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, APRIL 2, 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: #06-364, #07-237, #07-240, #07-243, #07-253, #07-220, #07-241, #07-244, #07-246, #07-254, #06-401, #05-225, #06-190, #06-213, #06-221, #06-267, #06-281, #06-302, #06-315, #06-350, #06-370, #06-382, #06-387, #06-392, #06-395, #06-402, #07-050.
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 appointment of Director of Classified Personnel.

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

CONFERENCE WITH LABOR NEGOTIATOR: Pursuant to Government Code Section 54957.6, to consider contract provisions of unrepresented employee. Name of Agency negotiator: Superintendent. Title of unrepresented employee: Assistant Superintendent Personnel Services.
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 LEGAL COUNSEL-ANTICIPATED LITIGATION: Pursuant to Government Code Section 54956.9(b): 1 case.

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 (Mr. Rodriguez)

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.

2. **Recognition**

   a. Recognize March "Best of the Best" Employees (Mrs. Elzig – 5 Minutes)
   Nominations were received from employees throughout the District recommending a colleague for March's "Best of the Best" employees. Selected as winners for the month of March are:

   - Sandra Rodriguez, Outreach Worker, Van Buren
   - Debbie Tyson, Bus Driver, Transportation
   - Susan Ridder, Teacher, Mission Middle School

   Ms. Sandra Rodriguez is an Outreach Worker at Van Buren Elementary. Sandra is an invaluable asset to the parents, teachers, students and staff of Van Buren School. She assists in many different ways including making telephone calls to Spanish speaking parents on a teacher's behalf, making home visits, organizing and running parent workshops of all types, running a homework club for students and more. The rapport that she has established within this community is irreplaceable. We appreciate Ms. Rodriguez and are pleased she is a part of the Jurupa family!

a. Recognize "Best of the Best" for March – Employee Recognition Program (Continued)

Debbie Tyson is a bus driver and has been part of the Jurupa family since 1995. A student informed Debbie that there was a potentially dangerous item on her bus. Debbie's quick thinking allowed her to assess the situation and notify the proper authorities. Although it was discovered that the item was not what was thought, she did an excellent job in following district procedures. Debbie kept the safety of students as her priority and we thank her for her hard work.

Ms. Susan Ridder is a teacher at Mission Middle School. Susan was nominated for her great outlook on life and her ability to motivate others. She runs the student government at Mission Middle and can be found participating in many more activities on campus. Susan is an outstanding organizer and chairs many committees. She is encouraging and always serves as a positive role model to both students and staff. Ms. Ridder is appreciated for all her hard work and we are pleased to recognize her.

Those selected for honorable mention are listed below. Information only.

Lorena Becerra	Activity Supervisor	Rustic Lane
Lupe Gomez	Translator Clerk Typist	Mission Middle
Teri King	Technology Facilitator	Food Services
Gina Meese	Bus Driver	Transportation
Shannon Robinson	Instructional Aide	Rubidoux
Genevieve Sanchez	Translator Clerk Typist	Troth Street
Chuck Whitton	Mechanic	Transportation
Cody Woods	Computer Support Technician	Technology
Denise Graham	Teacher	Troth Street
Lori Knight	RSP Teacher	Mission Bell
Heather McIntosh	Teacher	Rubidoux
Danielle Richardson	Teacher	Mira Loma Middle
Kathleen Yano-Sakaki	Teacher	West Riverside

* b. Recognize Jurupa 2007 Science & Engineering Fair Winners (Dr. Jindra – 5 Minutes)

On Tuesday, March 6, 2007, two hundred and twenty (220) elementary and secondary students entered their project in the Jurupa District 21st Annual Science and Engineering Fair. These students' projects were selected from hundreds of entrants in local fairs held at various schools in the District during February. Judging took place on Wednesday, March 7th and awards were presented on Thursday, March 8th. Also, community awards were presented by Western Municipal Water District to Nicole Schager, student at Jurupa Middle School (Junior Division), and Lora Roame, student at Rubidoux High School (Senior Division), for their projects. Judges for the District competition included both staff and community volunteers. Mr. Vince Rosse, teacher from Rubidoux High School, served as coordinator for the event.

