staff technology use lacks consistency.

Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

Data Summary:

1. Our API has not exceeded our base target. In 2006 the API Base was 682 with a Target of 688. JMS had a negative growth of 1 (681)
2. Achievement on the 2006 API was 681, a negative 1 (-1) from the previous year.
3. In ELA, students achieving at the proficient or advanced level has been maintained from the previous year.
4. In Math, students achieving at the proficient or advanced level has been maintained from the previous year.
6. Both API subgroups (Hispanic/Latino and White non- Hispanic) showed significant positive growth at all levels.
7. JMS has the highest percent of identified GATE students in the district.
8. English learners did not meet API subgroup target in ELA and Math.
9. English learners continue to display a positive trend in all areas of the CELDT (Listening/Speaking, Writing, and Reading) from year to year. JMS staff believes the trend is a direct result of staff development training in the use of ELD instruction strategies and differentiated teaching methods.
10. Socioeconomically Disadvantaged did not meet API subgroup target in Math.

Plans for Improvement:

In reviewing our data our AYP has indicated that Reading for Information and Written Response to Reading will be our schools focus for the 2006-2007 school year.

Action Steps:

1. Create a Program Improvement Committee.
2. Committee attends trainging at the Riverside County Office of Education (RCOE).
3. School wide "Smart Goal" will be established by leadership team attending the RCOE training.
4. Program Improvement Committee developed a "Panthers Informational Reading and Skills building notebook" that focuses on excersises in reading for information with practice using test taking strategies/techniques as well as context clues and word parts.
5. Implentation is planned schoolwide for both 7th and 8th grade students beginning November 06.

Conclusions from Parent, Teacher and Student Input

Conclusions:
1. All program improvement plans include action steps that involve parents, teachers, and students.
2. An ongoing goal has been to increase parent-teacher communications. Parents are kept informed of student progress through a variety of methods.
3. Most school information is available in Spanish.
4. The partnership between school, home, and community is developed by our continuing efforts with the following associations: Healthy Start program components, PTA, ELAC, and Community Based English Tutoring (CBET).
5. 98% of teachers have gone through SDAIE, CLAD, SB395, SIOP, AB466, and EETT training or are in training to become authorized within two years.

School Goals for Improving Student Achievement

English Language Development

ELD Program Improvements

Provide a balanced, comprehensive program aligned to state standards that uses effective teaching strategies to meet the needs of all learners. (Includes skill development, concept development, and problem solving.)

History/Social Science

Soc. Studies Improvements

Provide a balanced, comprehensive program aligned to state standards that uses effective teaching strategies to meet the needs of all learners. (Includes skill development, concept development, and problem solving.)

Mathematics

Math Program Improvements

Provide a balanced, comprehensive mathematics program that is aligned to state standards and uses effective teaching strategies to meet the needs of all learners. (Includes skill development, concept development, and problem solving.)

Other

Panther Plan Improvements

Foster a schoolwide focus on improving and recognizing success in the areas of attendance, academics, and behavior to increase student achievement that is supported by all students, parents, and staff.

Technology Improvements

Provide a balanced, comprehensive, technology program that uses effective teaching strategies to meet the needs of all learners.

Effectively integrate technology into teaching and learning while addressing content standards through the following courses or opportunities:
1. Word Processing
2. Video Production/JMS TV
3. Yearbook/Newspaper
4. Staff Development
5. EETT Grant

GATE Improvements

Provide a balanced, comprehensive program, aligned to state standards, that uses effective teaching strategies to meet the needs of all gifted and talented learners.

Ensure that system is in place to identify all GATE students within the school population.

Extended Opportunities

Teachers will provide extended learning opportunities for low-performing students.

Centralized Services

Centralized services support the alignment of state and federal program requirements with the district's Blueprint for Learning and Local Education Agency Plan (LEAP) in order to guide and support mandates under No Child Left Behind (NCLB) and progress towards moving all students to high levels of academic achievement.

Physical Education

PE Improvements

1. Provide a balanced, comprehensive, program aligned to state fitness standards that uses effective teaching strategies to meet the needs of all learners. (Includes skill development, concept development, and problem solving.)
2. Develop a plan focused on increased student achievement through use of an assessment system, including ongoing diagnostic assessments, to appropriately place students in physical fitness categories.

Reading/Language Arts

ELA Improvements

Provide a balanced, comprehensive program aligned to state standards that uses effective teaching strategies to meet the needs of all learners. (Includes skill development, concept development, and problem solving.)

Reading Improvement

Provide a balanced, comprehensive program aligned to state standards that uses effective teaching strategies to meet the needs of all learners. (Includes skill development, concept development, and problem solving.)

Science

Science Improvements

Provide a balanced, comprehensive program aligned to state standards that uses effective teaching strategies to meet the needs of all learners. (Includes skill development, concept development, and problem solving.)

Visual & Performing Arts

Fine Arts Improvements

Provide a balanced, comprehensive, Fine Arts program through grants and coursework that uses effective teaching strategies to meet the needs of all learners while addressing content standards through the following courses:
1. Art
2. Band
3. Choir

Planned Improvements in Student Performance

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

Goal:ELD Program Improvements

Goal Statement

Provide a balanced, comprehensive program aligned to state standards that uses effective teaching strategies to meet the needs of all learners. (Includes skill development, concept development, and problem solving.)

Student Group

All grade levels and all significant subgroups will increase scores on all formal assessments.

Performance Gains

1. Increase scores by 2% in both proficient and advanced levels on the CST.
2. Increase scores by 2% in both proficient and advanced levels on the CELDT.
3. Increase API base score by 5 points over the previous year's score.
4. Meet or exceed participation rate and percent proficient on the state's standards-based assessments.
5. Increase schoolwide results by 3% on the CAT.
6. Increase schoolwide results by 2% on the CRT.

Means Evaluating

1. Annual Yearly Progress (AYP)
2. Academic Performance Index (API)
3. California Achievement Test 6 (CAT 6)
4. California English Language Development Test (CELDT)
5. Common Assessments
6. Reclassification 30 Report (R-30)
7. English Language Development Profiles
8. District Criterion Reference Test (CRT)

Group Data

1. Common Assessments
2. District Criterion Reference Test (CRT)
3. California Standards Test (CST)
4. Annual Yearly Progress (AYP)
5. Academic Performance Index (API)
6. California Achievement Test 6 (CAT 6)
7. California English Language Development Test (CELDT)
8. Reclassification 30 Report (R-30)

Description of Specific Actions to Improve Educational Practice

ELD Instruction Improvements

Means of Achievement: Alignment of instruction with content standards

Tasks:

1. Provide additional time during the instructional day to implement ELD standards-based instruction using SBE-adopted ELD materials.
2. Employ universal access and include SDAIE/SIOP strategies (e.g., whole group, small group, pairs, flexible grouping, multi-level, homogeneous).
3. Provide ELD standards-aligned interventions for K-12 students who are two or more grade levels below (i.e. supplemental ELD materials)
4. Ensure students are grouped by their appropriate proficiency level.
5. Assignment of EL students based on teacher authorization.
6. Placement for secondary level EL students based on EL proficiency (e.g., SEI are B, EI, I; ELM are EA, A)

Measures:

1. Provide comprehensible progress reports, parent-teacher conferences, report cards, site and district parent meetings.
2. Provide BCLAD, CLAD, SB395, SIOP, and other district supported trainings in both language arts and mathematics (i.e., AB466, AB75).
3. Monitor and support content and ELD implementation through use of collaborative teaming (include language support), data analysis (including CELDT scores and ELD Profiles), pacing, and use of lesson plan protocols with content standard checklists.
4. Instructional ELF support with English Learner emphasis.
5. Principal Observations/Walk throughs

People Assigned:

1. Principal
2. Classroom Teachers
3. EL Facilitator/ Instructional ELF

Start Date: 9/1/2006

End Date: 6/19/2007

Research

URL: http://dq.cde.ca.gov/dataquest/TitleIII/Title3AccntReportY06_files/Title3schReportY06.asp?cCDS=3367090&distcds=3367090&Charter=False

Title: 2005-06 Preliminary Title III School Accountabilit

Abstract: This report contains preliminary information on school-level performance on the Title III English language proficiency Annual Measurable Achievement Objectives (AMAOs) as measured on the 2005 California English Language Development Test (CELDT).

Based on report data, school-level performance on the Title III English language proficiency Annual Measurable Achievement Objectives (AMAOs) as measured on the 2005 California English Language Development Test (CELDT) shows that Jurupa Middle School exceeds the district average in the areas of Annual Growth (JUSD 97.6%) Attaining English Proficiency (JUSD 37.7%)

	Funding Source	Related Expenditure	Estimated Cost(s)
	Title I, Part A, Basic Grants	Substitute Teachers	$2,000.00
	Title I, Part A, Basic Grants	Training	$5,000.00
	School Improvement	Bilingual Clerk	$6,500.00
	Economic Impact Aid, English Learner Programs (EIA-LEP)	Instructional Materials	$2,000.00
	Title III, Language Instruction for Limited English Proficient Students	Teacher Hourly for Training	$3,000.00
	Title III, Language Instruction for Limited English Proficient Students	Teacher Hourly for Training	$1,000.00

Extended Learning Time for ELD

Means of Achievement: Extended learning time

Tasks: 1. Develop and monitor a plan for focused learning opportunities outside the instructional day and regular school year that provide access to grade-level core instruction (Such as: maintain and expand zero-periods, tutorial classes, 7-8 periods, Saturday school, after-school, and/or before school ELO programs for special education, English learner, retained, at risk of retention or failing the CAHSEE students.)
2. ELO plan for after-school instruction has parameters that include identification of instructional materials.
3. Provide supplemental ELD materials for extended day and summer school instructional programs and strategic intervention materials for ELD students.

Measures: JMS Extended Day Plans

People Assigned: 1. Business Services Personnel (ELO Attendance)
2. ELO Math & ELA Tutoring Personnel
3. Principal/AP Monitoring by

Start Date: 10/21/2006

End Date: 5/10/2007

Research

URL: http://dq.cde.ca.gov/dataquest/TitleIII/Title3AccntReportY06_files/Title3schReportY06.asp?cCDS=3367090&distcds=3367090&Charter=False

Title: 2005-06 Preliminary Title III School Accountabilit

Abstract: This report contains preliminary information on school-level performance on the Title III English language proficiency Annual Measurable Achievement Objectives (AMAOs) as measured on the 2005 California English Language Development Test (CELDT).

Based on report data, school-level performance on the Title III English language proficiency Annual Measurable Achievement Objectives (AMAOs) as measured on the 2005 California English Language Development Test (CELDT) shows that Jurupa Middle School exceeds the district average in the areas of Annual Growth (JUSD 97.6%) Attaining English Proficiency (JUSD 37.7%)

Funding Source	Related Expenditure	Estimated Cost(s)
Economic Impact Aid, English Learner Programs (EIA-LEP)	Supplemental Instructional Materials	$350.00
School Improvement	Bilingual Clerk	$6,053.00
Immediate Intervention/Underperforming (II/USP)	Teacher Hourly	$5,000.00
Title I, Part A, Basic Grants	Instructional Materials	$1,000.00
At Risk of Retention ADA	Extended Opportunities Classes	$2,800.00
Title I, Part A, Basic Grants	Teacher Salary	$6,000.00

Goal:Soc. Studies Improvements

Goal Statement

Provide a balanced, comprehensive program aligned to state standards that uses effective teaching strategies to meet the needs of all learners. (Includes skill development, concept development, and problem solving.)

Student Group

All grade levels and all significant subgroups will increase total scores on all formal assessments.
1. English Language Learners (ELL)
2. Special Education (SE)
3. Gifted and Talented Education (GATE)
4. At-Risk Students
5. Economically Disadvantaged

Performance Gains

1. Increase scores by 2% in both proficient and advanced levels on the CST.
2. Increase API base score by 5 points over the previous year's score.
3. Meet or exceed participation rate and percent proficient on the state's standards-based assessments
4. Increase schoolwide results by 3% on the CAT 6.
5. Increase schoolwide results by 2% on the CRT

Means Evaluating

1. Annual Yearly Progress (AYP)
2. Academic Performance Index (API)
3. California Achievement Test 6 (CAT 6)
4. English Language Development Profiles (ELD) Profiles
5. Reclassification 30 Report (R-30)
6. Common Assessments
7. California English Language Development Test (CELDT)
8. District Criterion Reference Test (CRT)

Group Data

1.Common Assessments
2.District Criterion Reference Test (CRT)
3.California Standards Test (CST)
4.Annual Yearly Progress (AYP)
5.Academic Performance Index (API)
6.California Achievement Test 6 (CAT 6)
7.California English Language Development Test (CELDT)
8.Reclassification 30 Report (R-30)

Description of Specific Actions to Improve Educational Practice

Soc. Studies Instruction Improvements

Means of Achievement: Alignment of instruction with content standards

Tasks:

1. Provide time in the instructional day K-12 to allow for additional social studies instruction aligned to state-adopted texts and state standards. Monitor implementation.
2. Provide and monitor daily uninterrupted instructional time for social studies.
3. Provide and monitor specific pacing guides for social studies that includes pacing timeline, sequence of instruction, and timeline for assessments.
4. Utilize the Professional Learning Communities (PLC)model for continuous program improvement.
5. Provide opportunities, inservices, or release time for staff members to review data..
6. Provide opportunities for teachers to develop/improve instructional techniques and/or strategies.
7. Provide opportunities for teachers to review, revise and implement appropriate instructional strategies.
8. Provide appropriate supplemental reading materials and resources.

Measures:

1. Data Team protocols are being used at Jurupa Middle to monitor and verify universal access to Social Studies.
2. Social Studies Teachers will develop pacing schedules that incorporate the sequence and assessment of instruction. Teachers at the three middle schools often share information related to pacing and assessment.
3. Social Studies Department members are using the PLC collaboration model in developing common pacing, common lessons, and common assessments.
4. Half-day dept. meetings, minimum day dept. meetings, Leadership Group meetings, and staff meetings are focused on fostering a campus wide PLC.

People Assigned:

1. Principal & AP
2. Social Studies Department Members
3. Leadership Group Members
4. Data Team

Start Date: 9/1/2006

End Date: 6/19/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Library Improvement Block Grant	Laminating	$40.00
Library Improvement Block Grant	Reproduction & Printing	$100.00
School Improvement	Teacher Salaries - Substitutes	$500.00
School Improvement	Teacher Salaries, Conferences, and Workshops	$500.00
Immediate Intervention/Underperforming (II/USP)	Instructional Materials	$2,000.00

Goal:Math Program Improvements

Goal Statement

Provide a balanced, comprehensive mathematics program that is aligned to state standards and uses effective teaching strategies to meet the needs of all learners. (Includes skill development, concept development, and problem solving.)

Student Group

All grade levels and all significant subgroups (listed below) will increase scores on all formal assessments.
1. English Language Learners (ELL)
2. Special Education (SE)
3. Gifted and Talented Education (GATE)
4. At-Risk Students
5. Economically Disadvantaged

Performance Gains

1. Increase scores by 2% in both proficient and advanced levels on the CST.
2. Increase API base score by 5 points over the previous year's score.
3. Meet or exceed participation rate and percent proficient on the state's standards-based assessments.
4. Increase schoolwide results by 3% on the CAT 6.
5. Increase schoolwide results by 2% on the CRT.

Means Evaluating

1. Annual Yearly Progress (AYP)
2. Academic Performance Index (API)
3. California Achievement Test 6 (CAT 6)
4. California English Language Development Test (CELDT)
5. Common Assessments
6. Reclassification 30 Report (R-30)
7. English Language Development Profiles
8. District Criterion Reference Test (CRT)

Group Data

1.Common Assessments
2.District Criterion Reference Test (CRT)
3.California Standards Test (CST)
4.Annual Yearly Progress (AYP)
5.Academic Performance Index (API)
6.California Achievement Test 6 (CAT 6)
7.California English Language Development Test (CELDT)
8.Reclassification 30 Report (R-30)

Description of Specific Actions to Improve Educational Practice

Mathematics: instructional content standards

Means of Achievement: Alignment of instruction with content standards

Tasks:

1. Develop and implement an instructional matrix per course that addresses content standards, instructional strategies, material, timeline, and benchmark assessments.
2. Provide uninterrupted instructional time for math.
3. Utilize a model of Professional Learning Communities (PLC) and continuous improvement devised from Quality Systems Theory; create grade level, cross grade level, and disciplinary teams to focus on improving student learning of content standards.
4. Provide opportunities, inservices, or release time for staff members to review data..
5. Provide opportunities for teachers to develop/improve instructional techniques and/or strategies.
6. Provide opportunities for teachers to review, revise and implement appropriate instructional strategies.
7. Provide appropriate supplemental reading materials and resources.

Measures:

1. Data Team protocols are being used at Jurupa Middle to monitor and verify universal access to math.
2. Instructional matrix (listed above)
3. Half-day dept. meetings, minimum day dept. meetings, and staff meetings are focused on fostering a campus wide PLC.

People Assigned:

1. Principal & AP
2. Math Department members
3. Data Team

Start Date: 9/1/2005

End Date: 6/21/2006

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Teacher Salary	$8,000.00
Title I, Part A, Basic Grants	Equipment	$4,000.00
Title I, Part A, Basic Grants	Computer Tech	$4,500.00
Library Improvement Block Grant	Reproduction & Printing	$100.00
Library Improvement Block Grant	Laminating	$40.00
Title I, Part A, Basic Grants	Substitute Teachers	$5,000.00
School Improvement	Teacher Hourly	$1,000.00
Title I, Part A, Basic Grants	Instructional Materials and Supplies	$15,000.00
Immediate Intervention/Underperforming (II/USP)	Salaries, Conferences, and Workshops	$3,000.00

Goal:Panther Plan Improvements

Goal Statement

Foster a schoolwide focus on improving and recognizing success in the areas of attendance, academics, and behavior to increase student achievement that is supported by all students, parents, and staff.

Student Group

All grade levels and all significant subgroups will increase scores on all formal assessments.

Performance Gains

1.Increase monthly attendance rate (ADA) by 1%.
2.Decrease the number of tardies and suspensions.
3.Increase recognition of student success in the areas of attendance, academics, and behavior.

Means Evaluating

1. Academic Performance Index (API)
2. Annual report of tardies, suspensions and expulsions
3. Annual Yearly Progress (AYP)
4. Average Daily Attendance (ADA) Rate
5. California Achievement Test 6
6. California English Language Development Test (CELDT)
7. California Standards Test (CST)
8. Common Assessments
9. District Criterion Reference Test (CRT)
10. Honor Roll Lists
11. Reclassification 30 Report (R-30)

Group Data

1. Academic Performance Index (API)
2. Annual report of tardies, suspensions and expulsions.
3. Annual Yearly Progress (AYP)
4. Average Daily Attendance (ADA) rate
5. California Achievement Test 6
6. California English Language Development Test (CELDT)
7. California Standards Test (CST)
8. Common Assessments
9. District Criterion Reference Test (CRT)
10. Honor Roll lists
11. Reclassification 30 Report (R-30)

Description of Specific Actions to Improve Educational Practice

Panther Plan

Means of Achievement: Involvement of staff, parents and community

Tasks:

1. Develop a written schoolwide plan for student use, organization, homework and teacher monitoring of notebooks/agenda planners.
2. Ensure schoolwide implementation of the use of AVID strategies (where applicable such as Cornell note taking.
3. Implement strategies and incentives to increase student classroom instructional time.
4. Increase awareness of college opportunities for student and parents.
5. Celebrate/Recognize student academic success frequently with quarterly awards, JMSTV, and other school activities.
6. Purchase incentives as rewards to foster school culture to promote higher-level academic achievement.
7. Provide field trips to enhance and promote educational opportunities that will support positive school culture.
8. Develop and implement strategies to improve student behavior schoolwide.
9. Purchase adequate supply of textbooks for home and school use for all students.(Williams Case)
10. Beautify the school campus including but not limited to: painting, walkways, grounds area, or building facilities on an on-going basis. (Williams Case)
11. Improve and upgrade the physical environment of the school campus to create a more positive learning environment and to conform to safety regulations. (Williams Case)
12. Provide a safe, secure, and clean campus. (Williams Case)
13. Purchase supplementary materials/resources schoolwide use as needed.
14. Purchase technology hardware/software for all curricular areas as needed.
15. Provide on-going technical support and upgrades to maintain technology equipment.
16. Upgrade and/or increase electrical outlet infrastructure to maintain technology use.
17. Increase parent communication.
18. Purchase/maintain furniture, fixtures and equipment to maintain/support academic achievement.
19. Provide a stipend for the AVID Coordinator to promote, plan, and implement the academic AVID program for targeted students.

Measures:

1. Review student attendance patterns (positive and negative trends).
2. Review student discipline and crime statistics for positive and negative trends.