Twenty-eight (28) first place students from the Intermediate, Junior, and Senior Divisions will be entered in the Inland Science and Engineering Fair to be held at the National Orange Show, San Bernardino, April 17-18, 2007. The list of winners in their division is included in the supporting documents. Information only.

c. Recognize Friends of RCC Forensic Winners (Dr. Jindra – 5 Minutes)

Communication skills are critically important skills that students need to master in becoming responsible, productive citizens, well endowed with the qualities expected of future leaders. The District began a partnership last year with the Friends of RCC Forensics Program to provide incentives and support for speech education while meeting the state Reading/Language Arts standards.

On Saturday, March 17, 2007, students from Rubidoux High School participated in a speech meet held at Riverside Community College. A special congratulations goes to these students for receiving a third place trophy overall for their combined point total. Administration and the Board are pleased to recognize these students and encourage them to continue to build on their public speaking skills. Information only.

Participants	Grade	School
Edwin Centeno	9th	Rubidoux High
Abdulzaleem Syed	9th	Rubidoux High
Nancy Hernandez	12th	Rubidoux High

d. Recognize 2007 High School Models of Excellence (Mr. Duchon – 5 Minutes)

On March 6, 2007 Rubidoux High School was one of 12 schools recognized by the Riverside County Office of Education in their Models of Excellence program. Rubidoux High School had two programs that were singled out for this honor. The first honor was for Rubidoux's Data Teams. For the last three years, Rubidoux High School teachers met regularly in subject matter cohort groups. These Data Teams, following the model established by the Center for Performance Assessment, use student achievement data to drive decisions about instructional practices. School leadership and faculty consider this professional practice to be a significant contributor to the achievement gains Rubidoux High School has seen over the last few years. Currently Rubidoux ranks 2nd in Riverside County and 4th overall in the Inland Empire for API growth for comprehensive high schools. The second program, honored for its work to help foster student connectedness to school, was the Rubidoux High School Link Crew program. Link Crew is their peer mentoring and support program that trains upperclassmen to work with all members of the freshmen class. Link Crew student leaders are responsible for freshmen orientation, design and deliver a series of lessons through freshmen English classes and also "adopt" a crew of about 10 freshmen for each student leader. Link Leaders monitor and support their 10 crew members throughout the 9th grade year. This evening, Mrs. Jane Moore, Riverside County Office of Education, will be present to congratulate Mr. Jay Trujillo, Rubidoux High School Principal, and his staff for this outstanding accomplishment. Information only.

* e. Recognize Public Schools Week (Dr. Jindra – 2 Minutes)

Since 1920, Masonic lodges in California have recognized April as "Public Schools Month". This organization encourages communities and schools to set aside one week during the month as a special time for the discussion of public schools and to enlist the support of the general public to the cause of public education. The Jurupa Unified School District will observe April 16th – April 20th, 2007 as Public Schools Week. Schools will be celebrating this observance with a variety of activities. The list of activities is included in the supporting documents. Information only.

3. Public Verbal Comments

This communication opportunity is included on the Agenda of each regular Board meeting so citizens can make suggestions 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. Review After School Education and Safety (ASES) Program Funding Award

(Dr. Jindra – 5 Minutes)

The State Department of Education recently notified the District that funding for the After School Education and Safety (ASES) Program has been awarded in the amount of $1,553,250. This program will be conducted at Glen Avon, Granite Hill, Ina Arbuckle, Mission Bell, Pacific Avenue, Pedley, Peralta, Rustic Lane, Stone Avenue, Sunnyslope, Troth Street, Van Buren and West Riverside Elementary Schools and Mira Loma and Mission Middle Schools. A copy of the grant Award Notification is included in the supporting documents. Information only.

* b. Review Enhancing Education through Technology Formula Grant Award

(Mrs. Lauzon – 5 Minutes)

Notification was received from the California Department of Education that the District has been funded for the U.S. Department of Education No Child Left Behind, Title II, Enhancing Education through Technology Formula Grant for the fiscal year 2006/2007, in the amount of $58,281. This grant specifies that at least 25 percent of funds are to be used to provide ongoing, sustained and intensive, high-quality professional development in the integration of advanced technologies. The balance of the funding will support emerging technologies into curricula and instruction and in using those technologies to create new learning environments. Information only.