People Assigned:

1. Principal/AP
2. Teachers
3. AVID Coordinator
4. AVID Site Team
5. EL Facilitator
6. GATE Coordinator

Start Date: 9/6/2006

End Date: 6/21/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	Printing	$844.00
Title I, Part A, Basic Grants	AVID coordinator	$1,000.00
School Improvement	Substitute Teachers	$780.00
School Improvement	Teacher Hourly for Training	$890.00
School Improvement	Instructional Materials & Supplies	$2,375.00

Panther Plan

Means of Achievement: Improvement of instructional strategies and materials

Tasks:

1. Continue to provide electives to eligible students.
2. Create a committee to explore alternative scheduling options.
3. Survey staff on scheduling options to create common conference/prep periods within departments and/or teams.
4. Provide opportunities, inservices, or release time for staff members to review data..
5. Provide opportunities for teachers to develop/improve instructional techniques and/or strategies.
6. Provide opportunities for teachers to review, revise and implement appropriate instructional strategies.

TRANSITION ACTIVITIES

1. Schedule high school coordinators/counselors to meet with 8th graders regarding high school enrollment.
2. Begin the recommendation process of possible canidates to be selected as high school ASB representatives.
3. Schedule middle school counselor and/or team of teachers to visit feeder elementary schools to discuss transition process with incomming seventh graders.
4. Schedule a student/parent day for incoming students and acquiant parents and student with middle school core program.
5. Use academic data for incoming students for appropriate program participation and appropriate class placement.

Measures:

1. Master Schedule
2. Sign-in Sheets and Agendas
3. Survey
4. High School Information Packets
5. Middle School Information Packets
6. Orientation Day Flyers
7. Applicable Student Data

People Assigned:

1. Middle School Registrar
2. MS COUNSELOR
3. Principal
4. High School Coordinators
5. Elementary School Registrar

Start Date: 5/1/2006

End Date: 6/21/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	Materials & Supplies	$400.00
Title I, Part A, Basic Grants	Teacher Release Time	$1,000.00

Staff Development and PLC

Means of Achievement: Staff development and professional collaboration

Tasks:
1. Provide AB466 and AB75 training in state-adopted and standards-aligned texts. Monitor implementation.
2. Monitor the use of grade level standards-based adopted language arts and mathematics materials and ensure mandated time for core instruction including special education classrooms.
3. Develop and implement an instructional matrix per course that addresses content standards, instructional strategies, materials, timeline, and benchmark assessments.
4. Provide and monitor daily, uninterrupted, instructional time.
5. Utilize a model of Professional Learning Communities (PLC) and continuous improvement devised from Quality Systems Theory; create grade level, cross grade level, and disciplinary teams to focus on improving student learning of content standards.

Measures:
1. Instructional Matrix (listed above)
2. Use of grade level standards-based adopted language arts and mathematics materials.
3. Assessment system (Data Director) to evaluate common assessment data.
4. Data Team protocols are being used at Jurupa Middle to monitor and verify universal access to coursework.
5. Half-day dept. meetings, minimum day dept. meetings, and staff meetings are focused on fostering a campus wide PLC.

People Assigned:
1. Special Education Teachers
2. Regular Education Teachers
3. Principal

Start Date: 9/1/2006

End Date: 6/19/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	Teacher Hourly for Training	$500.00
Immediate Intervention/Underperforming (II/USP)	Substitute Teachers	$400.00

Goal:Technology Improvements

Goal Statement

Provide a balanced, comprehensive, technology program that uses effective teaching strategies to meet the needs of all learners.

Effectively integrate technology into teaching and learning while addressing content standards through the following courses or opportunities:
1. Word Processing
2. Video Production/JMS TV
3. Yearbook/Newspaper
4. Staff Development
5. EETT Grant

Student Group

All grade levels and all significant subgroups will increase scores on all formal assessments.
1. English Language Learners (ELL)
2. Special Education (SE)
3. Gifted and Talented Education (GATE)
4. At-Risk Students
5. Economically Disadvantaged

Performance Gains

1. Meet or exceed participation rate of previous years enrollment.
2. Increase percent proficient by 1% on the teachers' standards-based assessments.
3. Increase percent proficient by 1% on the teachers' informal assessments.
4. Performance objectives (individual/group) for each elective.

Means Evaluating

1. Teachers standards-based assessments
2. Teacher created rubrics
3. Meet or exceed participation rate of previous years enrollment
4. Teachers informal assessments
5. Performance objectives (individual/group) for each elective

Group Data

1. Teachers' standards-based assessments.
2. Teacher created rubrics.
3. Meet or exceed participation rate of previous years enrollment.
4. Teachers informal assessments.
5. Performance objectives (individual/group) for each elective.

Description of Specific Actions to Improve Educational Practice

Increase Technology Use by Staff

Means of Achievement: Increased educational opportunity

Tasks: 1. Technology Training

Measures: 1. Data Team protocols are being used at Jurupa Middle to monitor and verify universal access.
2. Half-day dept. meetings, minimum day dept. meetings, and staff meetings are focused on fostering a campus wide PLC.

People Assigned: 1. Principal & AP
2. all Teachers
3. Data Team

Start Date: 9/1/2006

End Date: 6/19/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	Technology Supplies	$890.00
Library Improvement Block Grant	Technology Equipment < 7, 500	$3,560.00
School Improvement	Software Licenses	$846.00

Goal:GATE Improvements

Goal Statement

Provide a balanced, comprehensive program, aligned to state standards, that uses effective teaching strategies to meet the needs of all gifted and talented learners.

Ensure that system is in place to identify all GATE students within the school population.

Student Group

All grade levels and all significant subgroups will increase scores on all formal assessments.

Performance Gains

1. Increase scores by 2% in both proficient and advanced levels on the CST.
2. Increase API base score by 5 points over the previous year's score.
3. Meet or exceed participation rate and percent proficient on the state's standards-based assessments.
4. Increase schoolwide results by 3% on the CAT.
5. Increase schoolwide results by 2% on the CRT.

Means Evaluating

1. GATE Assessment Test
2. Annual Yearly Progress (AYP)
3. Academic Performance Index (API)
4. California Achievement Test 6 (CAT 6)
5. California English Language Development Test (CELDT)
6. Common Assessments
7. Reclassification 30 Report (R-30)
8. English Language Development Profiles
9. District Criterion Reference Test (CRT)

Group Data

1. GATE Assessment Test
2. Annual Yearly Progress (AYP)
3. Academic Performance Index (API)
4. California Achievement Test 6 (CAT 6)
5. California English Language Development Test (CELDT)
6. Common Assessments
7. Reclassification 30 Report (R-30)
8. English Language Development Profiles
9. District Criterion Reference Test (CRT)

Description of Specific Actions to Improve Educational Practice

GATE Staff Development

Means of Achievement: Staff development and professional collaboration

Tasks:
1. Provide training in differentiated instruction so that teachers are able to meet the needs of GATE students within the regular classroom.
2. Provide opportunities for teacher training and collaborative time to develop appropriate units for collaborative study in reading/language arts and mathematics topics for GATE students.
3. Utilize a model of Professional Learning Communities (PLC) and continuous improvement devised from Quality Systems Theory; create grade level, cross grade level, and disciplinary teams at every school to focus on improving student learning of content standards.
4. Train principal and teachers in accessing/using Data Director to disaggregate report data by specialized instructional setting to adjust teaching practices.

Measures:
1. Data Director training
2. Grade Level Day Meetings
3. Minimum Day Dept. Meetings
4. Principal, Asst. Principal Walk throughs

People Assigned:
1. Principal/AP
2. Classroom Teachers
3. GATE Coordinator

Start Date: 9/1/2006

End Date: 6/19/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Gifted and Talented Education	Staff Development Courses	$1,000.00
Gifted and Talented Education	Teacher Hourly	$500.00
Gifted and Talented Education	Substitute Teachers	$500.00

GATE Instructional Strategies Improvements

Means of Achievement: Improvement of instructional strategies and materials

Tasks:

1. Examine the schedule of classes for GATE students to ensure that each is correctly placed in Honors classes.
2. Purchase nonfiction books and literature for classroom use and libraries that are aligned to state content standards and meets the needs of GATE students.
3. Purchase supplemental enrichment materials for GATE classrooms.
4. Provide opportunities, inservices, or release time for staff members to review data..
5. Provide opportunities for teachers to develop/improve instructional techniques and/or strategies.
6. Provide opportunities for teachers to review, revise and implement appropriate instructional strategies.
7. Provide appropriate supplemental reading materials and resources.
8. Provide GATE students with information regarding high school expectations and college opportunities.

Measures:

1. GATE Assessment Test
2. Annual Yearly Progress (AYP)
3. Academic Performance Index (API)
4. California Achievement Test 6 (CAT 6)
5. California English Language Development Test (CELDT)
6. Common Assessments
7. Reclassification 30 Report (R-30)
8. English Language Development Profiles
9. District Criterion Reference Test (CRT)
10. Data Director reports
11. Master Schedule Review
12. Data Director training
13. Monitor funding to maintain and improve GATE Program

People Assigned:

1. Principal/ Asst. Principal
2. Principal
3. Classroom Teachers
4. GATE Coordinator
5. EL Facilitator
6. Counselor
7. Librarian

Start Date: 9/1/2006

End Date: 6/19/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	Instructional Materials	$2,000.00
Gifted and Talented Education	Teacher Hourly	$500.00

Goal:Extended Opportunities

Goal Statement

Teachers will provide extended learning opportunities for low-performing students.

Student Group

All grade levels and significant subgroups needing reading support will increase scores on assessments.

Performance Gains

1. Increase scores by 2% in both proficient and advanced levels on the CST.
2. Increase API base score by 5 points over the previous year's score.
3. Increase results by 3% on the CAT 6.
4. Increase results by 2% on the CRT.

Means Evaluating

1. Annual Yearly Progress (AYP)
2. Academic Performance Index (API)
3. California Achievement Test 6 (CAT 6)
4. California English Language Development Test (CELDT)
5. Common Assessments
6. Reclassification 30 Report (R-30)
7. English Language Development Profiles
8. District Criterion Reference Test (CRT)

Group Data

1. Annual Yearly Progress (AYP)
2. Academic Performance Index (API)
3. California Achievement Test 6 (CAT 6)
4. California English Language Development Test (CELDT)
5. Common Assessments
6. Reclassification 30 Report (R-30)
7. English Language Development Profiles
8. District Criterion Reference Test (CRT)

Description of Specific Actions to Improve Educational Practice

GATE instruction improvements

Means of Achievement: Alignment of instruction with content standards

Tasks:

1. Analyze current instruction for GATE students and align it to state grade level content standards.
2. Provide opportunities, inservices, or release time for staff members to review data..
3. Provide opportunities for teachers to develop/improve instructional techniques and/or strategies.
4. Provide opportunities for teachers to review, revise and implement appropriate instructional strategies.
5. Provide appropriate supplemental reading materials and resources.

Measures:

1. GATE Assessment Test
2. Annual Yearly Progress (AYP)
3. Academic Performance Index (API)
4. California Achievement Test 6 (CAT 6)
5. California English Language Development Test (CELDT)
6. Common Assessments
7. Reclassification 30 Report (R-30)
8. English Language Development Profiles
9. District Criterion Reference Test (CRT)
10. DataDirector reports
11. Dept. Meeting minutes
12. Principal, Asst. Principal observations/walkthroughs

People Assigned:

1. Principal/ Asst. Principal
2. Classroom Teachers
3. GATE Coordinator
4. EL Facilitator

Start Date: 9/1/2006

End Date: 6/19/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	Teacher Hourly	$1,000.00
Gifted and Talented Education	Substitute Teachers	$10,000.00

Provide Extended Learning Opportunities

Means of Achievement: Extended learning time

Tasks: 1. Provide time following the instructional day to allow for additional instruction aligned to state-adopted texts, state standards. Monitor implementation.

Measures:
1. Common Assessments
2. District Criterion Reference Test (CRT)
3. California Standards Test (CST)
4. Annual Yearly Progress (AYP)
5. Academic Performance Index (API)
6. California Achievement Test 6
7. California English Language Development Test (CELDT)
8. Reclassification 30 Report (R-30)

People Assigned:
1. Principal & AP
2. ELO Teachers

Start Date: 9/1/2006

End Date: 6/19/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Teacher Hourly	$20,000.00
Title I, Part A, Basic Grants	Materials	$5,000.00
Title I, Part A, Basic Grants	Computer Tech	$5,000.00

Goal:Centralized Services

Goal Statement

Centralized services support the alignment of state and federal program requirements with the district's Blueprint for Learning and Local Education Agency Plan (LEAP) in order to guide and support mandates under No Child Left Behind (NCLB) and progress towards moving all students to high levels of academic achievement.

Student Group

All students including English learner, gifted and talented, at-risk, and special education students.

Performance Gains

Gain in proficient or above on all curriculum-embedded summatives, Criterion-Referenced Tests (CRTs), California Standards Tests (CSTs), and API and AYP growth targets.

Means Evaluating

Curriculum-embedded summatives, Criterion-Referenced Tests (CRTs), California Standards Tests (CSTs), and API and AYP growth targets.

Group Data

All schools meet API and AYP growth targets.

Description of Specific Actions to Improve Educational Practice

SIP Centralized Service Support

Means of Achievement: Alignment of instruction with content standards

Tasks: Services that include curriculum support, supervision of categorical programs, assessment materials, staff development, professional consultants, implementation of Local Educational Agency Plan (LEAP), and district's Blueprint for Learning.

Measures: Job descriptions, time accounting, monitoring and evaluation reports of categorical programs, compliance validation, agendas, and minutes.

People Assigned: District Administrators

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
SIP Centralized Services	SIP Centralized Services	$3,999.00

Title I Centralized Service Support

Means of Achievement: Alignment of instruction with content standards

Tasks: Services that include curriculum support, supervision of categorical programs, extended day support including summer school, assessment materials, program improvement support, staff development, professional consultants, implementation of Local Educational Agency Plan (LEAP), and district's Blueprint for Learning.

Measures: Job descriptions, time accounting, monitoring and evaluation reports of categorical programs, compliance validation, agendas, and minutes.

People Assigned: District Administrators

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I Centralized Services	Title I Centralized Services	$19,044.00

Goal:PE Improvements

Goal Statement

1. Provide a balanced, comprehensive, program aligned to state fitness standards that uses effective teaching strategies to meet the needs of all learners. (Includes skill development, concept development, and problem solving.)
2. Develop a plan focused on increased student achievement through use of an assessment system, including ongoing diagnostic assessments, to appropriately place students in physical fitness categories.

Student Group

All grade levels and all significant subgroups will increase scores on all formal assessments.

Performance Gains

1. Increase scores by 2% in scoring in the healthy fitness zone on all 6 fitness standards.

Means Evaluating

1. Physical Fitness Testing (PFT)
2. Pedometers for all students to monitor performance gains.
3. Annual Yearly Progress (AYP)
4. Common Assessments

Group Data

1. Physical Fitness Test (PFT) results
2. Pedometer readouts for all students to monitor performance gains.
3. Annual Yearly Progress (AYP)
4. Common Assessments Data

Description of Specific Actions to Improve Educational Practice

PE Improvements

Means of Achievement: Alignment of instruction with content standards

Tasks:
1. Provide a balanced, comprehensive program aligned to state fitness standards, which use effective teaching strategies to meet the needs of all learners. (Includes skill level 1.)
2. Increase scores by 2% in scoring in the healthy fitness zone on all 6 fitness standards. (Includes skill development, concept development and problem solving.)
3. Provide opportunities, inservices, or release time for staff members to review data..
4. Provide opportunities for teachers to develop/improve instructional techniques and/or strategies.
5. Provide opportunities for teachers to review, revise and implement appropriate instructional strategies.
6. Provide appropriate supplemental reading materials and resources.

Measures:
1. Physical Fitness Testing (PFT)
2. Pedometers for all students to monitor performance gains.
3. Annual Yearly Progress (AYP)
4. Common Assessments

People Assigned:
1. Principal & AP
2. Physical Education Teachers

Start Date: 9/1/2006

End Date: 6/19/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	Instructional Materials and Supplies	$250.00
School Improvement	Teacher Salaries - Substitutes	$250.00

Goal:ELA Improvements

Goal Statement

Provide a balanced, comprehensive program aligned to state standards that uses effective teaching strategies to meet the needs of all learners. (Includes skill development, concept development, and problem solving.)

Student Group

All grade levels and all significant subgroups (listed below) will increase scores on all formal assessments.
1. English Language Learners (ELL)
2. Special Education (SE)
3. Gifted and Talented Education (GATE)
4. At-Risk Students
5. Economically Disadvantaged

Performance Gains

1. Increase scores by 6% in below basic, basic, proficient and advanced levels on the CST.
2. Increase API base score by 6 points over the previous year's score.
3. Meet or exceed participation rate and percent proficient on the state's standards-based assessments
4. Increase schoolwide results by 3% on the CAT 6.
5. Increase schoolwide results by 2% on the CRT

Means Evaluating

1. Annual Yearly Progress (AYP)
2. Academic Performance Index (API)
3. California Achievement Test 6 (CAT 6)
4. California English Language Development Test (CELDT)
5. Common Assessments
6. Reclassification 30 Report (R-30)
7. English Language Development Profiles
8. District Criterion Reference Test (CRT)

Group Data

1. Common Assessments
2. District Criterion Reference Test (CRT)
3. California Standards Test (CST)
4. Annual Yearly Progress (AYP)
5. Academic Performance Index (API)
6. California Achievement Test 6 (CAT 6)
7. California English Language Development Test (CELDT)
8. Reclassification 30 Report (R-30)

Description of Specific Actions to Improve Educational Practice

ELA Program Improvements

Means of Achievement: Alignment of instruction with content standards

Tasks:

1. Develop and implement an instructional matrix per course that addresses content standards, instructional strategies, materials, timeline, and benchmark assessments.
2. Provide uninterrupted instructional time for reading.
3. Utilize a model of Professional Learning Communities (PLC) and continuous improvement devised from Quality Systems Theory to create grade level, cross grade level, and disciplinary teams to focus on improving student learning of content standards.
4. Provide opportunities, inservices, or release time for staff members to review data..
5. Provide opportunities for teachers to develop/improve instructional techniques and/or strategies.
6. Provide opportunities for teachers to review, revise and implement appropriate instructional strategies.
7. Provide appropriate supplemental reading materials and resources.
8. Provide specific pacing guides for reading that includes pacing timeline, sequence of instruction and a timeline for assessments.

Measures:

1. Data Team protocols are used to monitor and verify universal access to language arts.
2. Language Arts Department pacing schedules and common assessments.
3. Half-day dept. meetings and minimum day dept. meetings are focused on fostering a campus wide PLC.
4. Utilize a model of Professional Learning Communities (PLC) and continuous improvement devised from Quality Systems Theory; create grade level, cross grade level, and disciplinary teams to focus on improving student learning of content standards.
5. Half-day dept. meetings and minimum day dept. meeting minutes.

People Assigned:

1. Principal & AP
2. Language Arts Department Members
3. Data Team

Start Date: 9/1/2006

End Date: 6/19/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Computer Tech	$4,500.00
Immediate Intervention/Underperforming (II/USP)	Intervention Supplemental Materials	$5,000.00
Immediate Intervention/Underperforming (II/USP)	Reproduction & Printing	$100.00
Title I, Part A, Basic Grants	Teacher Hourly for Training	$5,000.00
Title I, Part A, Basic Grants	Teacher Salary	$10,000.00
Title I, Part A, Basic Grants	Instructional Materials & Supplies	$25,000.00
Title I, Part A, Basic Grants	Laminating	$250.00
Title I, Part A, Basic Grants	Substitute Teachers	$1,000.00

Goal:Reading Improvement

Goal Statement

Provide a balanced, comprehensive program aligned to state standards that uses effective teaching strategies to meet the needs of all learners. (Includes skill development, concept development, and problem solving.)

Student Group

All grade levels and significant subgroups needing reading support will increase scores on assessments.
1. English Language Learners (ELL)
2. Special Education (SE)
3. Gifted and Talented Education (GATE)
4. At-Risk Students
5. Economically Disadvantaged

Performance Gains

1. Increase scores by 2% in both proficient and advanced levels on the CST.
2. Increase API base score by 5 points over the previous year's score.
3. Increase results by 3% on the CAT 6.
4. Increase results by 2% on the CRT

Means Evaluating

1. Annual Yearly Progress (AYP)
2. Academic Performance Index (API)
3. California Achievement Test 6 (CAT 6)
4. English Language Development Profiles (ELD)
5. Reclassification 30 Report (R-30)
6. Common Assessments
7. California English Language Development Test (CELDT)
8. District Criterion Reference Test (CRT)

Group Data

1. Common Assessments
2. District Criterion Reference Test (CRT)
3. California Standards Test (CST)
4. Annual Yearly Progress (AYP)
5. Academic Performance Index (API)
6. California Achievement Test 6
7. California English Language Development Test (CELDT)
8. Reclassification 30 Report (R-30)

Description of Specific Actions to Improve Educational Practice

Reading instruction and content standards

Means of Achievement: Alignment of instruction with content standards

Tasks:

1. Provide time in the instructional day to allow for additional reading instruction.
2. Provide uninterrupted instructional time for reading.
3. Provide specific pacing guides that includes pacing timeline, sequence of instruction, and timeline for assessments.
4. Utilize a model of Professional Learning Communities (PLC) and continuous improvement devised from Quality Systems Theory; create grade level, cross grade level, and disciplinary teams to focus on improving student learning of content standards.
5. Provide time in the instructional day for reading intervention.
6. Provide time in the instructional day to allow for additional reading instruction aligned to state-adopted texts, state standards, and the CAHSEE.
7. Provide appropriate supplemental remedial instructional materials and resources.
8. Provide opportunities, inservices, or release time for staff members to review data..
9. Provide opportunities for teachers to develop/improve instructional techniques and/or strategies.
10. Provide opportunities for teachers to review, revise and implement appropriate instructional strategies.

Measures:

1. Data Team protocols are being used at Jurupa Middle to monitor and verify universal access to Reading.
2. Reading teachers will develop pacing schedules that incorporate the sequence and assessment of instruction. Teachers at the three middle schools often share information related to pacing and assessment.
3. Reading Department members are using the PLC collaboration model in developing common pacing, common lessons, and common assessments.
4. Half-day dept. meetings, minimum day dept. meetings, Leadership Group meetings, and staff meetings are focused on fostering a campus wide PLC.

People Assigned:

1. Principal & AP
2. Reading Department Members
3. Leadership Group Members
4. Data Team

Start Date: 9/1/2005

End Date: 6/21/2006

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Teacher Hourly	$5,366.00
School Improvement	Staff Development	$2,195.00
Immediate Intervention/Underperforming (II/USP)	Teacher Salaries/Hourly	$2,000.00
Title I, Part A, Basic Grants	Staff Development	$6,000.00

Goal:Science Improvements

Goal Statement

Provide a balanced, comprehensive program aligned to state standards that uses effective teaching strategies to meet the needs of all learners. (Includes skill development, concept development, and problem solving.)

Student Group

All grade levels and all significant subgroups will increase total scores on all formal assessments.
1. English Language Learners (ELL)
2. Special Education (SE)
3. Gifted and Talented Education (GATE)
4. At-Risk Students
5. Economically Disadvantaged

Performance Gains

1. Increase scores by 2% in both proficient and advanced levels on the CST.
2. Increase API base score by 5 points over the previous year's score.
3. Meet or exceed participation rate and percent proficient on the state's standards-based assessments
4. Increase schoolwide results by 3% on the CAT 6.
5. Increase schoolwide results by 2% on the CRT

Means Evaluating

1. Annual Yearly Progress (AYP)
2. Academic Performance Index (API)
3. California Achievement Test 6 (CAT 6)
4. English Language Development Profiles (ELD)
5. Reclassification 30 Report (R-30)
6. Common Assessments
7. California English Language Development Test (CELDT)
8. District Criterion Reference Test (CRT)

Group Data

1. Common Assessments
2. District Criterion Reference Test (CRT)
3. California Standards Test (CST)
4. Annual Yearly Progress (AYP)
5. Academic Performance Index (API)
6. California Achievement Test 6
7. California English Language Development Test (CELDT)
8. Reclassification 30 Report (R-30)

Description of Specific Actions to Improve Educational Practice

Science Improvements

Means of Achievement: Alignment of instruction with content standards

Tasks:

1. Provide time in the instructional day to allow for additional science instruction aligned to state-adopted texts and state standards.
2. Provide uninterrupted instructional time.
3. Use pacing guides for science that includes pacing timeline, sequence of instruction, and timeline for assessments based on the state standards.
4. Create grade level, cross grade level, and disciplinary teams to focus on improving student learning of content standards.
5. Provide opportunities for teachers to develop/improve instructional techniques and/or strategies.
6. Provide opportunities for teachers to review, revise and implement appropriate instructional strategies.
7. Provide appropriate supplemental reading materials and resources.
8. Provide opportunities, inservices, or release time for staff members to review data..

Measures:

1. Data Team protocols are being used at Jurupa Middle to monitor and verify universal access to Science classes.
2. Science Teachers will develop pacing schedules that incorporate the sequence and assessment of instruction.
3. Science Department members are using the PLC collaboration model in developing common pacing, common lessons, and common assessments.

People Assigned:

1. Principal & AP
2. Science Department Members
3. Data Team

Start Date: 9/1/2006

End Date: 6/21/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Immediate Intervention/Underperforming (II/USP)	Teacher Salaries - Substitutes	$500.00
Immediate Intervention/Underperforming (II/USP)	Teacher Salaries, Conferences, and Workshops	$1,000.00
Title I, Part A, Basic Grants	Teacher Salaries, Conferences, and Workshops	$500.00
Title I, Part A, Basic Grants	Instructional Materials	$1,090.00
Immediate Intervention/Underperforming (II/USP)	Instructional Materials	$1,050.00
Title I, Part A, Basic Grants	Teacher Salaries - Substitutes	$1,000.00

Science Improvements

Means of Achievement: Improvement of instructional strategies and materials

Tasks: 1. Utilize the Professional Learning Communities (PLC)model for continuous program improvement.

Measures: 1. Science Department members are using the PLC collaboration model in developing common pacing, common lessons, and common assessments.
2. Ongoing Staff Development with PLC tactics
3.Half-day dept. meetings, minimum day dept. meetings, and staff meetings are focused on fostering a campus wide PLC.

People Assigned: Science Department members

Start Date: 9/1/2006

End Date: 6/21/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	Laminating	$40.00
School Improvement	Reproduction & Printing	$100.00
School Improvement	Teacher Hourly for Training	$600.00

Goal:Fine Arts Improvements

Goal Statement

Provide a balanced, comprehensive, Fine Arts program through grants and coursework that uses effective teaching strategies to meet the needs of all learners while addressing content standards through the following courses:
1. Art
2. Band
3. Choir

Student Group

All grade levels and all significant subgroups will increase scores on all assessments.
1. English Language Learners (ELL)
2. Special Education (SE)
3. Gifted and Talented Education (GATE)
4. At-Risk Students
5. Economically Disadvantaged

Performance Gains

1. Meet or exceed participation rate of previous year's enrollment.
2. Increase percent proficient by 1% on state and district assessments.

Means Evaluating

1. State and District Standards
2. Informal Assessments
3. Teacher Created CRTs and Rubrics
4. Performance objectives (individual/group) for each elective.

Group Data

1. Teacher created rubrics for each elective.
2. Common Assessments for each elective.
3. Teacher created Criterion Reference Test (CRT) for each elective.
4. State standards for each elective.
5. District standards for each elective.

Description of Specific Actions to Improve Educational Practice

Fine Arts Improvements

Means of Achievement: Improvement of instructional strategies and materials

Tasks:

1. Develop and implement an instructional matrix per course that addresses content standards, instructional strategies, materials, timeline, and benchmark assessments (where applicable).
2. Provide and monitor daily, uninterrupted, instructional time.
3. Utilize a model of Professional Learning Communities (PLC) and continuous improvement devised from Quality Systems Theory to create grade level, cross grade level, and disciplinary teams to focus on improving student learning.

Measures:

1. Data Team protocols are used to monitor and verify universal access to fine arts.
2. Fine arts pacing schedules and common assessments.
3. Half-day and minimum day. meetings are focused on fostering a campus wide PLC.
4. Utilize a model of Professional Learning Communities (PLC) and continuous improvement devised from Quality Systems Theory; create grade level, cross grade level, and disciplinary teams to focus on improving student learning of content standards.
5. Half-day and minimum day dept. meeting minutes.

People Assigned:

1. Principal & AP
2. Fine Arts/Elective Department Members

Start Date: 9/1/2006

End Date: 6/19/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	Instructional Materials & Supplies	$500.00
Immediate Intervention/Underperforming (II/USP)	Laminating: Art	$40.00
School Improvement	Reproduction & Printing	$310.00

Central Service Expenditures

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

Proposed Expenditures	Estimated Cost	Funding Source
SIP Centralized Services	$3,999	SIP Centralized Services
Title I Centralized Services	$19,044	Title I Centralized Services

Categorical Funding Allocated to this School

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

At Risk of Retention ADA

Program/Initiative Purpose	Amount
Support students at risk of retention	$2,800

Economic Impact Aid, English Learner Programs (EIA-LEP)

Program/Initiative Purpose	Amount
Develop fluency in English and academic proficiency of English Learners.	$2,350

Gifted and Talented Education

Program/Initiative Purpose	Amount
Support gifted students	$12,500

Immediate Intervention/Underperforming (II/USP)

Program/Initiative Purpose	Amount
Support intervention services	$7,090

School Improvement

Program/Initiative Purpose	Amount
Support school improvement supplemental support	$29,323

SIP Centralized Services

Program/Initiative Purpose	Amount
District Centralized SIP funds	$3,999

Title I Centralized Services

Program/Initiative Purpose	Amount
District Centralized Title I Improvement Funds	$19,044

Title I, Part A, Basic Grants

Program/Initiative Purpose	Amount
To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach minimum proficiency on the state content standards and assessments.	$142,206

Title III, Language Instruction for Limited English Proficient Students

Program/Initiative Purpose	Amount
To assist LEP students to acquire English and achieve grade-level and graduation standards.	$4,000

School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Astrid Rojas	SSC/Student	951 360-2846	5/23/2006
Cheyenne Vandenberg	SSC/Student	951 360-2846	5/23/2006
Christine Mele	SSC/Parent	951 360-2846	5/23/2006
Damon Drake	SSC/Other Staff	951 360-2846	5/23/2006
Elvia Castro	ELAC/Parent	951 360-2846	5/23/2006
Elvira Lopez	ELAC/Parent	951 360-2846	5/23/2006
Emigdia Cabrera	ELAC/Parent	951 360-2846	5/23/2006
Ernestina Magdaleno Martinez	ELAC/Parent	951 360-2846	5/23/2006
Georgina Soriano Ayala	ELAC/Parent	951 360-2846	5/23/2006
Henry Romero	SSC/Parent	951 360-2846	5/23/2006
Janet Dewhirst	SSC/Other Staff	951 360-2846	5/23/2006
Jolene Hancock	SSC/Parent	951 360-2846	5/23/2006
Jordan Faulkner	SSC/Student	951 360-2846	5/23/2006
Juana T. Rojo	ELAC/Parent	951 360-2846	5/23/2006
Judy Berndt	SSC/Teacher	951 360-2846	5/23/2006
Kathy Martinez	SSC/Teacher	951 360-2846	5/23/2006
Kenya Zundel	ELAC/Bilingual Language Tutor	951 360-2846	5/23/2006
Luis Celso	ELAC/Parent	951 360-2846	5/23/2006
Luisa Avalos	ELAC/Parent	951 360-2846	5/23/2006
Magdalena Monge (Ramirez)	ELAC/Teacher	951 360-2846	5/23/2006
Rocio Lopez	ELAC Member	951 360-2846	5/23/2006
Rosa Rubio	ELAC/Parent	951 360-2846	5/23/2006
Santos Estrada	ELAC/Parent	951 360-2846	5/23/2006
Stan Rowland	Assistant Principal	951 360-2846	5/23/2006
Walter Lancaster	Principal	951 360-2846	5/23/2006
Yesenia Garcia	ELAC/Parent	951 360-2846	5/23/2006
Zalde Cazares	ELAC/Parent	951 360-2846	5/23/2006

Recommendations

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

		Approval Date
1.	School Site Council Members	
2.	Plan Review Due Date:	5/23/2006
3.	The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	
4.	The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	
5.	The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):	
	English Learner Advisory Committee	5/23/2006
	School Site Council	5/23/2006
	Leadership Team	5/23/2006
6.	The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	
7.	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.	
8.	The school plan was adopted by the council on:	5/23/2006
9.	Public Notice Due Date:	8/7/2006
10.	District Governing Board Review Due Date:	8/7/2006
11.	School Site Plan Approved:	5/23/2006
12.	Attested by School Principal:	5/23/2006
13.	Attested by School Site Council Chairperson:	5/23/2006

Attested:

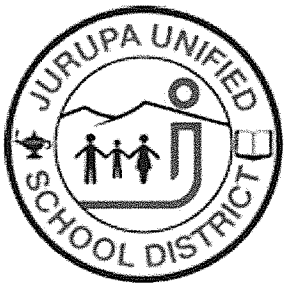
Walt Lancaster		
Typed Name of School Principal	Signature of School Principal	Date
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

MIRA LOMA MIDDLE SCHOOL

SCHOOL-BASED COORDINATED PROGRAM
TITLE I TARGETED PROGRAM
PROGRAM IMPROVEMENT

2006-2007

Single Plan For Student Achievement



For School Year 2006-07

Mira Loma Middle

CDS Code: 33-67090-6112858

Date of this revision: 1/29/2007 10:24:25 AM

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	Cindy Freeman
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	Riverside, CA 92509-
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District: Jurupa Unified

The District Governing Board approved this revision of the School Plan on 8/7/2006

School Vision and Mission

Mission Statement:

Mira Loma Middle School values students as developing individuals in need of care, support, and opportunity in order to achieve academic excellence, reach their full potential, and expand their vision for the future.

School Vision and Collective Commitments:

The Mira Loma Middle School team consists of a dedicated staff, enthusiastic and hardworking students, and involved parents and community members. The team is committed to providing the BEST education for all students. In order to advance our shared vision of an exemplary school, we will:

Create and maintain a positive and caring learning environment that promotes intellectual curiosity, encourages creativity, and gives each learning community member a sense of belonging.

Encourage open communication, respect, and mutual support.

Closely monitor student achievement and proactively intervene when students need extra support.

Provide opportunities to learn about and appreciate the unique and individual differences of our multi-cultural world.

Provide a safe, challenging, and supportive learning environment that ensures a positive and healthy atmosphere for our students.

Recognize students for striving toward academic success and exemplary citizenship.

Reward and recognize students who improve and progress toward their academic goals.

Make learning fun and celebrate accomplishments.

School Profile

Mira Loma Middle School is located in one of several unincorporated communities served by the Jurupa Unified School District, a growing district of over 20,000 students. Mira Loma is one of three middle schools in JUSD with grades seven and eight. Established in 1963, our school district has 16 elementary schools, 3 middle schools, 2 comprehensive high schools, a continuation high school, and an adult school. Spanning 44 square miles in western Riverside County, Jurupa Unified School District is committed to academic excellence.
Our students come primarily from an area of low to moderate income that is semi-rural in nature. It is a growing area with both new single-family housing and new apartments being added to an older established residential community. Mira Loma Middle services about 1100 students with 69% Hispanic, 26% Anglo, and 5% other. We receive students from six different elementary feeder schools. About 61% of our students receive free or reduced lunch and about 28% of our students are learning English as a second language. Of the population we serve, 10% are students with disabilities and 8% are identified as gifted and talented.

Mira Loma's staff consists of forty-two regular education teachers, three special day class teachers, and three resource specialist teachers. All of our teachers are fully credentialed. Over 80% of our teachers have advanced graduate degrees and over half have more than ten years of teaching experience. In addition to our fine teaching staff, Mira Loma employs three school counselors, a full-time credentialed Resource Teacher, a part-time speech and language specialist, a part-time nurse, part-time school psychologist, special education instructional aides, bilingual language tutors, four secretaries, one half-time clerk, one half-time bilingual clerk, full time library clerk and a Title One instructional aide who specifically works with Title One students in the area of reading. In addition, we have four custodians, campus and activity supervisors, cafeteria staff, and two administrators.

Our campus is organized into teaching teams. Each group of teachers share common students and have common preparation periods to meet with parents, discuss curriculum and instruction, and to collaborate to foster student success. Students take classes in math, science, language arts, social studies, physical education and some type of elective class. Students who are struggling to meet grade level standards are placed in reading, writing, or math tutorials for their elective class. Students who are capable of meeting grade level standards, but need extra support to pass their classes are placed in a study skills class for their elective. Those students who are in GATE or are high achieving, we offer enrichment classes to both challenge and interest them. We have a rich exploratory/elective program that includes Band, Choir, Music and Art History, Computers, Careers, Spanish, Piano Skills, Journalism, ASB, Yearbook, and Personal & Social Responsibility classes.

Learning Academy classes before school, after school, or on Saturdays give extra learning opportunities for students who need additional academic support outside the regular school day. The District offers summer programs as an additional learning program. Our students attend school for the state required 54,000 instructional minutes. We annually schedule up to 30 minimum days occurring on Wednesdays to be used for staff development, staff collaboration on curriculum standards and instructional strategies.

Mira Loma Middle School opened in 1995 on a large, well-landscaped campus. Our campus includes a large well stocked library with a mini-computer lab open to all students, an additional modern on-line computer lab located in a classroom, four fully equipped Science lab classrooms, locker rooms, a large physical education field, a large multi-purpose room, food service facilities with a covered eating area, a separate administrative building, and a covered basketball pavilion. All classrooms are wired to a site/District file server with Internet abilities. Every classroom is equipped with an LCD projector, an eight foot screen, DVD and video players, and surround sound systems. ELA classes have 6-9 computers dedicated for student use. All academic classes integrate educational technology into daily instruction. Every student is taught how to do a powerpoint presentation, conduct research using internet resources, interact with digital curriculum, participate in virtual dissections, and other educational technology tools.

Analysis of Current Educational Practice

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

Curriculum Components

Reading and Language Arts Program

Mira Loma Middle Schools English-Language Arts program is literature-based with an emphasis on meaning and fluency. All students receive instruction from the State/District adopted text, Prentice Hall Literature program. We are fully implementing this curriculum and all of its components. Each ELA teacher has been AB466 trained (specific training to enable full implementation of the core curriculum).

Students are moved into, through, and beyond literature selections with a variety of multi-modal (auditory, visual, and kinesthetic) activities. The integration of thinking, listening, speaking, and writing activities is consistent throughout the school. Our reading program is focused on the core curriculum. In addition, for students who have low reading levels (below the 30th % proficiency), State adopted intervention materials will be used. Another supplemental program that is used schoolwide is our Accelerated Reader program. All students are expected to read 30 minutes daily for homework. Part of each student's grade is his/her outside reading and progress in this schoolwide reading program. Sustained reading time will be given through exploratory, elective, intervention classes, and advisory period. Each department will support and encourage students to actively participate in our schoolwide reading program. Our Advisory, Exploratory, Elective, Intervention, and Enrichment teachers, as well as our Title One Coordinator and instructional aide will be working together to monitor this program. Our Accelerated Reader program provides data on student progress in reading. Rewards and incentives help to motivate students to keep reading. Each time a student finishes a

book, he/she takes a short quiz on that book.

We use a schoolwide approach (Step Up to Writing) to teach the writing process. Most of of our ELA teachers are trained in this approach. Students are offered a wide variety of writing assignments, including writing activities related to content areas such as social studies, physical education, math, science, and exploratory classes.

Mira Loma offers a variety of approaches and strategies to meet the varying needs of diverse learners. English learners in the Structured English Immersion program (levels 1,2,3) receive daily instruction in English Language Development using the District-adopted program called Visions. English learners in the English Language Mainstream program (levels 4,5) are taught by qualified teachers trained in using SDAIE strategies to enhance the learning of these special needs students. Reading and writing tutorial classes, Learning Academy held before/after school and on Saturdays are extended learning opportunities that are available for additional support.

Mathematics Program

Students receive mathematics instruction in the fundamental concepts in each strand of the California State Standards. Students develop computation skills, problem solving skills, mental arithmetic, estimation, and calculator/computer technology as supported by the Districts mathematics adoption. Jurupa Unified Schools have delineated and implemented JUSD curriculum standards based upon state standards. The District adopted Prentice Hall Pre-Algebra and Algebra texts are used and are carefully aligned to State Standards. AB466 training has been provided for all math teachers to enable them to fully implement this core curriculum.

At Mira Loma Middle School, seventh grade students are scheduled into Pre-Algebra A or Pre-Algebra classes based on their CRT and STAR testing results. Eighth grade students are assigned Algebra A, Algebra 1, or Advanced Algebra based on test results and seventh grade achievement. Math tutorial classes (embedded within the school day), Saturday Learning Academy or before/after school extending learning opportunities are available for additional learning support. Algebra power point, Accelerated Math, Quizdom, and geometer sketchpads will be used to extend learning and comprehension of State standards.

Assessment of student progress is conducted through both formal (STAR tests, District CRT tests, embedding core assessments and other math department common assessments) and informal (teacher made tests and other forms of evaluation) measures. Assessment materials assist teachers in monitoring the progress of all students and in adjusting teaching strategies, teaching or other interventions, and materials to ensure mastery of standards.

History/Social Studies

Students receive instruction designed to develop historical, ethical, cultural, geographical, economic, and sociopolitical literacy as well as to understand the behavior and values that are essential to a democratic society. Students are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the past. The desire is to have our students develop higher levels of critical thinking for the future by learning from the past. Supplementing the text is literature-containing stories of ordinary and extraordinary people that describe the human experience, enriching concepts of courage, justice, heroism, leadership, respect, and individual responsibilities. The District has adopted the Holt Rinehart and Winston Social Studies program to be used to address the state/district curriculum standards beginning September, 2006.

Assessment of student progress is evaluated through both formal (STAR test, District CRT test, department generated common assessments) and informal (teacher generated multiple assessments) measures. This includes performance assessment opportunities for students to apply their knowledge through oral or written tasks, projects, History Day, as well as observations of students working individually or cooperatively.

Science

Students receive instruction in life and physical science as presented in the State/District standards and as supported by the Prentice Hall Science program. The scientific thinking processes of comparing, ordering, relating, inferring, and applying are developed in our activity/lab based program through inquiry and

investigation. Science teachers have developed science labs to demonstrate and facilitate learning of the major science themes in our standards. The scientific method is incorporated into instruction and utilized in all lab write-ups. Students can further demonstrate their learning through the Science Fair program, participating in the Science Olympiad or the annual Family Science Night sponsored by the Science department.