* c. Cast Ballot for 2008 CSBA Vice President and President Elect (Mr. Duchon – 2 Minutes)

A copy of the Recommendation for Nomination Form for the 2008 CSBA Vice President and President Elect election is included in the supporting documents for Board members. Nomination Forms must be postmarked on or before June 11, 2007 to be valid. Recommendations may come either from a CSBA member board or an individual board member. Candidates should possess strong leadership skills from within or outside of CSBA and the dedication to perform the duties of these two offices. Candidates should also be enthusiastic supporters of public education and be strong advocates for all California students.

d. Review Tentative Schedule for 2006-07 Graduation & Promotion Ceremonies
(Mr. Duchon – 1 Minute)

Jurupa Valley Awards	June 12, 2007	6:00 p.m. (Gym)
Rubidoux Awards	June 14, 2007	6:30 p.m. (Gym or Theater)
Rubidoux High	June 18, 2007	7:00 p.m. (RCC Wheelock Stadium)
Nueva Vista High	June 19, 2007	6:00 p.m. (UCR Theater)
Jurupa Valley High	June 20, 2007	6:00 p.m. (Jurupa Valley Stadium)
Jurupa Middle	June 20, 2007	10:00 a.m.
Mira Loma Middle	June 20, 2007	10:00 a.m.
Mission Middle	June 20, 2007	9:30 a.m.

e. Announce Location for Site and District "Teacher of the Year" Ceremony
(Mr. Duchon – 2 Minutes)

Each year, the District acknowledges the many accomplishments of Jurupa's teachers. This year's recognition ceremony, honoring the twenty-three (23) teachers that were nominated as their respective site's "Teacher of the Year," will be held at the **April 16, 2006 Board meeting at Mira Loma Middle School in the Multi-Purpose Room at 6:00 p.m.** Also at this meeting, the District's "Teacher of the Year" nominees will be announced to continue as participants in the Riverside County "Teacher of the Year" competition. Information only.

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

HEARING SESSION

Hold Public Hearing on Intent to Adopt Level II and Level III Alternative School Facility Fees (Mrs. Lauzon)

Dolinka Group (formerly known as David Taussig & Associates), Public Finance and Planning Consultant, prepared a "School Facilities Needs Analysis," which justifies the District's eligibility to adopt Level II and Level III Fees. The District satisfied two (2) of the four (4) statutory requirements. The "School Facility Needs Analysis" is available for review in the office of the Director of Centralized Support Services and the Glen Avon Library.

The District has satisfied the following two (2) requirements: At least 20% of the teaching stations within the School District are relocatable classrooms; the District has issued debt or incurred obligations for capital outlay in an amount equivalent to the percentage of its bonding capacity specified in Section 65995.5(b)(3)(C).

The purpose of this public hearing is to receive input and testimony on adopting alternative school facility fees as proposed in Resolution No. 2007/38, specifically a Level II Fee in the amount of $4.20 per square foot on new residential construction and a Level III Fee in the amount of $8.39 per square foot for new residential construction in the event the State is no longer approving apportionments for new construction or lack of funds.

President Carl Harris should formally open and close the public hearing on this matter. The Board will consider action on the Resolution under Item R, Resolution #2007/38, Adopting a School Facilities Needs Analysis and Establishing and Adopting Alternative School Facility Fees.

ACTION SESSION

A. Approve Routine Action Items by Consent

Administration recommends the Board approve Routine Action Items A 1-12 as printed.

* 1. Approve Minutes of March 19, 2007 Regular Meeting

* 2. Disbursement Orders (Mrs. Lauzon)

* 3. Purchase Orders (Mrs. Lauzon)

* 4. Agreements (Mrs. Lauzon)

A. Approve Routine Action Items by Consent (Continued)

5. Accept Donations (Mrs. Lauzon)

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

The following residents wish to donate funds to benefit the Adopt-a-Book Program at Camino Real Elementary School:

$105.00	Mr. and Mrs. Michael McKay
30.00	Computer Upgrade Corporation, of Corona
$135.00	Total

Through a corporate school fundraising program, Albertsons' wishes to donate $65.65 to Camino Real Elementary School. The funds will be used to purchase student incentives.

Parents of kindergarten students at Camino Real Elementary School wish to donate $25.00, with the request the funds be used to purchase instructional materials for the kindergarten program.