Student progress is evaluated through formal (STAR test, District CRT test and Science Department common assessments) and informal (teacher generated multiple assessments) measures. Performance based assessments include hands on lab activities, lab write-ups, oral and written projects, and open-ended questions.

Physical Education

All students are enrolled in a daily physical education class. Students are provided with age appropriate physical education activities that focus on the development of basic movement skills, health, physical fitness, games and sports. Integrated with physical fitness training and sports is the development of social skills. Self-discipline, wellness, self-control, self-image, leadership, cooperation, teamwork, competition, and a life long desire for fitness are qualities we hope to instill in our students. The physical education standards provide the curricular frame for our PE classes. These courses have developed course outlines and student progress is evaluated informally by teacher generated multiple assessments.

Exploratory Classes

Students at Mira Loma Middle School who are meeting proficiency levels in math and language arts and who are passing most all their academic classes may schedule exploratory classes such as personal/social responsibility, computers, art and music appreciation, choir, band, yearbook, journalism, or ASB. These teachers have developed course outlines and student progress is evaluated informally by teacher generated multiple assessments. Exploratory teachers also provide time to support our schoolwide reading program (Accelerated Reader) and incorporate Step-Up-To-Writing strategies.

Intervention or Tutorial Classes

Students who are not proficient in math or language arts may be enrolled in reading, writing, or math tutorial classes in place of an exploratory class. Some students may take exploratory classes if successfully attending one of the before/after school Learning Academy programs. Intervention or tutorial classes are in mathematics, language Arts, or study skills. These classes are embedded within the school day and available to every student. Student progress is monitored through the formal testing program, success in their core classes, the Title One Coordinator and teacher generated multiple assessments.

Summary of Improvement Actions
Alignment of instruction with State content standards and Essential Program Components (EPCs):

Instructional Program: State/District adopted core reading/language arts and math program materials are used daily with every student.

Intervention Program: State/District adopted intervention materials are used with students that are below the 30th percentile.

Instructional time: Students who are not meeting State content standards are given more instructional time in reading, writing, and math tutorials that are embedded in the school day.

Principal's Instructional Leadership Training: AB75 Principal Training Program has been provided by the District or County Office through a State Board-authorized provider.

Credentialed Teachers and Professional Development Opportunities: All math and ELA teachers have received AB466 training to assist with full implementation of the core curriculum.

Student Achievement Monitoring System: We will use multiple measures to evaluate progress towards student mastery of all content standards. These measures will include STAR testing, CELDT, District CRTs, and other common assessments developed by department grade level teams. The purpose of these assessments is to provide timely data to teachers and the Principal to make decisions that will improve instruction and student

achievement. Time will be provided for teachers to analyze this data to make instructional decisions. This will also provide the basis for a monitoring system.

Monthly Collaboration: Time is dedicated during department meetings, staff meetings, staff development days, minimum days, hourly pay, and release time using substitutes. The purpose of these collaborations is to focus on data analysis, developing common assessments, and lesson sharing and lesson delivery of the core curriculum.

Curriculum pacing: Each core subject area will develop and implement a pacing calendar for teaching specific standards during the school year. The purpose of this is to ensure that all teachers know when each lesson is expected to be taught and in what sequence the content will be covered. This will make common assessments and shared lessons more effective.

State-Adopted Textbooks: Each student will be assigned a textbook for each of his/her core academic subjects. These textbooks will be used for both class work and homework.

Articulation between grade levels: We will provide opportunities for our teachers to collaborate with 6th grade and high school teachers to facilitate smooth transitions and academically prepare students for the next grade level.

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

English Language Development

Mira Loma Middle School currently serves 325 English Language Learner students. Spanish is the dominant language of the ELL
students at Mira Loma. These students are placed into Structured English Immersion classrooms with authorized teachers (CLAD, BCLAD, SDAIE, SB 1969, SB 395) whenever possible. ELL students also receive ELD instruction from an authorized teacher and the support of a bilingual tutor. These students utilize the District-adopted series, Visions, to provide 51 minutes of ELD instruction daily.

Special Education Program

The Resource Student Program (RSP) is available to students who qualify and have an Individualized Education Program written. RSP is offered in math, language arts, and study skills. Students who are performing well and close to being exited from special education are enrolled in collaborative program. In the collaborative program, students are enrolled in mainstream core classes and receive extra support from the RSP teacher or instructional aide who works with the regular education teacher in the core class. RSP students who are functioning well below grade level and not able to successfully complete regular education classes are enrolled in RSP classes as a pullout program in ELA and Math. All RSP students are fully mainstreamed in science and social studies.

The Special Day Classes (SDC) are available to students who qualify and have an Individualized Education Program written. SDC is offered in math, language arts, science, social studies, and Study Skills classes. All SDC students are enrolled in the regular physical education classes and some students are in regular exploratory classes. SDC students who are unable to be successful in the regular exploratory classes may be enrolled in SDC study skills class.

Gifted and Talented Program-GATE

Currently Mira Loma Middle School serves 95 gifted and talented students in the 7th and 8th grades. GATE students are currently served in regular classrooms in clusters using a variety of instructional methods. Differentiated instruction for GATE students may include special individual/group projects, enrichment activities and/or directed higher level questioning through daily lessons. Students are also given the opportunity to utilize special technological programs and materials. In addition, the GATE students may be enrolled in an enrichment class that is embedded within their regular school day. Students are identified through the use of standardized achievement tests, results of IQ tests, parent and teacher input, observations, special honors or recognition received, language spoken at home and availablility of enrichment experiences provided in the home environment.

Improvement of Instructional Strategies and Materials:

1.Provide collaboration time, curriculum pacing, data analysis, lesson sharing, peer coaching, common assessments, and articulation time for teachers.
2.Use Language! and SRA's The REACH system: A State Approved remedial language arts program to help students that are missing basic skills and are below the 30th percentile in proficiency.
3.Implement Accelerated Reader and Step Up to Writing as schoolwide approaches/strategies to reading and writing.
4. Use Accelerated Math (based on State standards) as a program to supplement our math classes. It is computer based and allows for a differentiated approach to teaching students critical math skills.
5. Staff development will emphasize strategies to meet the needs of our diverse group of students. Areas will include
differentiated instruction, Step-Up-To-Writing, differentiated assessment, reading and writing strategies in the content areas, SDAIE strategies, English language development (ELD) standards and SDAIE strategies to be integrated, AVID strategies, maintaining a positive/supportive classroom environment and peer coaching.
6. A schoolwide writing rubric will be developed and utilized to provide consistency and emphasize the importance of writing across all content areas.
7. Conferences and consultants will be focused on literacy or mathematic areas. Those attending a conference will make a presentation to their department or the staff.
8. AVID tutors will be used to provide support for AVID students and other tutorial classes.
9. Instruction using educational technology is a high priority in every subject area. Each classroom is well equipped with LCD projectors, DVD, video players, 8' screens, surround sound, and interwrite boards.
10. SST process, 504 Plans, and IEPs will provide support for students who need additional help being successful.
11. Providing agendas for all students as both an organizational and communication tool is a priority. Each team
will develop a written plan to ensure student use of the agenda.
12. Structured reading time is allocated each morning for the Accelerated Reader Program. Each team develops
a program to ensure participation.
13. Each team will develop a written plan to keep effective communication with their parents including behavior issues,
academic progress, positive telephone calls, and homework assignments.
14. Placement Cards and Catch-up Plans are in place to ensure English learners are placed in their appropriate language levels and scheduled in the correct classrooms. Catch-up Plans will be developed for students who are not acquiring language at a reasonable rate of time.

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

Alignment with Standards

Teachers participate in department grade level release days to analyze data and focus on standards-based instruction. The department grade level teams work cooperatively to monitor student learning and modify instruction as needed, develop pacing guides and common assessments.

Assess Student Performance

Student performance on the norm referenced CAT, the criterion referenced CST, and the district criterion referenced test (CRT) indicate that a strong emphasis needs to be placed on instruction for EL learners, Special Needs learners and Algebra classes.

Professional Needs

New teachers participated in the Beginning Teacher Support and Assessment (BTSA) program. This is a full-year program that places mentor teachers and beginning teachers together to ensure a smooth start in the teaching profession. All ELA and math teachers have received AB466 training.

Leadership Team and the School Site Council create and monitor our staff development plan. Staff development and collaboration time will be scheduled during minimum days, staff development buy out days (3), department meetings, staff meetings, extra hourly pay for meetings after school, staff retreats and with release time (substitutes).

Areas for staff development include the Accelerated Reader Program, the Accelerated Math Program, Step Up to Writing, writing rubrics, differentiated instruction (meeting needs of English learners, GATE, and special needs students), differentiated assessments, effective lesson planning to teach standards, SDAIE teaching strategies, English Language Development process and standards, AVID strategies, success with at-risk students, disciplining with dignity and respect, maintaining a positive and supportive classroom management system, peer coaching/lesson sharing, gender equity, effective use of technology, using data to monitor student learning and modify instruction as needed, disaster first aid training, and communicating effectively with parents.

The Leadership team will meet regularly to develop and evaluate the staff development program.
The SST/504 process will be used to identify and look for strategies to support students.

4. Services provided by the regular program to enable under-performing students to meet standard:

Flexible Grouping
Team Teaching
Small Group Instruction
Differentiated Instruction and Assessment
Accelerated Reader
University Tutors and Partnership
AVID Tutors and Peer Tutors
Parent Volunteers in Classrooms
Computer Tutorial Programs
Saturday Learning Academy
Extended Learning Opportunity (ELO),
Before/After/summer Programs
Intervention classes-Math tutorials, Reading Tutorials,
Writing Tutorials, Study Skills
Accelerated Math
SST Process
Pyramid of Interventions
Academic Counseling Provided by Resource
Teacher
Parent/Team Conferences and Retention Meetings
Peer Mediation/Conflict Resolution

5. Services provided by categorical funds to enable under-performing students to meet standards:

Instructional Aide to Support the Accelerated Reading Program
Full-time Resource Teacher
Instructional Aides for RSP and SDC
Bilingual Language Tutors
No Zero Detentions
Staff Development
RESULTS Conferences
Consultants and Conferences
Data Director Program
GATE Enrichment Program
IDAP Telephone Communication System (auto dialer)
SST program
Student Mentor Program
Peer and AVID Tutoring

Extended Learning Opportunity (ELO) may be offered before and after school in math and language arts. The summer program is developed by Jurupa Unified School District for students who have not been successful in learning standards.
Saturday Learning Academy is scheduled by teaching team in three to four week intervals to provide additional support for students having difficulty learning. Field Trips are scheduled to support student learning or as an introduction to college or careers.

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

STAR Testing
Department Created Common Assessments
District Criterion-Reference Testing (CRTs) with Benchmarks
GATE Identification
CELDT Testing
Informal Classroom Assessments
Planned meeting time for data analysis and formulating SMART goals (Specific, Measurable, Attainable, Results-oriented, Time-bound).

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

Students are heterogeneously scheduled, so all teachers experience some low student performance.

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

Parental Involvement Policy:

Parent Booster Club
ELL Materials Available to Parents
CBET Parent Education
Parenting Classes
University Partnerships
School Psychologist
Active, Supportive Parent Community
School-Community Liaisons (Including Community Library)
School Resource Officer
Referrals to outside community agencies for mental health services .
Family Math/Science/Reading Nights
Business Partnerships
History Day

Student Technology Showcase Night
Family Science Night
Book Fair
Peer Mediation/Conflict Resolution
AVID Program
Field trips to area colleges and universities.
Parent Breakfast Teas
Parent Newsletters
Parent/Student Orientation Meetings
Parent Volunteer Program
Counseling services, medical support from Healthy Families.
EBSCO and World Book web-based research resources.
Meetings and information helping transition students from elementary to middle to high school.
Information related to SST/504 Plan programs.
Information on parenting classes and counseling programs.
Information and choices on Alternative Education settings.
CBET program to help English language learning parents work with their children.
On Campus Detention Program and Saturday School as alternatives to suspension.
Principal for a Day
Red Ribbon Week
GATE parent meetings

Mira Loma Middle School values parental involvement as a core component in student success. To that end, we have increased efforts to encourage parental involvement through the principals monthly Parent Breakfast Teas, Back to School Night, Family Science Night, History Day, Family Math Night, Academic Awards Night and school choir and band evening performances. Additionally, there are expanded opportunities available for those who can participate or volunteer to help with special events throughout the school year, or serve on special committees such as PTA/Parent Booster Club, School Discipline and Safety, School Site Council or English Learners Advisory Council. Parental involvement is also improved through offering parenting classes and special evening workshops, and CBET courses. Communication with parents has also improved through the use of a new phone system, a school marquee for announcements, school newsletters, and frequent mailings. These communications are given in both English and Spanish whenever possible. Three office secretaries are bilingual and are often used as interpreters for parents in conferences with administration, school counselor, and teachers. As parents enter the main office, a special effort goes into welcoming them and making the front entrance attractive and inviting. Parenting brochures, pamphlets, and posters are visible and distributed in this front lobby area. We view parent involvement as a crucial component to an effective and safe learning environment and directly related to increased student achievement.

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

Language Barriers
Socio-Economic Status
Family Dynamics
Budget Reduction
Community Gang Activity
Student/Parent Apathy
Need for additional support services for students.
Limited site staffing in school counseling and administration .

Overcoming the Barriers

In order to overcome barriers to learning, the school plan covers the following areas:

1.A plan to significantly improve student literacy (reading and writing),
2.A plan to improve student attitude and increase parent involvement;
3.A plan to more closely align instruction/assessment/standards;
4.A plan to coordinate instruction so that standards are taught in a specific sequence and time frame; and
5.A staff development plan that is effective, long term, and helps teachers differentiate instruction and assessment.

The School Leadership Team has just completed specialized training through Riverside County Office of Education in a 2-year module on transforming our school into a Professional Learning Community (PLC). This PLC approach includes guiding staff through the development of a mission, vision and values for our school. It focuses on learning and results. 80% of the staff is trained in these PLC concepts.

We are using schoolwide approaches to reading by fully implementing the core curriculum, supplementing our programs with State adopted intervention materials, supplementing our core Language Arts program with a schoolwide reading program (Accelerated Reader), and using a schoolwide writing strategy through all content areas (Step-Up-To-Writing). To support and supplement our core math curriculum, we use Accelerated Math which is a computer-based math intervention program based on the California State Standards. The improvement goals were selected after reviewing identified barriers, reviewing data, reviewing survey results, and discussing the plan with school staff, various parent committees, and the School Site Council.

10. Limitations of the current program to enable under performing student to meet standards:

Need Additional Collaboration Time
Need additional technology resources and training to provide needed instructional support.
Teachers need continued training on differentiated instruction, assessment, and methods to motivate students to perform.
Need to improve home/school communication.
Need additional counseling support for students.
Need to search for methods to instill the value of education in students.
Continue to develop multiple methods of academic and behavioral interventions to provide support for students at risk of not being successful.

Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

Our API scores have jumped 29 points from a score of 636 in 2004 to a score of 665 in 2005. In fact, in the past 5 years we have grown a total of 66 points! On the CSTs, we have seen an increase in the % of proficient students in most of the tested subject areas: 7th grade ELA is 26% up from 21% in 2004; 8th grade ELA is at 22% up from 17% in 2004; 7th grade Math is 26% up from 18% in 2004; 8th grade General Math is at 12% up from 8% in 2004. In Algebra I, we experienced a dip of 5% with a score of 16% down from 21% proficient. We are dilengently making adjustments to our Algebra I program so as to improve student achievement.

We have made steady improvements with all our subgroups, however, with our Hispanic, English Language Learners, and special education subgroups, we did not meet our AYP (Adequate Yearly Progress) in 2005. We have targeted these subgroups this year by providing extra resources, adding specific tutorial classes, offering special staff development to improve classroom instruction, added tutors, and academic counseling to improve student achievement.

Conclusions from Parent, Teacher and Student Input

All of our parent groups have been consulted, surveyed and given input into our programs and current educational practices. Each parent group has expressed satisfaction with our new tutorial classes, study skills classes, and our enrichment classes and activities.

Teachers have collaborated throughout the school year to develop common assessments, pacing guides, shared lessons, and peer coaching in the area of educational technology for the purpose of improving student achievement in each academic area. Data drives much of the decision making when related to classroom instruction.

Students have also had input into school events, school procedures, and academic issues via ASB and School Site Council.

School Goals for Improving Student Achievement

English Language Development

Improve Eng Development

Develop reading, writing, and speaking skills in English.

Mathematics

Improve Math Skills

Improve student achievement in math.

Other

Develop Life Skills

To assist students in developing life skills, building positive character traits, developing personal/social responsibility, exploring careers, and expanding their vision for their future.

Improve Classroom Instruc

To improve classroom instruction, develop meaningful curriculum and common assessments, provide quality staff development, and motivate student learning.

Centralized Services

Centralized services support the alignment of state and federal program requirements with the district's Blueprint for Learning and Local Education Agency Plan (LEAP) in order to guide and support mandates under No Child Left Behind (NCLB) and progress towards moving all students to high levels of academic achievement.

Parental Involvement

Parent Involvement

To increase opportunities for home and community involvement in the education process.

Reading/Language Arts

Improve Student Literacy

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

School Climate

Improve School Climate

To provide a safe, clean, healthy and positive school learning environment.

Planned Improvements in Student Performance

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

Goal:Improve Eng Development

Goal Statement

Develop reading, writing, and speaking skills in English.

Student Group

EL students

Performance Gains

EL students will meet their API growth target, improve their AYP proficiency levels, and will improve their language skill levels.

Means Evaluating

CRTs, STAR, CELDT, grades, and profile cards

Group Data

CRT results, STAR results, CELDT levels, grades, and profile cards.

Description of Specific Actions to Improve Educational Practice

Improve EL Instruction

Means of Achievement: Alignment of instruction with content standards

Tasks:
Curriculum pacing and mapping;
Shared lessons;
Evaluating data and adjusting teaching strategies;
Implementing ELD standards; and
Fully implementing the core curriculum (Visions and Prentice Hall), SMART goal setting.

Measures:
Common Assessments
Standards Posted in the Classroom
CRT Benchmarks

People Assigned:
Administration
EL Facilitator
ELA Dept. chair
School Counselors

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title III, Language Instruction for Limited English Proficient Students	Teacher Hourly	$1,000.00

Improve instructional strategies for ELs

Means of Achievement: Improvement of instructional strategies and materials

Tasks:
Shared lessons;
Reading intervention materials and classes;
Step Up To Writing;
Accelerated Reader, supplemental books, AR Quizzes;
Differentiated Instruction and Assessments;
EL clustering;
SDAIE and other EL teaching strategies;
Educational technology; and
Supplemental books at appropriate reading levels for SDC/EL.

Measures:
Catch-up Plans
Profile Cards
Differentiated Assessments
Monitoring of purchases to be aligned with the school plan.
Master Schedule
Class Observations/ walk-thrus
Library Inventory

People Assigned:
EL Facilitator
Administration
ELD Teacher
School Counselors
Team teachers

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title III, Language Instruction for Limited English Proficient Students	Instructional Materials and Teacher Hourly	$2,000.00

Extended Learning Time

Means of Achievement: Extended learning time

Tasks:
Before or After school ELO (Extended Learning Opportunity);
Summer ELO;
Saturday Academy; and
No Zero Detention (for those students who need extra time to make up classwork and homework).

Measures:
ELO attendance records;
Saturday Learning Academy attendance records; and
Team documentation for No Zero Detentions.

People Assigned:
Resource Teacher
Administration
School Counselors
Team Teachers

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title III, Language Instruction for Limited English Proficient Students	ELO Program	$7,000.00
English Language Acquistion Program (ELAP)	10% Resource Teacher Salary/Benefits	$7,211.00
Title III, Language Instruction for Limited English Proficient Students	50% Bilingual Clerk	$9,716.00

Increase educational opportunity for ELs

Means of Achievement: Increased educational opportunity

Tasks: Embedded intervention classes for literacy and math;
Help EL students in AVID classes;
Sustained reading time in advisory classes;
ELD classes required for levels 1, 2, & 3 ELs as electives; and
Monitor assessment of ELs (including CELDT, State testing, common assessments, profile cards, and catch-up plans, parent contacts and meetings.

Measures:
Master Schedule
Bell Schedule
Student Schedules
Assessment Results
Catch-up Plans
Profile Cards

People Assigned:
EL Facilitator
School Counselors
Resource Teacher
Administration
Leadership Team
Bilingual Clerk
Bilingual Tutor

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	50% Bilingual Clerk	$9,716.00
English Language Acquistion Program (ELAP)	Tutor for Bilingual Students	$4,500.00

Staff development and Professional Collaboration

Means of Achievement: Staff development and professional collaboration

Tasks: Conferences and workshops related to EL learners;
Outside consultants;
Step-Up-to-Writing-school wide emphasis on writing;
Writing prompts;
SDAIE and other EL teaching strategies;
Accelerated Reader Program implementation;
Shared lessons and peer coaching; and
Data analysis and technology use for/with EL population.

Measures: Conference and workshop attendance documentation;
Consultant contracts;
Step-Up-to-Writing training documen/attendance rosters;
Classroom observations; and
Data Sheets
.