The Granite Hill Elementary School PTA wishes to donate $1,400.00, with the request the funds be used to purchase Accelerated Reading tests for the school.

Parents of kindergarten students at Indian Hills Elementary School wish to donate $84.23, with the request the funds be used to pay expenses for various student field trips.

Through a "Cartridges for Kids" program, Access Computer Products, Inc. of Loveland, Colorado raised $30.00 and wishes to donate the funds to Indian Hills Elementary School. The funds will be used to help pay expenses for field trips.

Mr. Joseph J. Baglio, resident, wishes to donate $25.00, with the request the funds be used to help pay expenses for Sunnyslope Elementary School third grade student field trips.

AT&T, through an Employee Giving/United Way Campaign, wishes to donate $130.00, with the request the funds be used to benefit the Rubidoux High School "Class of 2007 Trust."

Rotary Club of Jurupa wishes to donate $1,000.00, with the request the funds be used to pay expenses for the District's Annual Spelling Bee.

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

A. Approve Routine Action Items by Consent (Continued)

* 6. Approve Non-Routine Student Field Trip Request from Rubidoux High (Dr. Jindra)
Mr. Jeremy Fletcher, Band Director at Rubidoux High School is requesting approval to travel to Idyllwild on Friday, April 6, 2007 through Saturday, April 7, 2007 with approximately fifteen (15) students. The purpose of this trip is for students to participate in an intensive leadership training and debriefing for both current and future student leaders. **Costs for the trip will be paid through donations and Band Booster funds.** Transportation will be by district vehicle and parent carpools; supervision will be provided by staff members, walk-on coaches and parent volunteers and lodging and accommodations will be provided by the 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 Mr. Fletcher to travel to Idyllwild with approximately fifteen (15) students on Friday, April 6, 2007 through Saturday, April 7, 2007.

* 7. Approve Non-Routine Student Field Trip Request from Rubidoux High (Dr. Jindra)
Ms. Connie Halloway, teacher at Rubidoux High School, is requesting approval to travel to Fresno on Saturday, April 28, 2007 through Tuesday, May 1, 2007 with three (3) students. The purpose of this trip is for students to participate in the California Association FHA-HERO Leadership Conference where they will develop leadership skills, compete in student competitions and state officer elections. **Costs for the trip will be paid through fundraisers.** Transportation will be by Amtrak train; supervision will be provided by Ms. Halloway, and lodging and accommodations will be at the local Radisson Hotel and local 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. Halloway to travel to Fresno with three (3) students on Saturday, April 28, 2007 through Tuesday, May 1, 2007.

* 8. Approve Non-Routine Student Field Trip Request from Jurupa Valley High (Dr. Jindra)
Ms. Sara Diefenbach, teacher at Jurupa Valley 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 sixteen (16) students. The purpose of this trip is for students to attend the FFA State Judging Finals. **Costs for the trip will be paid through donations and 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. Diefenbach to travel to Cal Poly San Luis Obispo with approximately sixteen (16) students on Friday, May 4, 2007 through Saturday, May 5, 2007.

* 9. Approve Non-Routine Student Field Trip Request from Jurupa Valley High (Dr. Jindra)
Ms. Monica Werwee, Head Cheerleading Coach at Jurupa Valley High School, is requesting approval to travel to Oahu, Hawaii on Wednesday, May 23, 2007 through Tuesday, May 29, 2007 with approximately fifteen (15) students. The purpose of this trip is for students to compete nationally against other competitive cheer teams. **Costs for the trip will be paid through donations.** Transportation will be by air; supervision will be provided by staff members and lodging and accommodations will be at local hotels 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. Werwee to travel to Oahu, Hawaii with approximately fifteen (15) students on Wednesday, May 23, 2007 through Tuesday, May 29, 2007.

*10. Approve Non-Routine Student Field Trip Request from Jurupa Middle (Dr. Jindra)
Ms. Sara Reynolds, teacher at Jurupa Middle School, is requesting approval to travel to Universal Studios Hollywood on Friday, June 8, 2007 with approximately three-hundred (300) students. The purpose of this trip is for students to experience an education program that will introduce many applications of mathematics, science, social science, and E/LA standards which they have learned throughout the year. **Costs for the trip will be paid through fundraisers and donations**. Transportation will be by district vehicle; supervision will be provided by staff members. 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. Reynolds to travel to Universal Studios Hollywood with approximately three-hundred (300) students on Friday, June 8, 2007.