People Assigned: Administration
EL Facilitator
Resource Teacher
School Counselors
Teachers/Instruction and Bilingual Aides

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title III, Language Instruction for Limited English Proficient Students	Trainings, Workshops, Substitutes, and Teacher Hourly	$2,650.00

Staff, Parents and Community Involvement

Means of Achievement: Involvement of staff, parents and community

Tasks:
Interpretation of student assessment results;
Translation of all printed parent information;
Newsletters;
Parent meetings (with Spanish interpreter or presented in Spanish)such as Breakfast Teas, ELAC, SSC, Booster, parenting classes, workshops ;
CBET program;
Parent contacts by phone, in person, or by conference call regarding student progress; and
Maintain MLMS website.

Measures:
Agendas
Attendance Rosters
Newsletters
Flyers and Other Written Information
Phone Logs
Meeting Minutes
Website
Request for Personnel

People Assigned:
Administration
Resource Teacher
School Counselors
EL Facilitator
Classified Personnel

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
CBET	Food and Materials for CBET Classes	$200.00
Title III, Language Instruction for Limited English Proficient Students	Classified and Teacher Hourly	$1,000.00
Title III, Language Instruction for Limited English Proficient Students	Food and Material	$200.00
CBET	Classified, Certificated or Other Personnel for CBET Classes	$8,500.00

Auxiliary services for students and parents

Means of Achievement: Auxiliary services for students and parents

Tasks:
Library support;
Extra support for the Acc Reader Program;
Academic assemblies and awards to encourage ELs to achieve;
Counseling for personal, social, behavioral and academic issues; and
Parenting classes.

Measures:
Added staff hours to support the library;
Instructional aide log sheet;
Counselors' log sheets; and
Student records.

People Assigned:
Administration
Resource Teacher
School Counselors
EL Facilitator
Bilingual Clerk

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title III, Language Instruction for Limited English Proficient Students	Library and Reading Support (Added Classified Hourly)	$500.00

Monitor EL Program Implementation

Means of Achievement: Monitoring program implementation and results

Tasks:
Number of library books checked out;
EL students being monitored for active participation in the Accelerated Reader Program;
Accelerated Reader Data;
Monitoring EL student progress via grades, team meetings, and student/parent/teacher verbal report;
Class observation of implementation of schoolwide programs such as reading/math interventions, Study Skills classes, ELD classes, Accelerated Reader, Step-Up-To-Writing; and
ELO program.

Measures:
Accelerated Reader Data;
CST, CRT, and common assessment results for EL students;
Student grades and transcripts;
Interactions with students, parents, and staff regarding EL student progress;
Profile cards and Catch-up plans;
Surveys; and
Program evaluation meetings.

People Assigned:
EL Facilitator
Resource Teacher
School Counselors
Administration

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Goal:Improve Math Skills

Goal Statement

Improve student achievement in math.

Student Group

All students including EL students, GATE students, and special needs students.

Performance Gains

The API growth target of 7 points will be met by all subgroups in the area of mathmatics. Our AYP goal would be to see a +2% in proficient and advanced with a -2% in below and far below basic students on the CST/CAT6.

Means Evaluating

STAR tests, CRTs, grades, Accelerated Math data, and common assessments.

Group Data

Results from STAR tests, CRT scores, grades, Accelerated Math data, and common assessment results shared by the math department.

Description of Specific Actions to Improve Educational Practice

Improve Instructional Strategies for Mathematics

Means of Achievement: Improvement of instructional strategies and materials

Tasks:
Teacher collaboration meetings;
Shared lessons;
Differentiated instruction;
Conferences and workshops to learn new and effective strategies;
Consultants;
Peer mentoring program;
Math tutors and tutoring program;
Supplemental books/materials for the CAHSEE;
Student incentives and awards; and
Family Math Night or other math special events designed to encourage increased math achievement.

Measures:
Teacher collaboration meeting agendas, minutes, and attendance rosters;
Class observations;
Consultant contracts;
Peer mentoring program meeting/training agendas, minutes, and attendance rosters;
Tutoring logs;
Attendance/participation rosters; and
Purchase orders.

People Assigned:
Administration
Teachers
Department Chairs
Principal's Secretary

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Teacher Hourly	$500.00

Extend Math Learning Time

Means of Achievement: Extended learning time

Tasks: ELO (Extended Learning Opportunity) program before and after school;
Saturday Learning Academy;
Summer ELO;
After school tutoring; and
No Zero Detention (required after school detention when math assignments are not completed).

Measures: Attendance Rosters/Records
Improved Student Grades

People Assigned: Administration
School Counselors
Resource Teacher
ELO Teachers

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
At Risk of Retention ADA	ELO Program	$3,000.00

Increase Educational Opportunity in Math

Means of Achievement: Increased educational opportunity

Tasks: Provide math intervention classes embedded in the school day in lieu of an elective/exploratory for a student struggling in math;
Teacher planning and collaboration time;
Counseling support for low-achieving math students; and
Technology purchases to support intervention program and data analysis.

Measures: Master schedule;
Student schedules and transcripts;
Teacher collaboration meeting agendas, minutes, attendance records;
Counseling logs;
Purchase orders; and
Request for personnel.

People Assigned: Administration
Teachers
Resource Teacher
School Counselors
Principal's Secretary

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Six Period Teacher Assignment	$20,000.00

Staff Development and Professional Collaboration

Means of Achievement: Staff development and professional collaboration

Tasks:
Shared lessons and planning;
AB75, AB430
Teacher collaboration meetings;
Collaboration on pacing, common assessments, data analysis, SMART goal setting, and use of technology;
Math conferences and workshops;
Consultants; and
Educational technology training.

Measures:
Teacher collaboration meeting agendas, minutes, and attendance rosters;
Documentation on conferences/workshops attended;
Consultant contracts; and
Training attendance records and training agendas.

People Assigned:
Administration
Department Chairs
Teachers
Principal's Secretary

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	Workshops/Conferences	$2,000.00

Staff, Parents, and Dommunity Involvement

Means of Achievement: Involvement of staff, parents and community

Tasks:
Newsletters;
Family Math Night;
Parent meetings;
Progress reports sent home frequently;
Team and parent meetings regarding student progress; and
School website.

Measures:
Newsletters;
Attendance records of parent meetings;
Student progress reports;
Documentation of team meetings and
Website.

People Assigned:
Administration
Resource Teacher
Team Teachers
School Counselors

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Materials and Hourly for Family Math Night	$500.00

Auxiliary Services for Students and Parents

Means of Achievement: Auxiliary services for students and parents

Tasks:
Accelerated Math Program
Math Tutors
Family Math Nights
Peer Mentoring Program

Measures:
Accelerated Math Data
Parent Participation Records
Peer Mentoring Attendance Sheets

People Assigned:
Math Teachers
Administration
School Counselors

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Materials and Equipment for Acc Math Program	$2,000.00
Title I, Part A, Basic Grants	Math Tutors	$2,500.00

Monitor Math Program Implementation and Results

Means of Achievement: Monitoring program implementation and results

Tasks: SMART goal setting and data protocol meetings;
Data analysis;
Teacher collaboration meetings; and
Program evaluation meetings.

Measures: CRT results;
STAR testing results;
Student grades/transcripts;
Surveys;
Collaboration meeting agendas, minutes, attendance rosters;
Teacher feedback during collaboration meetings; and
SMART goal setting sheets.

People Assigned: Administration
Math Teachers
Math Dept. Chair

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Goal:Develop Life Skills

Goal Statement

To assist students in developing life skills, building positive character traits, developing personal/social responsibility, exploring careers, and expanding their vision for their future.

Student Group

All students including all subgroups such as EL students, GATE students, and special needs students.

Performance Gains

All students will meet their API growth targets, decrease failure rate, decrease discipline incidents, decrease retention rates, improve student grades, and improve attendance.

Means Evaluating

STAR tests, CRT benchmarks, student failure rates, retention lists, student grades on progress and report cards, discipline records, SST data, and surveys.

Group Data

STAR testing results, CRT results, discipline records, retention lists, transcripts, survey results.

Description of Specific Actions to Improve Educational Practice

Align Instruction with Standards for Life Skills

Means of Achievement: Alignment of instruction with content standards

Tasks: Follow District approved curriculum for personal and social responsibility.

Measures: Attendance records, discipline records, grades, test scores, and purchase orders.

People Assigned: Administration, Leadership, Teachers
Start Date: 7/1/2006
End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	Materials and Curriculum Support	$300.00

Improve Instructional Strategies and Materials

Means of Achievement: Improvement of instructional strategies and materials

Tasks: SST process, school-wide promotion and incentives, agenda use, exploratory classes in personal social responsibility and careers, AVID, PE teachers teach drug education and anti-bullying, conflict mediation, career and college days.

Measures: Discipline records, attendance records, grades, test scores, and purchase orders.

People Assigned: Administration, Leadership, Resource Teacher, Teachers
Start Date: 7/1/2006
End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Awards, Incentives, and Student Agendas	$5,500.00
School Improvement	Awards, Incentives, and Student Agendas	$2,000.00

Extend Learning Time

Means of Achievement: Extended learning time

Tasks: Personal/social responsibility and career class, AVID.

Measures: Grades, test scores, discipline records, attendance records, and purchase orders.

People Assigned: Administration, Leadership, Resource Teacher, Teachers
Start Date: 7/1/2006
End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Increase Educational Opportunity for Life Skills

Means of Achievement: Increased educational opportunity

Tasks: College/career day, conflict mediation, personal/social and career classes, and agendas.

Measures: Grades, test scores, discipline records, attendance records, and purchase orders.

People Assigned: Administration, Leadership, Resource Teacher, Teachers
Start Date: 7/1/2006
End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	Subs and/or Teacher Hourly for Conflict Medi	$500.00

Staff Development

Means of Achievement: Staff development and professional collaboration

Tasks: Team/Dept meetings, minimum days, focus groups, agenda use, SST/504 plan use.

Measures: Grades, test scores, attendance records, discipline records, purchase orders, and travel requests.

People Assigned: Adminstration, Leadership,Teachers, Principal's Secretary
Start Date: 7/1/2006
End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Travel and Conferences	$2,000.00

Staff, Parents, and Community Involvement

Means of Achievement: Involvement of staff, parents and community

Tasks: Parent Breakfast Teas, ELAC meetings, newsletters, parent meetings, agenda use, and parent surveys.

Measures: Test scores, discipline records, attendance records, grades, and purchase orders.

People Assigned: Administration, Leadership, Teachers
Start Date: 7/1/2006
End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Auxilary Services for Students and Parents

Means of Achievement: Auxiliary services for students and parents

Tasks: Reward assemblies, achievement recognition and services, OCD as alternative to suspension.

Measures: Grades, test scores, attendance records, discipline records, and purchase orders.

People Assigned: Administration, Leadership, ASB, Teachers
Start Date: 7/1/2006
End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Classified Hourly/Subs for OCD	$3,750.00
School Improvement	Classified Hourly/Subs for OCD	$2,000.00

Monitor Life Skills Program Implementation

Means of Achievement: Monitoring program implementation and results

Tasks: Reward assemblies, achievement recognition and incentives.

Measures: Discipline records, grades, test scores, attendance records, and purchase orders.

People Assigned: Administration, Leadership, Resource Teacher,Teachers, ASB
Start Date: 7/1/2006
End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)

No funding allocated.

Goal:Improve Classroom Instruc

Goal Statement

To improve classroom instruction, develop meaningful curriculum and common assessments, provide quality staff development, and motivate student learning.

Student Group

All students including all subgroups (EL, GATE, & special needs students).

Performance Gains

All students will meet their API growth targets and improve their AYP proficiency levels (+2% increase in students proficient/advanced and -2% decrease in students below basic and far below basic).

Means Evaluating

STAR tests, CRT benchmarks, student grades, surveys, failure and retention rates, attendance rates, and discipline incident rates.

Group Data

STAR test results, CRT results, student transcripts, survey results, retention lists, attendance records, and discipline records.

Description of Specific Actions to Improve Educational Practice

Align Instruction with Content Standards

Means of Achievement: Alignment of instruction with content standards

Tasks: Shared lessons, common assessments, curriculum pacing, fully implement curriculum, AB430 and AB 75 training, Step Up Writing training, department collaboration, differentiated instruction, and SDAIE teaching strategies.

Measures: Lesson plans, test scores, purchase orders, and travel requests.

People Assigned: Administration, Leadership, Resource Teacher, Teachers, Principal's Secretary

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Teacher Hrly and Release Time for Collaboration	$2,000.00
Title I, Part A, Basic Grants	Substitutes for Training	$3,000.00

Improve Instructional Strategies and Materials

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Common assessments, pacing guides, fully implement core curriculum, department collaboration, AB430 training, differentiated instruction, shared lessons, technology support in the classroom, library books, student agendas, classroom equipment and furniture.

Measures: Common assessments, pacing guides, grades, test scores, Technology Support assignment calendar, purchase orders, and travel requests.

People Assigned: Administration, Leadership, Resource Teacher, Departments, Teachers, Technology Support Staff, Principal's Secretary

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	Travel and Conferences	$3,000.00
School Improvement	Technology Equipment to Support Instruction	$3,000.00
Title I, Part A, Basic Grants	Technology Equipment to Support Instruction	$7,000.00
Title I, Part A, Basic Grants	Travel and Conferences	$5,000.00
Title I, Part A, Basic Grants	Instructional Materials and Supplies	$12,425.00
Title I, Part A, Basic Grants	Salary/Benefits for Tech Support Staff	$14,202.00
School Improvement	Instructional Materials and Supplies	$3,000.00

Extend Learning Time

Means of Achievement: Extended learning time

Tasks: Embedded Tutorials and Study Skills, Learning Academy Classes

Measures: Grades, test scores, attendance records, and purchase orders.

People Assigned: Administration, Leadership, Resource Teacher, Teachers

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
At Risk of Retention ADA	ELO Program	$10,000.00

Increased Opportunity for Instruction

Means of Achievement: Increased educational opportunity

Tasks: Embedded ELA and Math tutorials, study skills classes, personal/social responsibility and career classes, AVID, before school, after school or Saturday Learning Academy, instructional support and academic counseling for at-risk, monitor reading progress (Accelerated Reader Program)of at-risk students, tutoring at risk students, extra staff support in the library during peak times, monitor assessment and grades of at-risk students.

Measures: Purchase orders, attendance records, grades, test scores, time logs, requests for extra personnel, and tutor contracts.

People Assigned: Administration, Leadership, Resource Teacher, Teachers, tutors, Instructional Aides, Principal's Secretary

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Extra Support for Library During Peak Times	$2,000.00
Title I, Part A, Basic Grants	Tutors	$4,500.00
Title I, Part A, Basic Grants	Instructional Aide	$8,000.00
Title I, Part A, Basic Grants	Salary/Benefits for Resource Teacher (90% funded)	$64,898.00

Staff Eevelopment and Professional Collaboration

Means of Achievement: Staff development and professional collaboration

Tasks: Differentiated instruction ,SDAIE, lesson sharing,data analysis, shared lessons, department collaboration, pacing guides, common assessments, conferences,AB75 and AB 430 and technology training.

Measures: Grades, test scores, and purchase orders.

People Assigned: Administration, Leadership, Resource Teacher, Departments,fully credentialed teachers

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Staff Development and Training	$3,500.00
School Improvement	Staff Development and Training	$2,000.00

Staff, Parents, and Community Involvement

Means of Achievement: Involvement of staff, parents and community

Tasks: Staff focus group, parent meetings, community meetings, surveys, and Instructional Council.

Measures: Meeting agendas, minutes, and attendance rosters.

People Assigned: Administration, Leadership, Resource Teacher, Teachers
Start Date: 7/1/2006
End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Auxilary Services for Students and Parents

Means of Achievement: Auxiliary services for students and parents

Tasks: Parent Nights, Parenting classes, Guest speakers

Measures: Agendas, Minutes, Sign In sheets, grades, test scores, attendance records, discipline records, and purchase orders.

People Assigned: Administration, Leadership
Start Date: 7/1/2006
End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Monitor Classroom Instruction

Means of Achievement: Monitoring program implementation and results

Tasks: Review and analyze STAR, CRTs, common assessments, grades, Review and analyze surveys(teachers, parents, students)
Teacher feedback from program evaluation meetings.

Measures: STAR results, CRT results, commomn assessment results, grades, and survey results.

People Assigned: Administration, Leadership, Resource Teacher, Teachers
Start Date: 7/1/2006
End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Goal:Centralized Services

Goal Statement

Centralized services support the alignment of state and federal program requirements with the district's Blueprint for Learning and Local Education Agency Plan (LEAP) in order to guide and support mandates under No Child Left Behind (NCLB) and progress towards moving all students to high levels of academic achievement.

Student Group

All students including English learner, gifted and talented, at-risk, and special education students.

Performance Gains

Gain in proficient or above on all curriculum-embedded summatives, Criterion-Referenced Tests (CRTs), California Standards Tests (CSTs), and API and AYP growth targets.

Means Evaluating

Curriculum-embedded summatives, Criterion-Referenced Tests (CRTs), California Standards Tests (CSTs), and API and AYP growth targets.

Group Data

All schools meet API and AYP growth targets.

Description of Specific Actions to Improve Educational Practice

SIP Centralized Service Support

Means of Achievement: Alignment of instruction with content standards

Tasks: Services that include curriculum support, supervision of categorical programs, assessment materials, staff development, professional consultants, implementation of Local Educational Agency Plan (LEAP), and district's Blueprint for Learning.

Measures: Job descriptions, time accounting, monitoring and evaluation reports of categorical programs, compliance validation, agendas, and minutes.

People Assigned: District Administrators

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
SIP Centralized Services	SIP Centralized Services	$4,006.00

Title I Centralized Service Support

Means of Achievement: Alignment of instruction with content standards

Tasks: Services that include curriculum support, supervision of categorical programs, extended day support including summer school, assessment materials, program improvement support, staff development, professional consultants, implementation of Local Educational Agency Plan (LEAP), and district's Blueprint for Learning.

Measures: Job descriptions, time accounting, monitoring and evaluation reports of categorical programs, compliance validation, agendas, and minutes.

People Assigned: District Administrators

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I Centralized Services	Title I Centralized Services	$27,559.00

Goal: Parent Involvement

Goal Statement

To increase opportunities for home and community involvement in the education process.

Student Group

All students including EL students, GATE students, and special needs students.

Performance Gains

Students will meet their API growth target, improve attendance, improve grades, and decrease discipline problems.

Means Evaluating

CRT scores, STAR results, discipline records, and attendance records.

Group Data

CRT scores, STAR results, discipline records, and attendance records.

Description of Specific Actions to Improve Educational Practice

Instruction Alignment

Means of Achievement: Alignment of instruction with content standards

Tasks: This is an ongoing process discussed multiple times with other goals.

Measures: Grades, test scores, attendance reports, discipline reports,and purchase orders.

People Assigned: Administration, Leadership, Teachers
Start Date: 7/1/2006
End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Improve instruction

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Inform parents of instructional practices, Back to School Night, ELAC, Parent Breakfast Teas, team meetings and parent meetings, maintain effective Parent Involvement, supporting the Parent/School Compact Agreement.

Measures: grades, test scores, discipline records, attendance records, and purchase orders.

People Assigned: Administration, Leadership, counselors, Resource Teacher, Teachers
Start Date: 7/1/2006
End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	Food and Supplies for Parent Meetings	$500.00
Title III, Language Instruction for Limited English Proficient Students	Food and Supplies for EL Parent Meetings	$200.00

Extend Learning Time

Means of Achievement: Extended learning time

Tasks: Improved communication with home on Learning Academy process. Additional interim reports for identified at risk students.

Measures: Grades, test scores, discipline records, and attendance records.

People Assigned: Administration, Leadership, Resource Teacher, Teachers

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Increase Educational Opportunities

Means of Achievement: Increased educational opportunity

Tasks: Inform parents of opportunities at Back to School Night, Parent Breakfast teas, parent meetings, ELAC, parent conferences by the use of the auto-dialer, and in the newsletter and fliers.

Measures: Grades, test scores, discipline records, attendance records, Learning Academy attendance, auto-dialer reports, newsletters and fliers.

People Assigned: Administration, Leadership, Resource Teacher, Teachers

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Postage	$1,000.00
Title I, Part A, Basic Grants	Copying Newsletters, Fliers, & Other Information	$1,000.00

Staff development and professional collaboration

Means of Achievement: Staff development and professional collaboration

Tasks: In-service on effective communication with parents, agenda use, and team meetings with parents.

Measures: Grades, test scores, discipline records, and attendance records.

People Assigned: Administration, Teams, Teachers
Start Date: 7/1/2006
End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Staff, Parents, and Community Involvement

Means of Achievement: Involvement of staff, parents and community

Tasks: Parent opportunities to participate in ELAC, PTA/Booster, GATE, open parent meetings, Taking Care of Business Days, Back to School Night, School Site Council, parent nights, award nights, specialized activities (reading, writing, science, math, History Day, Career Day, parent/student events), website, parenting classes, agenda use, business partnerships, and bilingual clerk.

Measures: Parent attendance at activities, grades, test scores, discipline records, and attendance records.

People Assigned: Administration, Leadership, Teachers, Classified Personnel
Start Date: 7/1/2006
End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Classified Hourly Pay (Including Babysitters, Supervisors, Other Personnel)	$2,000.00
Title I, Part A, Basic Grants	Food and Materials	$500.00

Auxilary Services for Students and Parents

Means of Achievement: Auxiliary services for students and parents

Tasks: Newsletter, telephone communication sytem including auto dialer, and school marquee.

Measures: Parent response, grades, test scores ,discipline records, and attendance records .

People Assigned: Administration
Start Date: 7/1/2006
End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Monitor Parent Involvement

Means of Achievement: Monitoring program implementation and results

Tasks: Parent participation data and survey response.

Measures: Parent participation data and survey response.

People Assigned: Administration
Leadership

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Goal:Improve Student Literacy

Goal Statement

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

Student Group

All students including EL students, GATE students, and special needs students.

Performance Gains

The API growth target of 7 points will be met by all subgroups in the areas of Reading and Language. Our AYP goal would be to see a +2% in proficient an advanced with a -2% below basic and far below basic students on CST/CAT6.

Means Evaluating

STAR tests, CRTs, grades, surveys, Accelerated Reader data, and common assessments.

Group Data

STAR test results, CRT scores, grades, Accelerated Reader data, and common assessment results shared by the ELA department.

Description of Specific Actions to Improve Educational Practice

Align Instruction with Content Standards in Math

Means of Achievement: Alignment of instruction with content standards

Tasks:
Curriculum pacing;
Shared lessons;
SMART Goal setting;
Data analysis;
Common assessments;
Articulation with other District schools;
Full Implementation of the core curriculum; and
Posting of state standard being taught in student-friendly language.

Measures:
Pacing calendar;
Collaborative meeting agendas and attendance rosters;
SMART goal sheets;
Actual common assessment; and
Classroom observations.

People Assigned:
Administration
Department Chairs
Fully credentialed teachers

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	Release Time for Teachers to Collaborate	$2,000.00

Align instruction with ELA content standards

Means of Achievement: Alignment of instruction with content standards

Tasks: Curriculum pacing and mapping, shared lessons, evaluating data and adjusting teaching strategies, implementing ELA standards, fully implementing Prentice Hall

Measures: Writing rubrics, common assessments, standards posted in the classroom, CRTs

People Assigned: Administration, ELA department, all classroom teachers
Start Date: 7/1/2006
End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Teacher Training	$2,000.00

Improve ELA instructional strategies

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Shared lessons, Step Up to Writing workshops and consultant, differentiated instruction and assessments, data analysis, writing rubrics
curriculum aligned to standards, common assessments, pacing guides

Measures: Textbooks, pacing guides, common assessments, grades, test scores, consultant agreement

People Assigned: Administration, ELA Department, teachers
Start Date: 7/1/2006
End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	Release Time for teachers and teacher hrly, and consultant fees	$3,000.00

Extend ELA learning time

Means of Achievement: Extended learning time

Tasks: Learning Academy before, after school, or on Saturdays

Measures: Attendance rosters, grades, test scores

People Assigned: Administration, Leadership, Resource teacher, team teachers
Start Date: 7/1/2006
End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Increase educational opportunity in ELA

Means of Achievement: Increased educational opportunity

Tasks: Provide reading tutorials and study skills classes (embedded in the school day) for at risk students who are struggling in literacy and passing their classes, daily reading time in advisory, 6th period assignment to enable master schedule to accommodate tutorials

Measures: Grades, test scores, Master Schedule, Student Schedules/transcripts, request for personnel, academic counseling logs

People Assigned: Administration, Team teachers, Resource teacher, Counselors, Principal's secretary

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Salary and benefits for a 6th period assignment	$20,000.00

Staff development and professional collaboration

Means of Achievement: Staff development and professional collaboration

Tasks: Conferences, Step Up to Writing, AB430, AB75 training, Marzano's successful instructional strategies, shared lessons, peer coaching, technology, data analysis, collborative teaming

Measures: Grades, test scores, common assessments, pacing guides

People Assigned: Administration, Fully credentialed team teachers

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Staff training and conferences	$1,500.00

Involve staff, parents, and community

Means of Achievement: Involvement of staff, parents and community

Tasks: Newsletter,parent nights,parent meetings,ELAC meetings, CBET program, parent contacts

Measures: Grades, test scores, discipline records, attendance records

People Assigned: Administration, Leadership

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Staff conferences, trainings, workshops	$1,500.00

Auxilary services for students and parents

Means of Achievement: Auxiliary services for students and parents

Tasks: Library support to encourage reading

Measures: Grades, test scores, higher AR levels, book circulation numbers

People Assigned: Administration, Leadership, Resource Teacher, Library aide
Start Date: 7/1/2006
End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Extra instructional aide time	$800.00

Monitor ELA program implementation and results

Means of Achievement: Monitoring program implementation and results

Tasks: Common assessments, pacing guides, test results, APS Survey

Measures: Test results, APS Survey results

People Assigned: Administration, Leadership
Start Date: 7/1/2006
End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Goal:Improve School Climate

Goal Statement

To provide a safe, clean, healthy and positive school learning environment.

Student Group

All students including EL students, GATE students, and special needs students

Performance Gains

Students will meet their API growth targets, improve their AYP proficiency levels, reduce failure rates, reduce discipline problems, and improve attendance.

Means Evaluating

CRTs, STAR test,grades, discipline records, and attendance records.

Group Data

CRT results, STAR test results, grades, discipline records, and attendance records.

Description of Specific Actions to Improve Educational Practice

Align Instruction with Content Standards

Means of Achievement: Alignment of instruction with content standards

Tasks:	Not applicable for this goal.
Measures:	Not applicable for this goal.
People Assigned:	Not applicable for this goal.
Start Date:	7/1/2006
End Date:	6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Improve Instructional Strategies and Materials

Means of Achievement: Improvement of instructional strategies and materials

Tasks:

Purchase materials for the school and classrooms that encourage achievement, positive relationships, good citizenship, good attendance, and build social responsibility;
Implement conflict mediation programs and services for students;
Provide Personal and Social Responsibility classes;
Provide careers classes;
Purchase materials for disaster preparedness;
Purchase materials, incentive, awards, and program support for both high achieving and at-risk students;
Implement SST program; and
PE teachers include units on personal and social responsibility, bullying, drugs, smoking, and alcohol prevention.

Measures:

Purchase orders;
Conflict mediation logs;
Master schedule and student rosters;
SST log; and
Documentation of PE units taught throughout the school year.

People Assigned:

Administration
Exploratory and PE teachers
School Safety and Disaster Preparedness Focus group
Principal's Secretary
Resource Teacher
School Counselor
Designated Trained Conflict Mediators

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	Materials, Supplies, Incentives, Awards	$1,500.00
School Improvement	Classroom Furniture	$2,000.00

Extend Learning Time

Means of Achievement: Extended learning time

Tasks: Not applicable for this goal.

Measures: Not applicable to this goal.

People Assigned: Not applicable to this goal.

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Increase Educational Opportunity

Means of Achievement: Increased educational opportunity

Tasks: Expand opportunities for students to become involved and develop their leadership and talents in such programs as ASB, AVID, GATE, various clubs, lunch activity programs (i.e. lunch tournaments) and extra curricular activities and events.

Measures: Program descriptions and club membership with ASB;
AVID student rosters and other documentation of planned events; and
GATE student rosters and other documentation of planned events.

People Assigned: ASB Advisor and Clerk
Club Advisors
AVID Teachers and Coordinator
GATE Teachers and Coordinator
Administration
Campus Supervisors

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Staff Development and Professional Collaboration

Means of Achievement: Staff development and professional collaboration

Tasks: Disaster preparedness/CPR/First Aid training;
Discipline is fair, consistent and respectful;
Conflict resolution training;
Maintain conflict mediation programs;
Training in the areas of sexual harassment and mandatory cps reporting for staff;
Teacher collaboration(focus group)to look for ways to improve school climate for both students and staff; and
Promotion of our schoolwide theme of RESPECT.

Measures: Training meeting agendas, minutes, and attendance rosters;
Discipline records and progressive discipline chart; and
Mediation logs.

People Assigned: Administration
School Counselor
All Staff

Start Date: 6/30/2006

End Date: 7/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Involvement of Staff, Parents, and Community

Means of Achievement: Involvement of staff, parents and community

Tasks:
Newsletters
Parent meetings
Conduct Surveys
Parent Teas
Family Nights
Awards Assemblies
Volunteer Recognition Events
Shared decision making among staff, parents, students.
Focus groups on school climate.

Measures:
Newsletters
Agendas, minutes, attendance rosters, sign-in sheets.
Survey Results
Calendar of Events

People Assigned:
Administration
Resource Teacher
Teachers
School Counselor

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Materials, Supplies, Food, Awards	$500.00

Auxiliary Services for Students and Parents

Means of Achievement: Auxiliary services for students and parents

Tasks:
Implement and maintain the On Campus Detention program for student with discipline issues as an alternative to suspension from school;
Provide parenting classes to assist with and teach parenting skills; and
Counseling and referrals to services for family issues and crisis intervention.

Measures:
On Campus Detention logs and discipline records;
Parenting class rosters and attendance records; and
Counseling and referral logs.

People Assigned:
Administration
Resource Teacher
School Counselor
Campus Supervisor
Teachers

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Teacher Hrly, Classified Hrly,Food, Materials for Parent Classes	$2,000.00
School Improvement	Teacher Hrly, Classified Hrly	$2,577.00

Monitor Program Implementation and Results

Means of Achievement: Monitoring program implementation and results

Tasks:
Analyzing data from surveys and achievement scores;
Staff observations and feedback;
Student observations and feedback;
Parent observations and feedback;
Decreased discipline incidents; and
Increased attendance.

Measures:
Survey Results
Information Observations
Discipline Records
Attendance Records

People Assigned:
Administration
All Staff
Attendance Clerk

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Central Service Expenditures

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

Proposed Expenditures	Estimated Cost	Funding Source
Title I Centralized Services	$27,559	Title I Centralized Services
SIP Centralized Services	$4,006	SIP Centralized Services

Categorical Funding Allocated to this School

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

At Risk of Retention ADA

Program/Initiative Purpose	Amount
Support students at risk of retention	$13,000

CBET

Program/Initiative Purpose	Amount
Support English instruction for EL parents	$8,700

English Language Acquistion Program (ELAP)

Program/Initiative Purpose	Amount
Funds to supplement regular school programs grades 4-8 and other related program services for English learner students	$11,711

School Improvement

Program/Initiative Purpose	Amount
Support school improvement supplemental support	$29,377

SIP Centralized Services

Program/Initiative Purpose	Amount
District Centralized SIP funds	$4,006

Title I Centralized Services

Program/Initiative Purpose	Amount
District Centralized Title I Improvement Funds	$27,559

Title I, Part A, Basic Grants

Program/Initiative Purpose	Amount
To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach minimum proficiency on the state content standards and assessments.	$205,791

Title III, Language Instruction for Limited English Proficient Students

Program/Initiative Purpose	Amount
To assist LEP students to acquire English and achieve grade-level and graduation standards.	$24,266

School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Bradley Wnuk	Student	(951) 360-2883	6/2/2006
Cindy Freeman	Principal	(951) 360-2883	6/2/2006
Don Teagarden	Parent	(951) 360-2883	6/2/2006
Judy Oliver	Parent	(951) 360-2883	6/2/2006
Kelly Weakly	Parent	(951) 360-2883	6/2/2006
Kelsey Potter	Student	(951) 360-2883	6/2/2006
Libbern Cook	Teacher	(951) 360-2883	6/2/2006
Lynn Hill	Teacher	(951) 360-2883	6/2/2006
Martha Estrella-Gutierrez	Teacher	(951) 360-2883	6/2/2006
Miguel Ramirez	Student	(951) 360-2883	6/2/2006
Nancy Croxton	Teacher	(951) 360-2883	6/2/2006
Nicole McDowell	Classified Staff	(951) 360-2883	6/2/2006
Patricia Tillema	Parent	(951) 360-2883	6/2/2006
Reeba Mehdi	Student	(951) 360-2883	6/2/2006
Roxane Winemiller	Resource Teacher	(951) 360-2883	6/2/2006
Tammy Potts	Classified Staff	(951) 360-2883	6/2/2006

Recommendations

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

		Approval Date
1.	School Site Council Members	
2.	Plan Review Due Date:	6/2/2006
3.	The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	
4.	The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	
5.	The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):	
	Gifted and Talented Education Advisory Committee	5/30/2006
	English Learner Advisory Committee	5/25/2006
	Leadership Team	6/1/2006
	School Site Council	5/5/2006
	Informal Parent Teas	5/31/2006
6.	The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	
7.	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.	
8.	The school plan was adopted by the council on:	6/2/2006
9.	Public Notice Due Date:	8/7/2006
10.	District Governing Board Review Due Date:	8/7/2006
11.	School Site Plan Approved:	6/2/2006
12.	Attested by School Principal:	6/2/2006
13.	Attested by School Site Council Chairperson:	6/2/2006

Attested:

Cindy Freeman		
Typed Name of School Principal	Signature of School Principal	Date
Don Teagarden		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

MISSION MIDDLE SCHOOL

SCHOOL-BASED COORDINATED PROGRAM
TITLE I TARGETED PROGRAM
PROGRAM IMPROVEMENT

2006-2007

Single Plan For Student Achievement

For School Year 2006-07

Mission Middle

CDS Code: 33-67090-6061774

Date of this revision: 1/29/2007 10:22:13 AM

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	Luz Mendez
Phone Number:	(951) 222-7842
Address:	5961 Mustang Ln.
	Riverside, CA 92509-4260
E-mail Address:	lmendez@jusd.k12.ca.us

District: Jurupa Unified

The District Governing Board approved this revision of the School Plan on 8/7/2006

School Vision and Mission

School Mission Statement

Our mission is to develop in all students the skills, abilities, and attitudes necessary to achieve success in academic and social responsibility.

School Vision

The vision of Mission Middle School is to be an exemplary school. We will have a clear sense of goals necessary to achieve success in academics and social responsibility. All stakeholders in the learning community will contribute to accomplish the goals and standards to make this vision a reality and success.

School Profile

Mission Middle School is a 7-8 grade traditional calendar school, which serves approximately 1,052 students. The student population is 72.2% Hispanic, 17.9% White, 7% African American, 1.5% Asian, and 1.2% other. 30% of the students are English Learners. 10% are in Special Education. Middle School provides services to 111 Special Education students. 73% are in the free or reduced lunch program. There is a mobility rate of 15% (2004 API Base Report). The average parent education is 2.05 (high school graduate). Over the last four years Mission Middle School has grown approximately 12%.

Analysis of Current Educational Practice

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

-Core academic subjects are aligned to the California State Standards.
-Time lines have been developed by subject area for the pacing of instruction and curriculum.
-State Standards are posted in every core academic classroom.
-Teacher evaluations are based on the California Teaching Standards and State Standards.
-Teachers are expected to post the daily focus standard for instruction on the board.
-Teachers are certified either in CLAD, B-CLAD, or SDAIE
-Teachers have met the requirements for Highly Qualified under the NCLB guidelines.
-Collaboration time for teachers in core departments is available twice a month.

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

-State approved standards-based textbooks are available for all students per the Williams Act.
-The Accelerated Reading Program is available to be implemented to increase reading fluency in the extended learning program.
-Students have access to mathematical resources and manipulative lessons in math.
-Special Education students are provided with appropriate resources through the RSP and SDC programs that align with the state standards.
-The Library, Computer Lab, and classrooms are all equipped with technology resources for student access.

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

-Step up to Writing Training
-AVID summer institutes and instructional strategy training.
-AB466 Training in English language arts and mathematics.
-New teacher support via the SMART program and BTSA.
-Coaching services in ELA and mathematics.
-Technology training as needed.
-Training in the analysis of data to impact instruction.
-In-services that address administration of state and district testing.
-Training in differentiated instructional strategies.
-Training in universal instructional strategies.
-Subject specific conferences and workshops that focus on improving instruction.
-Team/department collaboration.

4. Services provided by the regular program to enable under-performing students to meet standard:

-Differentiated Instruction
-Student Study Team to identify students for interventions.
-Extended remedial learning opportunities before and after school.
-Embedded ntervention classes for reading and mathematics(shadow classes).
-AVID Tutors
-Title I Resource Teacher
-Counselors
-Coaching Services in English language arts and mathematics.
-Parent conferences and contacts.
-Retention process and meetings.

5. Services provided by categorical funds to enable under-performing students to meet standards:

-93% Title I Resource Teacher
-7% SIP Resource Teacher
-Full-time Translator/Clerk Typist(to specifically support and assist Title I students & parents).
-Mental Health Counselor
-Library Media Technologist
-Extended remedial learning opportunities before and after school.
-AVID Program
-Consultants
-Coaches
-Conferences for Teachers
-Parent Advisory Meetings
-Parent Newsletters
-Family Nights(i.e. reading and math)
-Standards-based resources for teachers and students.
-Bilingual Tutors and CBET Resources

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

-STAR Testing
-Common Benchmark Tests
-District Criterion Reference Tests (CRTs)
-GATE Testing
-CELDT Testing
-API and AYP Reports
-Teacher developed common assessments.
-Testing for placement in Special Education and to make changes for Individualized Education Plans(IEPs).

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

All teachers on staff work with low performing students due to the placement of students in heterogeneous classes. The only exception is in the RSP or SDC classes.

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

-Parent Teacher Association
-Parent Advisory
-School Site Council
-Community Based English Tutoring
-Parent Computer Class
-Family Reading Night
-Futures/Careers Week
-School Resource Officer
-University Partnerships (ACTS Math Grant)
-AVID Program
-Parent Newsletter
-Healthy Families Counselor
-Technology Night
-Family Math Night
-Categorical Programs and Funds
-Student Study Team
-School Psychologist
-Red and Yellow Ribbon Week

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

-Between 30%-40% of students are below or far below basic grade level standards.
-Common Assessments continue to be developed.
-Parents are not as involved as they should be with students academic needs and progress toward mastery of standards.
-Student performance indictors such as CSTs indicate that standards-based instruction is not implemented consistently or accurately schoolwide.
-Assessment is frequently not used to inform instruction.
-All students who need reading and math intervention are not enrolled in intervention classes.
-A limited number of students are being serviced in intervention classes.
- The intervention classes available are at extremely high numbers;the ratio of students to teacher is ineffective.
-The current instructional master schedule does not allow enough minutes to properly implement the required 60 minutes under Academic Program Survey specifically for ELA and Mathematics
-Teachers do not have in-classroom support and coaching for teaching the standards-based reading and mathematics adoptions.
-Staff resources to effectively implement an embedded ELA and Math intervention program are limited,due to master schedule.

10. Limitations of the current program to enable under performing student to meet standards:

-Bell Schedule
-Master Schedule
-Technology Resources
-Teacher Training
-Additional district resources and support.
-Limited incentives to motivate student performance.
-Building partnership and networks between parents, students, and school.
-Increase student awareness of the high school and future careers education.
-Lack of Interventions for under performing students to meet standards.

Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

Mission Middle School has made and exceeded its schoolwide API growth targets. Our base schoolwide API score for 2005 was 661. Our API growth for the Year 2005 was for a growth of 23 points. Mission Middle School has made consistent improvement in raising the API from 616 to 661 for a total gain of 45 points. This year each significant subgroup met their growth targets.

In 2005 Mission Middle School made their schoolwide AMOs on the AYP in English language arts. All but one subgroup made their AMOs, this was the English learners.
In mathematics Mission met their schoolwide AMO growth target. However, the following three subgroups did not: These included the Hispanic, Socioeconomically Disadvantaged, and the English learners.

On the Title III English language proficiency Annual Measurable Achievement Objectives(AMAOs) as measured on the CELDT, Mission Middle met their annual growth with a score of 61.9%. In addition, Mission Middle School students 38.7% of English learners attained English Proficiency.

Conclusions from Parent, Teacher and Student Input

Mission Middle School parents, teachers, and students realize that there still is a need to meet the NCLB requirements of increasing the percent of "proficient" students on the CST's.

Everyone is suportive and ready to continue the focus on raising student achievement by continued emphasis on the standards and curriculum as well as instruction.
We will continue as a staff to learn, and make changes as we grow into a Professional Learning Community,in order to provide the best learning opportunities possible for our students.

School Goals for Improving Student Achievement

English Language Development

ELD Grades 7&8

All English Learner Students(ELLs) in grades 7&8 will demonstrate improvement in the area of English language development.

Mathematics

Mathematics Grade 7&8

All students in grades 7 and 8 will demonstrate improvement in the area of mathematics.

Other

Special Ed. 7th and 8th

70% of RSP students will be mainstreamed into the regular classroom setting for ELA and/or Mathematics

TargetedTitle I Students

-The Overall Targeted Title I students will demonstrate improvement on the CST in Math & ELA.

7/8 GATE Students

-Increase efforts to maximize the number of identified GATE students at each grade level.
-GATE students will perform in the proficient and advanced levels of the California Standards Test.
-Enrichment activities will be provided in an after school program and GATE students will participate in activities such as the Science Fair and History Day.

School Organization

To provide a positive and supportive school culture through Leadership, School Organization, and Support Structures.

Centralized Services

Centralized services support the alignment of state and federal program requirements with the district's Blueprint for Learning and Local Education Agency Plan (LEAP) in order to guide and support mandates under No Child Left Behind (NCLB) and progress towards moving all students to high levels of academic achievement.

Reading/Language Arts

ELA Grades 7&8

All students in grades 7 and 8 will demonstrate improvement in the areas of English language arts.

Planned Improvements in Student Performance

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

Goal:ELD Grades 7&8

Goal Statement

All English Learner Students(ELLs) in grades 7&8 will demonstrate improvement in the area of English language development.

Student Group

All 7th and 8th Grade English language learners.

Performance Gains

-All EL students will show growth from one proficiency level to the next higher level based on the ELD standards as exhibited on the profile cards, and/or the CELDT.
-There will be an increase of 5% of the students reclassified as Fluent English Proficient.

Means Evaluating

Continued progress of students from one grade to the next as measured by CST, District CRTs, department/grade level common assessments.

English language development as measured by the CELDT.

Group Data

CELDT Scores, CSTs, District CRTs, department/grade level common assessment.

Description of Specific Actions to Improve Educational Practice

Standards-based Curriculum & Assessment

Means of Achievement: Improvement of instructional strategies and materials

Tasks:

-Identify and place EL students in appropriate instructional setting.
-Provide all staff with the English language development standards and other core state curriculum documents.
-Purchase ELD support materials and resources for classroom and library use based upon identified needs.
-Use the results of the analysis of ELL student assessments to implement effective instructional delivery.
-Inform all staff on the redesignation process to monitor the achievement of ELL students.
-Create and implement intervention support to ensure ELL students success in achieving standards, e.g. before and after school tutoring, reading classes, embedded remedial skills intervention and differentiated instruction in the classroom.
-Continue to implement the catch-up plan for EL students and purchase supplemental materials, and implement interventions in after school classes.
-All El Beginning, Early Intermediate, and Intermediate proficiency level students are receiving instruction through "Visions"textbook and district adopted supplemental materials.
-Early Advanced and Advanced students receive ELD instruction in ELA classes.
-Utilize district provided supplemental ELD materials such as "On Location" and "High Point".
-Actively integrate EL students into mainstream activities (e.g. MCC,AVID,GATE, clubs, fieldtrips, after school enrichment classes, etc.).

Measures: Profile Cards and CELDT Scores

People Assigned: Principal, School EL Coordinator, EL Teachers, District EL Coordinator, Counselors, Resource Teacher

Start Date: 9/1/2006

End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Substitue Teachers EL Teaching Strategies Training	$500.00
School Improvement	Materials & Supplies for EL classes	$1,000.00
School Improvement	Teacher Hourly	$500.00
Title I, Part A, Basic Grants	Teacher Hourly	$500.00

Targeted Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks:

-Provide training in the identification and placement of students in the ELL program options offered at the school and in the redesignation process.
-Train staff to interpret state, district, and school assessment for the purpose of identifying ELL student progress, instructional strengths, and weaknesses, and curricular alignment.
-Provide time on minimum days to train teachers on the understanding and implementation of ELD standards and SDAIE strategies.
-Provide staff development for ELL team teachers that emphasize literacy strategies that are specific to their content area.
-Provide staff development for teachers of ELL students, which emphasizes content specific literacy strategies.
-Provide professional development for teachers to improve the academic achievement of ELL students to meet grade level ELD and content standards.
-Provide ELL teachers with current research based literacy and language acquisition strategies(Krashen & Kinsella).

Measures: Agendas, Credentials

People Assigned: Principal,School EL Coordinator,EL Teachers, District EL Coordinator,Resource Teacher

Start Date: 6/1/2006

End Date: 9/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Teacher Hourly	$500.00
Title I, Part A, Basic Grants	Substitute Teachers	$1,000.00

Parent & Community Involvement

Means of Achievement: Involvement of staff, parents and community

Tasks:
-Inform parents via letter of CELDT results and explain how they are used to measure annual growth in English proficiency.
-Inform parents via letter of their child'd placement.
-Clarify the reclassification process and criteria with parents and students.
-Communicate in writing in the parents primary language regarding grade level standards and instruction.
-Conduct parent education workshops on how to assist students with schoolwork (CBET).
-Implement representation of parents of ELL students in all parent groups such as School Site Council, PTA etc., and maintaining an ELAC committee that meets regularly throughout the school year.
-Provide parent conferences for EL students that impacts student achievement by increasing awareness of school programs for EL Learners, student achievement, and high school graduation requirements and how to increase opportunities for reading and writing activities at home.
-Plan and develop workshops and activities to support parent involvement and student success.
-Provide parents with conferences and learning activities to bridge the gap between middle school and higher-level education i.e. "Seminarios de Exito".

Measures: Letters, Newsletters, Written Reclassification Process Document,Agendas, Sign-In Lists, Membership

People Assigned: Principal, EL Coordinator, Counselor, EL Teachers,Resource Teacher

Start Date: 9/1/2006

End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	Teacher Hourly for parent meetings	$500.00
Title I, Part A, Basic Grants	Materials & Supplies for parent classes, meetings,and mail outs.	$4,713.00

Monitor Implementation

Means of Achievement: Monitoring program implementation and results

Tasks:
-Ongoing monitoring of EL students' achievement towards meeting reclassification.
_Monitor ELD progress utilizing Standards Based Profile Cards.

Measures:
-Profile Cards, CELDT Scores
-Collaborative Team meetings to review data and to modify teaching instructional strategies.

People Assigned: -Principal,School Site El Facilitator,District El Coordinator, Teachers of El students

Start Date: 9/6/2006

End Date: 6/20/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Implementation of the Marzano Strategies

Means of Achievement: Improvement of instructional strategies and materials

Tasks: - Team of teachers to attend "Trainer of Trainers" inservice on the 9 Marzano Classroom Instructional Strategies.
- "Trainer of Trainer Team" to inservice teachers on Marzano Classroom Instructional Strategies.
-Teachers to collaborate on designing classroom lessons using Marzano Strategies.
- Teachers to implement the Marzano Instructional Strategies in their classrooms.

Measures: - CST scores, CRT scores,Subject Area Common Assessments
- DataTrek Statistics

People Assigned: Teachers,Principal, Assistant Principal

Start Date: 1/22/2007

End Date: 6/22/2007

Funding Source	Related Expenditure	Estimated Cost(s)

No funding allocated.

Goal:Mathematics Grade 7&8

Goal Statement

All students in grades 7 and 8 will demonstrate improvement in the area of mathematics.

Student Group

All 7th and 8th grade students including English Learners,socio-economically disadvantaged, special needs,and at-risk learners.

Performance Gains

-There will be an increase in 5% of students scoring at proficient and advanced on the mathematics CST, from 29% to 34%.

Means Evaluating

Continued progress of students from one grade to the next as measured by CST's, District CRT's, and department/grade level common assessments.

Group Data

Math CST Scores, District CRT's, Department/Grade Level Common Assessment Scores.
Meet API Growth Target, and AYP Measurable Objective.

Description of Specific Actions to Improve Educational Practice

Standards-Based Curriculum & Assessments

Means of Achievement: Improvement of instructional strategies and materials

Tasks:

-Develop common assessments using the adopted Prentice Hall resources (e.g. CD, Chapter Tests, Test Generator, etc.) using the CST blueprint as a guide.
-Use CRTs and CSTs to place students appropriately in the Math program.
-All students will have access to the SBE adopted core curriculum materials.
-In the case of the standard-based adoption, lacking coverage of all grade level standards (based on publishers standard map) supplemental materials will be purchased to fill the gaps.
-Implement the Prentice Hall intervention kit in the regular classroom, intervention classes, computer lab, and ELO.
-Use Prentice Hall assessments each 6-8 weeks and analyze results in grade level meetings on Minimum Days.
-Purchase of necessary technology equipment(LCD projectors,teaching tools) to reinforce standards-based lessons in the classroom.
-Purchase necessary materials to support and reinforce standards-based lessons in the classroom.

Measures: Agendas, Minutes, CST Scores, Class Scheduled Implementation, Prentice Hall Assessments, Common Assessments

People Assigned: Principal,Math Department Chair, Math Teachers,Resource Teacher

Start Date: 9/1/2006

End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Materials & Supplies	$13,399.90
Title I, Part A, Basic Grants	Substitute Teacher	$1,000.00
School Improvement	Materials & Supplies	$1,500.00
School Improvement	Substitute Teachers	$1,000.00
Title I, Part A, Basic Grants	Teacher Hourly	$1,000.00

Targeted Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks: -Provide training on the components of a balanced, comprehensive mathematics program that includes skill development, concept development and critical thinking.
-Provide staff with opportunities for training in teaching strategies that support the standards and effective instructional strategies.
-Provide teachers with AB 466 Prentice Hall training.
-Provide departmental planning time at least once a month.
-Provide department meetings for cross-curricular collaboration.
-AB430 Training for Assistant Principal.
-Provide department planning via release days.

Measures: CST Scores, Agendas

People Assigned: Principal, Department Chair, Math Teachers,
Start Date: 9/1/2006
End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	Substitute Teachers	$500.00
Title I, Part A, Basic Grants	Substitute Teachers for Math Training Sessions	$2,500.00
Title I, Part A, Basic Grants	Teacher Hourly to plan collaboration lessons	$5,000.00

Parent & Community Involvement

Means of Achievement: Involvement of staff, parents and community

Tasks: -Communicate orally and in writing the parents primary language regarding grade level standards and instruction in mathematics.
-Parent involvement will increase the awareness of math and algebra components in middle and high school.
-Parent activities will increase opportunities for math knowledge and awareness at home.
-Continue parent communication using technology resources such as internet, email, and voice mail.
-Family Math Night

Measures: Activities, Sign-In Lists, Agendas

People Assigned: District Teachers, Principal, Resource Teacher, District Tech
Start Date: 9/1/2006
End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	Campus Supervision	$250.00
Title I, Part A, Basic Grants	Teacher Hourly	$1,500.00
School Improvement	Materials & Supplies	$3,801.00

Monitor Implementation

Means of Achievement: Monitoring program implementation and results

Tasks: -Incorporating embedded assessments.
-Monitoring implementation of Pacing Guides.
-Monitoring data from department commom assessments.
-Utilize Data Director to monitor student's academic achievement.

Measures: -Data Director reports.
-Collaborative Team meetings to review data and to modify teaching instructional strategies.

People Assigned: Math Department Chair
Resource Teacher
Instructional TSA

Start Date: 11/3/2006

End Date: 6/24/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Implementation of Marzano Instructional Strategies

Means of Achievement: Improvement of instructional strategies and materials

Tasks: - Team of teachers to attend "Trainer of Trainers" in-service on the 9 Marzano Classroom Instructional Strategies.
- "Trainer of Trainer Team" to in-service teachers on Marzano Classroom Instructional Strategies.
-Teachers to collaborate on designing classroom lessons using Marzano Strategies.
- Teachers to implement the Marzano Instructional Strategies in their classrooms.

Measures: - CST scores, CRT scores,Subject Area Common Assessments
- DataTrek Statistics

People Assigned: Teachers,Principal, Assistant Principal

Start Date: 1/22/2007

End Date: 6/22/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Goal:Special Ed. 7th and 8th

Goal Statement

70% of RSP students will be mainstreamed into the regular classroom setting for ELA and/or Mathematics

Student Group

All 7th and 8th Grade Special Needs students.

Performance Gains

By 2006-07 the percentage of students scoring proficient or above on the California Standards Tests and the California Alternate Performance Assessment in English language arts will equal or exceed 24.4 percent. For 2006-07 the percent of students scoring proficient or above on the California Standards Tests and the California Alternate Performance Assessment in Mathematics will equal or exceed 26.5 percent.

Means Evaluating

Continued progress of students from one grade to the next as measured by CST,district CRTs,CAPA, and department/grade level common assessments.

Group Data

ELA and Mathematics CST Scores, District CRTs, CAPA Scores, Department/Grade Level Common Assessments

Description of Specific Actions to Improve Educational Practice

Standards-Based Curriculum & Assessment

Means of Achievement: Improvement of instructional strategies and materials

Tasks:

-Review district grading guidelines for students identified as needing special education.
-Review each special education student's instructional program to ensure that it is comprehensive and aligned to state content standards to the maximum degree appropriate for their individual learning needs.
-Review each special education student's instructional program to ensure that it is aligned to standards for promotion to high school.
-Examine the current special education programs on campus in order to ensure that students are served within the regular classroom setting to the maximum extent possible.
-Special education teachers will communicate IEP goals and disabilities for special education students to assigned mainstream teachers.
-Review Individual Education Plans to ensure that all auxiliary services for which students qualify are being provided as written.
-Ensure that each student has his/her own district adopted text in each core content area.
-Provide supplementary programs that impact student achievement by giving additional time and instruction, and materials through before/after school and summer school and monitoring student progress of IEP academic goals based on grade level content standards.
-Provide materials that assist special education students access to the core curriculum.
-Provide special education students enrichment programs in class and computer lab to use computer assisted learning software to enhance students reading and math skills.
-Purchase of necessary technology/equipment to reinforce standards-based lessons.

Measures: Agendas, Logs, Materials, Resources

People Assigned: Principal, Department Chair, Teachers,

Start Date: 9/1/2006

End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Teacher Hourly	$500.00
Title I, Part A, Basic Grants	Substitute Teachers	$500.00

Targeted Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks: -Train staff in how to identify students with special needs.
-Train staff in how to meet the needs of special education students in the regular classroom.
-Provide department-planning time at least once a month.
-Provide regular education teachers training by special education teachers to participate in the IEP and assist in attainment of IEP goals.
-Provide regular education teachers immediate identification of special education students in their classrooms.

Measures: Agendas, Logs, Materials, Resources

People Assigned: Principal, Department Chair, Teachers,
Start Date: 9/1/2006
End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Teacher Hourly	$1,000.00

Parent & Community Involvement

Means of Achievement: Involvement of staff, parents and community

Tasks: -Provide training for parents on how to support their child who has been identified for special education services.
-Implement representation for parents of students identified for special education services in all parent groups such as School Site Council, PTA etc.
-Provide parent involvement to impact student achievement by providing parents the opportunity to gain skills to help their child as a learner.

Measures: Agendas, Sign In Sheets

People Assigned: Principal, Department Chair, Teachers
Start Date: 9/1/2006
End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Materials & supplies	$1,000.00

Goal: TargetedTitle I Students

Goal Statement

-The Overall Targeted Title I students will demonstrate improvement on the CST in Math & ELA.

Student Group

-All identified Title I 7th and 8th graders, including English Learners, special needs,socio-economically disadvantaged and GATE Students.

Performance Gains

Title I students will increase total reading score and total mathematics score by 5 points on the API for 2006-2007.

Means Evaluating

Continued progress of students from one grade to the next as measured by CST, District CRT scores, as well as by department/grade level common assessments.

Group Data

CST, CRT Scores, Department/Grade Level Common Assessments results

Description of Specific Actions to Improve Educational Practice

Instructional Program

Means of Achievement: Improvement of instructional strategies and materials

Tasks:

-Teachers will include test-taking strategies as an on-going element of instruction in all content areas.
-Provide time for staff to analyze data to effectively target instructional needs for targeted students and to monitor their progress.
-Use the Data Director database to target instructional needs for TITLE I students.
-ELA teachers will use reading test assessments to place TITLE I students in reading intervention classes.
-Maintain and extend intervention classes in reading on the Master Schedule.
-Provide teachers with a list of identified TITLE I students including data on District and State test performance at least twice a year.
-Review student attendance for patterns and concerns.
-Implement strategies to improve student attendance.
-Provide resources/tutoring for the AVID classes. (e.g. materials, field trip costs, coordinator workshops and conferences, etc.)
-Maintain and support the AVID program.
-Purchase books to maintain classroom libraries that support literacy and access to the core curriculum in all classes.
-Purchase necessary technology/equipment and supplies to reinforce & support standards-based lessons in all classrooms.

Measures: CST Gains, API Growth, Schedule, Agendas, Master Schedule, Statistics

People Assigned: Principal, Assistant Principal, Resource Teacher, Counselors, Teachers

Start Date: 9/1/2006

End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Library Media	$28,405.00
Title I, Part A, Basic Grants	Field Trips	$5,000.00
Title I, Part A, Basic Grants	Materials & Supplies	$20,000.00
Title I, Part A, Basic Grants	Substitute Teachers	$3,000.00
Title I, Part A, Basic Grants	Teacher Hourly	$3,000.00
Title I, Part A, Basic Grants	Resource Teacher	$78,299.00
School Improvement	Resource Teacher	$6,951.00
School Improvement	AVID Tutors	$500.00

Targeted Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks: -Train teachers to implement the AVID (Advancement Via Individual Determination) instructional strategies.
-Provide teachers with technology training to access data bases like Data Director and ZANGLE.
-Provide teachers with training on effective strategies for low achieving students.
-Provide teachers with coaching services in ELA and mathematics.
-Provide teachers with collaboration time e.g. planning via release days, data analysis, interventions, etc.
-Train necessary staff for the implementation of the Read 180 Reading Intervention Program.

Measures: Agendas

People Assigned: Principal, Assistant Principal, Resource Teacher, Counselors, Teachers

Start Date: 9/1/2006

End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Classified Hourly for necessary inservices.	$800.00
Title I, Part A, Basic Grants	Teacher Hourly	$1,700.00
Title I, Part A, Basic Grants	Substitute Teachers for Trainings	$3,500.00
Title I, Part A, Basic Grants	Travel & Conference	$3,500.00

Parent & Community Involvement

Means of Achievement: Involvement of staff, parents and community

Tasks:

-TITLE I Resource Teacher will provide parents with information of additional services that are available such as ELO and SST.
-A general meeting will be held for TITLE I parents to review the school plan and receive information on support and intervention services.
-TITLE I news will be featured in School newsletters.
-A TITLE I Compact will be distributed to parents of all TITLE I students and parents will have the opportunity to make recommendations and revisions to the compact at parent meetings.
-TITLE I parents will be encouraged to be involved in all other parent activities that are outlined in the school plan.
-Provide parents and incoming students with an orientation to the school and academic program.
-Utilize the School/Parent/Student Compact to provide parents with a clear focus on academic goals to be met and individual responsibility toward achieving these goals.
-Provide information on school programs and goals for their childs education.
-Conduct district and site training for parents e.g. ELAC, parent advisory, SSC, CBET, etc.
-Continue to have a full-time and/or two part-time translator/clerk(s) (AM/PM) to assist with parent involvement activities, ELO program, parent communication, and the implementation of the Title I program.
-Provide opportunities for parent involvement through activities like workshops, dinners, guest speakers, performances, etc.
-Parent Academy i.e. "Seminarios de exito".
-Provide child care, and when necessary transportation for parents.

Measures: Information Logs, Agendas, Newsletters, Compact List, Sign-In Sheets

People Assigned: Principal, Assistant Principal, Resource Teacher, Counselor, Teacahers

Start Date: 9/1/2006

End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Printing	$2,500.00
Title I, Part A, Basic Grants	Postage	$1,500.00
Title I, Part A, Basic Grants	Clerk Typist/Translator	$36,226.00
Title I, Part A, Basic Grants	Teacher Hourly	$1,000.00
School Improvement	Classified Hourly	$2,500.00
Title I, Part A, Basic Grants	Materials & Supplies	$19,199.20

Extended Learning Opportunity

Means of Achievement: Extended learning time

Tasks: -Teachers will identify students that will need extended tutoring/teaching before/after school to assist them in being more successful in their academic classes.
Special tutoring sessions will be lead by classroom teachers.
-Intervention materials and supplies will be purchased to support the tutoring sessions.
-Provide support/time for ELO teacher training & preparation for tutoring sessions.

Measures: Grade Reports,CST Scores, District CRT's, Department/Grade Common Assessments

People Assigned: Principal, Resource Teacher, Teachers
Start Date: 9/1/2006
End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Teacher Hourly	$5,000.00
Title I, Part A, Basic Grants	Materials&Supplies	$9,357.00
Title I, Part A, Basic Grants	Clerical Hourly	$2,000.00

Implementation of Marzano Instructional Strategies

Means of Achievement: Improvement of instructional strategies and materials

Tasks: - Team of teachers to attend "Trainer of Trainers" in-service on the 9 Marzano Classroom Instructional Strategies.
- "Trainer of Trainer Team" to in-service teachers on Marzano Classroom Instructional Strategies.
-Teachers to collaborate on designing classroom lessons using Marzano Strategies.
- Teachers to implement the Marzano Instructional Strategies in their classrooms.

Measures: - CST scores, CRT scores,Subject Area Common Assessments
- DataTrek Statistics

People Assigned: Teachers,Principal, Assistant Principal
Start Date: 1/22/2007
End Date: 6/22/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Implementation of Marzano Strategies

Means of Achievement: Improvement of instructional strategies and materials

Tasks: - Team of teachers to attend "Trainer of Trainers" in-service on the 9 Marzano Classroom Instructional Strategies.
- "Trainer of Trainer Team" to in-service teachers on Marzano Classroom Instructional Strategies.
-Teachers to collaborate on designing classroom lessons using Marzano Strategies.
- Teachers to implement the Marzano Instructional Strategies in their classrooms.

Measures: - CST scores, CRT scores,Subject Area Common Assessments
- DataTrek Statistics

People Assigned: Teachers,Principal, Assistant Principal

Start Date: 1/22/2007

End Date: 6/22/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Implement Marzano Instructional Strategies

Means of Achievement: Improvement of instructional strategies and materials

Tasks: - Team of teachers to attend "Trainer of Trainers" in-service on the 9 Marzano Classroom Instructional Strategies.
- "Trainer of Trainer Team" to in-service teachers on Marzano Classroom Instructional Strategies.
-Teachers to collaborate on designing classroom lessons using Marzano Strategies.
- Teachers to implement the Marzano Instructional Strategies in their classrooms.

Measures: - CST scores, CRT scores,Subject Area Common Assessments
- DataTrek Statistics

People Assigned: Teachers,Principal, Assistant Principal

Start Date: 1/22/2007

End Date: 6/22/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Goal:7/8 GATE Students

Goal Statement

-Increase efforts to maximize the number of identified GATE students at each grade level.
-GATE students will perform in the proficient and advanced levels of the California Standards Test.
-Enrichment activities will be provided in an after school program and GATE students will participate in activities such as the Science Fair and History Day.

Student Group

All 7th and 8th Grade students including English learners that have been identified as GATE participants.

Performance Gains

GATE students will perform in the proficient and advanced levels of the California Standards Test.

Means Evaluating

Continued progress of students from one grade to the next as measured by CST, District CRT's, department/grade level common assessments.

Group Data

CST Scores, District CRT's, Department/Grade Level Common Assessments

Description of Specific Actions to Improve Educational Practice

Standards-Based Curriculum and Assessment

Means of Achievement: Improvement of instructional strategies and materials

Tasks:
-Analyze current instruction for GATE students and align it to state grade level content standards.
-Examine the schedule of classes for GATE students to ensure that each is correctly placed in GATE English language arts, GATE Social Studies, Pre-Algebra (7th), and Algebra (8th).
-Identify GATE students who may need additional instruction or an intervention program in reading/language arts and mathematics.
-Purchase resources for classroom use and libraries that are aligned to state content standards and meets the needs of GATE students.
-Provide GATE students with information regarding high school expectations and college opportunities.
-Provide students enrichment classes after school taught by teachers.
-Provide off campus enrichment activities.
-Purchase necessary technology/equipment and supplies to support standards-based lessons in the classroom.

Measures: Observation, Logs, Resources, Agenda

People Assigned: Principal, Resource Teacher, GATE Coordinator, Counselor, Teachers
Start Date: 9/1/2006
End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Targeted Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks: -Provide training in differentiated instruction so that teachers are able to meet the needs of GATE students within the regular classroom.
-Provide teachers training and time to develop appropriate units for collaborative study in reading/language arts and mathematics topics for GATE students.
-Provide professional development to impact classroom instruction by training teachers in strategies for differentiating instruction for the GATE students and monitoring teacher use of differentiated instruction to meet the needs of GATE students.

Measures: Observation, Logs, Agendas, Resources

People Assigned: Principal, Resource Teacher, Counselor, GATE Coordinator, Teachers

Start Date: 9/1/2006

End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Parent & Community Involvement

Means of Achievement: Involvement of staff, parents and community

Tasks: -Provide parents training on the characteristics of and motivation strategies for the middle school GATE student.
-Provide parents training on appropriate high school classes for college admittance, including funding opportunities.
-GATE Parent Advisory Committee.
-Provide refreshments for GATE Advisory Meetings

Measures: Agendas, Sign-In Sheets

People Assigned: Principal, Resource Teacher, Counselor, GATE Coordinator, Teachers

Start Date: 9/1/2006

End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	Materials & Supplies	$1,490.00

Goal:School Organization

Goal Statement

To provide a positive and supportive school culture through Leadership, School Organization, and Support Structures.

Student Group

All 7th and 8th Grade Students including English learners, special needs, and GATE.

Performance Gains

-All grade levels will increase total reading and math scores by 5 points on the API.
-There will be an increase in 4% of students scoring at proficient and advanced on the CST.
-There will be a decrease in 6% of students scoring at far below basic and below basic on the CST.

Means Evaluating

Continued progress of students from one grade to the next as measured by CST.,

Group Data

CST Scores, API Data

Description of Specific Actions to Improve Educational Practice

Steps for Leadership, Support Structure

Means of Achievement: Staff development and professional collaboration

Tasks:

-Determine the number and percent of site teachers meeting the federal and state definition of highly qualified.
-Encourage teachers not highly qualified to complete appropriate credentials within the next 36 months.
-Determine the number and percent of teachers who have BCLAD/CLAD, SB 1969, or SB 395 certification to teach English Language Learners.
-Encourage teachers of EL students not appropriately certified to enroll in courses for certification.
-Determine number and percent of site paraprofessionals that meet the federal definition of qualified.
-Encourage site paraprofessionals who are not qualified to complete qualifications within the next 36 months.
-Meet federal and state qualifications for all appropriate site personnel by the 2006-2007 school year and deadline date.
-Provide professional development that impacts classroom instruction by focusing on high academic standards for student achievement.
-Provide professional development that impacts classroom instruction by providing teachers access to staff development on classroom management and monitoring of students at-risk.
-Provide collaborative time for teachers to meet schoolwide to develop Professional Learning Community components.

Measures: Lists, Notes, Agendas

People Assigned: Principal, Assistant Principal, Resource Teacher, Department Chairs, Teachers

Start Date: 9/1/2006

End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	Classified Hourly	$1,000.00
Title I, Part A, Basic Grants	Substitute Teachers	$3,000.00
Title I, Part A, Basic Grants	Teacher Hourly	$1,000.00

Articulation Across Programs and Schools

Means of Achievement: Improvement of instructional strategies and materials

Tasks:

Provide and purchase resources to support standards-based instruction in all subject areas including exploratories and physical education.

Provide collaborative time for teachers to plan orientation and other activities throughout the year.

Schedule high school counselors to talk to students about high school registration, summer school opportunities, athletics, and special activities.

Register students for high school through social studies classes.

Provide students with high school graduation requirements and courses required for college admission.

Provide students with high school course catalog and instruction on selecting high school classes.

Notify students about opportunities to participate in high school activities such as ASB.

Schedule middle school counselor and/or teachers to talk to sixth grade students at the feeder elementary schools about the middle school programs, procedures, and activities.

Use student data from the elementary school to schedule students into the appropriate middle school classes.

Increase student awareness of college opportunities through activities like High School Week, Career Day, and networking with the feeder high school college and career center coordinator.

All classroom teachers will daily monitor student use of the agenda to record assignments. Principal will monitor teachers.

Display student achievement success and exemplary student work.

Provide and purchase on-going technology supplies (e.g. cartridges, projector bulbs, cables, etc.) that support implementation of the core curriculum, physical education and exploratory classes.

Continue yearly maintenance agreements for the copy,scantron and spinitar machines that support the implementation of the core curriculum, physical education, and exploratory classes.

Provide support personnel for tasks that require hours/time beyond the regular workday such as: master schedule, discipline, campus supervision, filing, data entry, translating, etc.

Provide food as an incentive for activities such as; STAR testing, parent/staff meetings, ELO, minimum days, etc.

Measures: Resources, Agendas, Schedules, Master Schedule, Observations

People Assigned: Principal, Department Chairs, Resource Teacher, Committees

Start Date: 9/1/2006

End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Teacher Hourly	$1,000.00
Title I, Part A, Basic Grants	Materials & Supplies	$5,000.00
School Improvement	Teacher Hourly	$500.00
Title I, Part A, Basic Grants	Maintainance Contracts	$5,000.00
Title I, Part A, Basic Grants	Classified Hourly	$2,000.00

Student Attendance

Means of Achievement: Increased educational opportunity

Tasks: Implement a schoolwide program to promote and improve the average daily attendance rate by at least 1%.

Increase the number of activities by classroom teachers and school administration in recognizing student success in academics and behavior.

Develop and implement a plan to promote positive recognition for student achievement and exemplary behavior.

Continue communication programs (computer/technology) in English and Spanish for increasing parent contact including a new voice mail system for teachers and the school newsletter.

Increase positive recognition for student attendance.

Measures: Zangle Attendance Data, Program, Lists, Plans

People Assigned: Principal, Assistant Principal, Resource Teacher, Counselor, Leadership Team, Teacher Committees

Start Date: 9/1/2006

End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Materials & Supplies	$5,000.00

Decrease of Suspensions & Expulsions

Means of Achievement: Increased educational opportunity

Tasks:

Explore and implement a schoolwide character-building program to decrease number of student suspensions and expulsions.

Develop and implement a plan to address student safety concerns to ensure a safe learning environment and develop schoolwide policies on student behavior.

Celebrate student academic success frequently with quarterly assemblies.

Recognize students for attitude, attendance, behavior and achievement.

Review student discipline and crime statistics for needed areas of improvement.

Measures: Implementation of Plan, Lists, Schedule, Logs,

People Assigned: Principal, Assistant Principal, Leadership Team, Safety Committee, Recognition Committee

Start Date: 9/1/2006

End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Healthy Start Counselor	$23,978.00
Title I, Part A, Basic Grants	Materials & Supplies	$7,000.00
Title I, Part A, Basic Grants	Classified Hourly	$1,000.00
Title I, Part A, Basic Grants	Teacher Hourly	$2,000.00

Auxillary Serices

Means of Achievement: Auxiliary services for students and parents

Tasks: Hire AVID tutors for assistance in the AVID classes.

Communicate to parents the school vision.

Communicate student progress in parent/teacher conferences and through progress reports.

Communicate instructional program goals frequently in the parents primary language.

Communicate grade level content standards to students and to parents.

Communicate to parents and students requirements for promotion to 9th grade.

Identify ways in which parents and/or community will support academic and behavior achievement.

Provide families and community with opportunities to participate in the success of students and the school.

Provide parents with strategies and/or materials to assist their child improve academically in reading, writing and mathematics.

Measures: Tutoring, Agendas, Schedule, Letters, Standards,

People Assigned: Principal, AVID Teachers, Teachers, Counselors
Start Date: 9/1/2006
End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	AVID Tutors	$500.00
Title I, Part A, Basic Grants	Teacher Hourly	$500.00
Title I, Part A, Basic Grants	Substitute Teachers	$1,000.00

Governance and Funds

Means of Achievement: Monitoring program implementation and results

Tasks: Continue to leverage all general and categorical funds.

Measures: Budgets

People Assigned: Principal and Resource Teacher
Start Date: 9/1/2006
End Date: 9/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Facilities Management

Means of Achievement: Monitoring program implementation and results

Tasks: Support modernization by District.

Measures: Modernization Completed

People Assigned: Principal
Start Date: 9/1/2006
End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Goal:Centralized Services

Goal Statement

Centralized services support the alignment of state and federal program requirements with the district's Blueprint for Learning and Local Education Agency Plan (LEAP) in order to guide and support mandates under No Child Left Behind (NCLB) and progress towards moving all students to high levels of academic achievement.

Student Group

All students including English learner, gifted and talented, at-risk, and special education students.

Performance Gains

Gain in proficient or above on all curriculum-embedded summatives, Criterion-Referenced Tests (CRTs), California Standards Tests (CSTs), and API and AYP growth targets.

Means Evaluating

Curriculum-embedded summatives, Criterion-Referenced Tests (CRTs), California Standards Tests (CSTs), and API and AYP growth targets.

Group Data

All schools meet API and AYP growth targets.

Description of Specific Actions to Improve Educational Practice

SIP Centralized Service Support

Means of Achievement: Alignment of instruction with content standards

Tasks: Services that include curriculum support, supervision of categorical programs, assessment materials, staff development, professional consultants, implementation of Local Educational Agency Plan (LEAP), and district's Blueprint for Learning.

Measures: Job descriptions, time accounting, monitoring and evaluation reports of categorical programs, compliance validation, agendas, and minutes.

People Assigned: District Administrators

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
SIP Centralized Services	SIP Centralized Services	$4,083.00

Title I Centralized Service Support

Means of Achievement: Alignment of instruction with content standards

Tasks: Services that include curriculum support, supervision of categorical programs, extended day support including summer school, assessment materials, program improvement support, staff development, professional consultants, implementation of Local Educational Agency Plan (LEAP), and district's Blueprint for Learning.

Measures: Job descriptions, time accounting, monitoring and evaluation reports of categorical programs, compliance validation, agendas, and minutes.

People Assigned: District Administrators

Start Date: 7/1/2006

End Date: 6/30/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I Centralized Services	Title I Centralized Services	$44,323.00

Goal:ELA Grades 7&8

Goal Statement

All students in grades 7 and 8 will demonstrate improvement in the areas of English language arts.

Student Group

All 7th and 8th grade students including English Learners,socio-economically disadvantaged, special needs,and GATE, and at-risk learners.

Performance Gains

There will be an increase by 4% of students scoring at proficient and advanced on the CST from 29%-33%.

Means Evaluating

Continued progress of students from one grade to the next as measured by CST, CRT,API, and department/grade level common assessments.

Group Data

ELA CST Scores, District CRT's, Department/Grade Level Common Assessment Scores.
Meet API Growth Target, and AYP Measurable Objective.

Description of Specific Actions to Improve Educational Practice

Curriculum and Assessment

Means of Achievement: Improvement of instructional strategies and materials

Tasks:

-Provide structured planning time to implement adopted Prentice Hall ELA materials.
-Build pacing guide to include common assessments from the Prentice Hall series.
-Purchase an approved intervention program for students below the proficient level in ELA.
-Analyze student achievement in writing, using rubrics, and identify areas for instructional focus and improvement.
-Align assessments to standards and instructional materials to include common assessments from the Prentice Hall series.
-Increase articulation with leadership at elementary schools to facilitate assessment and correct placement for incoming seventh grade students.
-Purchase reading books for students who are significantly below grade level.
-Administer Gates MacGinitie Diagnostic reading assessment and scoring service to identify incoming 7th grade at-risk students for placement in an intervention reading class.
-Identify and purchase resource supplemental
materials needed to provide standards-based instruction in reading and writing for content areas instruction.
-Purchase supplemental books to maintain classroom libraries that support literacy in ELA.
-Purchase Source/Day books for stuggling readers for the ELO Program.
-Implement Core replacement program based on District Adopted Intensive Intervention for students more than 2 grade levels below.
-Revisit Master Schedule to meet APS Instructional Minutes in ELA.
-Implement Read 180 as a Reading Intervention.
-Purchase technological equipment to maintain & support classroom lessons.

Measures: Agendas, Minutes, Purchase Orders, CST Scores, Events Schedule, Class Scheduled Implementation, Prentice Hall Assessments, CRT Scores, Common Assessment Data

People Assigned: Principal, ELA Department Teachers, and Department Chair

Start Date: 9/1/2006

End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Materials & Supplies-Intervention	$4,399.90
Title I, Part A, Basic Grants	Substitute Teachers-Planning Time	$500.00
Title I, Part A, Basic Grants	Teacher Hourly	$500.00
School Improvement	Teacher Hourly	$500.00
School Improvement	Substitute Teachers-Assessments	$500.00
School Improvement	Materials & Supplies-Supplemental Support	$2,000.00

Targeted Professional Development

Means of Achievement: Staff development and professional collaboration

Tasks:
-Providing teachers strategies to improve writing achievement(Step Up To Writing) of ALL students.
-Provide training for ELA teachers on the specific genres for 7th and 8th reading snd writing standards.
-Provide AB 466 training on the components of a balanced, comprehensive Language Arts Program using the Prentice Hall text.
-Provide department-planning time during minimum days to evaluate data from embedded assessments and to plan and discuss lesson development.
-Assistant Principal to be trained in AB430.
-Provide teachers with training in Marzano's Research Based effective instructional strategies.
-Provide Leadership Team with PLC Training.
-Leadership Team will provide capacity building in collaborative teaming.

Measures: Agendas, Writing Prompts, CST Writing Test, Pacing Guides

People Assigned: Principal,ELA Department Chair,ELA Department Teachers

Start Date: 9/1/2006

End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Teacher Hourly for planning of capacity building in collaborative teaming	$5,000.00
Title I, Part A, Basic Grants	Substitute Teachers for Training	$3,000.00

Parent & Community Involvement

Means of Achievement: Involvement of staff, parents and community

Tasks:
-Expand Family Reading Night Program and host author fairs for parents and students.
-Train parents in literacy strategies.
-Educate parents about ways to assist children with reading by increasing opportunities for reading activities at home.
-Connect parents with school and community literacy resources.
-Teach parents to recognize and become aware of their childs performance level and reading interest.
-Increase parent awareness of school programs,and student achievement.
-Increase parent awareness of high school graduation requirements.
-Communicate orally and in writing in parents primary language regarding grade level standards and instruction in writing.
-Provide parents information on the use of rubrics for scoring student writing to engage parents in the writing process.

Measures: Agendas, Newsletters, Sign-In Sheets, Increase in Parent Attendance, Written Standards, Written Rubrics

People Assigned: Principal, ELA Teachers, Department Chair, Resource Teacher,Counselors

Start Date: 9/1/2006

End Date: 6/1/2007

Funding Source	Related Expenditure	Estimated Cost(s)
School Improvement	Classified Hourly	$1,000.00
School Improvement	Campus Supervision for parent nights	$250.00
Title I, Part A, Basic Grants	Teacher Hourly	$1,500.00
School Improvement	Materials & Supplies for parent nights, meetings & newsletters	$3,203.00

Monitor Implementation

Means of Achievement: Monitoring program implementation and results

Tasks:
-Incorporating embedded assessments.
-Monitoring implementation of Pacing Guides.
-Monitoring data from department commom assessments.
-Utilize Data Director to monitor student's academic achievement.

Measures:
-Data Director reports.
-Collaborative Team meetings to review data and to modify teaching instructional strategies.

People Assigned: -Principal,Department Heads, ELA Department Teachers

Start Date: 11/3/2006

End Date: 6/15/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Academic Language

Means of Achievement: Improvement of instructional strategies and materials

Tasks: -Minimum Day to define focus.

Measures: -Minimum Day Agenda

People Assigned: ELA Department Chair
Resource Teacher
Instructional TSA

Start Date: 11/3/2006

End Date: 6/22/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Implementation of Marzano Instructional Strategies

Means of Achievement: Improvement of instructional strategies and materials

Tasks: - Team of teachers to attend "Trainer of Trainers" in-service on the 9 Marzano Classroom Instructional Strategies.
- "Trainer of Trainer Team" to in-service teachers on Marzano Classroom Instructional Strategies.
-Teachers to collaborate on designing classroom lessons using Marzano Strategies.
- Teachers to implement the Marzano Instructional Strategies in their classrooms.

Measures: - CST scores, CRT scores,Subject Area Common Assessments
- DataTrek Statistics

People Assigned: Teachers,Principal, Assistant Principal

Start Date: 1/22/2007

End Date: 6/22/2007

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Central Service Expenditures

The following services in support of this plan are to be provided by district staff from categorical funds allocated to the school through the Consolidated Application and other sources. At least 85 percent of expenditures from Consolidated Application programs must be spent for direct services to students at school sites.

Proposed Expenditures	Estimated Cost	Funding Source
SIP Centralized Services	$4,083	SIP Centralized Services
Title I Centralized Services	$44,323	Title I Centralized Services

Categorical Funding Allocated to this School

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

School Improvement

Program/Initiative Purpose	Amount
Support school improvement supplemental support	$29,945

SIP Centralized Services

Program/Initiative Purpose	Amount
District Centralized SIP funds	$4,083

Title I Centralized Services

Program/Initiative Purpose	Amount
District Centralized Title I Improvement Funds	$44,323

Title I, Part A, Basic Grants

Program/Initiative Purpose	Amount
To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach minimum proficiency on the state content standards and assessments.	$330,977

School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Douglas Stevens	Certificated	(951)222-7842	6/19/2006
Edwin Centeno	Student	(951)222-7842	6/19/2006
Laura Stovall	Parent	(951)222-7842	6/19/2006
Linda Daniels	Certificated,Chair	(951)222-7842	6/19/2006
Lorraine Sanchez	Certificated	(951)222-7842	6/19/2006
Luz Mendez	Principal	(951)222-7842	6/19/2006
Michael Robinson	Student	(951)222-7842	6/19/2006
Oscar Meza	Parent	(951)222-7842	6/19/2006
Randall Oliver	Student	(951)222-7842	6/19/2006
Raquel Ramirez	Parent	(951)222-7842	6/19/2006
Sally Flores	Parent	(951)222-7842	6/19/2006
Samantha Helstrom	Student	(951)222-7842	6/19/2006
Susan Ridder	Certificated	(951)222-7842	6/19/2006

Recommendations

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

		Approval Date
1.	School Site Council Members	
2.	Plan Review Due Date:	6/16/2006
3.	The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	
4.	The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	
5.	The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply): English Learner Advisory Committee Title I Advisory Committee School Site Council	
6.	The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	
7.	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.	
8.	The school plan was adopted by the council on:	6/19/2006
9.	Public Notice Due Date:	8/7/2006
10.	District Governing Board Review Due Date:	8/7/2006
11.	School Site Plan Approved:	6/19/2006
12.	Attested by School Principal:	6/19/2006
13.	Attested by School Site Council Chairperson:	6/19/2006

Attested:

Luz Mendez		
Typed Name of School Principal	Signature of School Principal	Date
Linda Daniels		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date