* 11. Approve Non-Routine Student Field Trip Request from Granite Hill (Dr. Jindra)
Ms. Kristin Alkire and Ms. Kelly Keprios, teachers at Granite Hill Elementary School, are requesting approval to travel to the Ocean Institute in Dana Point Harbor on Wednesday, June 6, 2007 through Thursday, June 7, 2007 and Wednesday, June 13, 2007 through Thursday, June 14, 2007 with approximately sixty-eight (68) students. The purpose of this trip is for students to experience the Ocean Institute laboratories, field research and a trip aboard the RV Explorer where they will learn how scientists examine watersheds, study the overall health of watersheds, and formulate conclusions and recommendations. **Costs for the trip will be paid through a partnership with the Ocean Institute and a private sponsor**. Transportation and accommodations, including meals, are provided by the Ocean Institute. 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. Alkire and Ms. Keprios to travel to Dana Point Harbor with approximately sixty-eight (68) students on Wednesday, June 6, 2007 through Thursday, June 7, 2007 and Wednesday, June 13, 2007 through Thursday, June 14, 2007.

*12. Approve Revised Non-Routine Student Field Trip Request from Troth Street (Dr. Jindra) At the July 17, 2006 Board meeting, the Board approved the non-routine field trip for Troth Street Elementary School to travel to Crestline Monday, June 4, 2007 through Thursday, June 7, 2007 with approximately one-hundred forty (140) students. **The request has been made to change the dates of their trip to Monday, June 11, 2007 through Thursday, June 14, 2007.** The purpose of this trip is for students to attend the Thousand Pines Outdoor School where they will participate in a variety of activities in the areas of life science, promote positive social/peer interaction and develop social skills. **Costs for the trip will be paid through fundraisers and donations.** Transportation will be by district vehicle; supervision will be provided by staff members and lodging and accommodations will be provided by the Thousand Pines Outdoor School. 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 revised Non-Routine Student Field Trip Request is included in the supporting documents. It is recommended that the Board approve the revised Non-Routine Student Field Trip Request from Troth Street Elementary School to travel to Crestline with approximately one-hundred forty (140) students on Monday, June 11, 2007 through Thursday, June 14, 2007.

* **B. Consider Adopting Standards of Behavior** (Mr. Duchon – 15 Minutes)

Since the District holds its students to high standards of behavior and conduct in our classrooms and responding to constituent concerns about the behavior of Board members, Board member Mrs. Dawn Brewer is bringing forward several examples of classroom rules that are included in the supporting documents and is asking that the Board lead by example. As the Board may recall, at the February 20, 2007 meeting, Board members reviewed adopted Board Policy #9271, Code of Ethics, as well as the Board adopted California School Boards Association Governance Standards, which are again contained in the supporting documents. In accordance with Education Code 35010 and Board Policy 9300 (also included in the supporting documents), the Board may also adopt, prescribe and enforce rules not inconsistent with law. Mrs. Brewer is asking the Board to review the following "Norms" that were adopted in 1999:

We Agree.....

- To Tell the Truth
- Use "I" Messages (No Blame)
- Show Respect (Never Dismiss/Devalue Others) (Including Body Language)
- Address Process, Not Personalities
- Paraphrase
- Be Collaborative (Find Common Ground)
- Participate Equally
- Be Open to Ideas of Others (Listen Without Preparing Response)
- Maintain Confidentiality (-TRUST-)
- Raise Concerns
- Everyone is Responsible for Success of Meeting

* **B. Consider Adopting Standards of Behavior** (Continued)

And Above All……

- To Focus on Students' Best Interests

Trustee Brewer has requested that in addition to these adopted guidelines mentioned above, the Board consider adopting "Standards of Behavior" and has offered the following suggestions:

STANDARDS OF BEHAVIOR FOR BOARD MEMBERS

No Trustee shall violate the Jurupa Unified School District Mission Statements and Goals. Therefore, each Trustee shall, at all times:

1. View service on the School Board as an opportunity to serve the entire School District;
2. Be cognizant of the impact of the decisions of the Board on its stakeholders;
3. Make no disparaging remarks in or out of Board meetings about other Trustees or their opinions;
4. Act in accordance with the fact that he/she has no legal authority outside of Board meetings except those vested in the President of the School Board as contained in Board Policy and Education Code;
5. Recognize that his/her responsibility is not to manage but to govern;
6. Refer all operational inquiries to the Superintendent where it is not possible to refer the constituent to take another appropriate action;
7. Refer all governance inquiries or concerns to the Board President;
8. Graciously support all decisions of the Board;
9. Not criticize staff but refer concerns to the Superintendent;
10. Only make decisions after consideration of all available pertinent facts and research, relevant legislation, and the Board constitution and by-laws;
11. Refuse to make promises as to how he/she will vote on a matter that should be properly discussed and decided at a Board meeting;
12. Not discuss the confidential business of the Board outside of Board meetings;
13. Encourage cooperation and participation of relevant stakeholders in developing policies;
14. Ensure that the organization uses its financial resources to achieve maximum benefits consistent with its vision and mission;
15. Declare him/herself to be in conflict of interests on any decision that may result in a personal gain whether to him/herself, immediate family member or any corporation in which he/she has a controlling interest; and
16. Recognize that the Board is an agent of the state with a specific legislated mandate.

Administration recommends the Board consider whether or not to adopt the "Standards of Behavior for Board Members."

* C. **Approve at First Reading New Regulation 4031, Complaints Concerning Discrimination In Employment** (Dr. Jindra)

New Regulation 4031, Complaints Concerning Discrimination in Employment, was written using the CSBA model regulation. It is the complaint process that will support Policy and Regulation 4030, Nondiscrimination in Employment, which was adopted at the March 19th Board meeting. A copy of this regulation is included in the supporting documents. Administration recommends approval at first reading of Board Regulation 4031, Complaints Concerning Discrimination in Employment.

* D. **Approve at First Reading New and Revised Board Policies and Regulations,1312.1, Complaints Concerning District Employees and 1312.2, Complaints Concerning Instructional Materials** (Dr. Jindra)

Current Policy 1901 has been revised and renumbered to be **Policy and Regulation 1312.1, Complaints Concerning District Employees**, using CSBA model policies to guide the changes. Included in this new version is also the latest revision made in 2005 indicating all requests for a closed hearing before the Board will be granted.

Policy and Regulation 1312.2, Complaints Concerning Instructional Materials, is a new policy adapted also from CSBA guidelines. These two policies and regulations, along with Policy and Regulation 1312.3 and 1312.4, complete the complaint package under the Community Relations heading.

Administration recommends approval at first reading of Board Policy and Regulation 1312.1, Complaints Concerning District Employees, and Board Policy and Regulation 1312.2, Complaints Concerning Instructional Materials.

* E. **Adopt at Second Reading New and Revised Board Policies and Regulations, 1312.3 & 1312.4** (Dr. Jindra)

At the March 19th Board meeting, a motion was made to further review Policy and Regulation 1312.3 and Regulation 1312.4. These policies represent the current wording to revise and renumber Policy and Regulation 1902. The Williams portion of Regulation 1902 has been separated and renumbered into Regulation 1312.4.

Revised and Renumbered Policy and Regulation 1312.3 – Uniform Complaint Procedures (old number 1902) This policy and regulation have been updated to include changes made since last updated in 1996.

NEW Regulation 1312.4 – Williams Uniform Complaint Procedures This new regulation was adapted from CSBA and details the Williams Uniform Complaint Procedures, which were included as part of Regulation 1902.

Administration recommends the Board adopt at second reading revised Policy and Regulation 1312.3, Uniform Complaint Procedures, and new Regulation 1312.4, Williams Uniform Complaint Procedures.

* F. **Adopt at Second Reading New and Revised Board Policies and Regulations, 0520, 0520.1, 0520.2, 0520.3, 3515.2, 5111.13, 5116.1, 5117, 5145.7, 6190** (Dr. Jindra)

The District is continuing in the process of updating our policies and regulations. The California School Boards Association (CSBA) model policies were used to update the majority of the revisions. These policies and regulations were presented to the Board at the March 19th Board meeting for the first reading. They are being brought before the Board tonight for the second reading and final adoption.

NEW Policy and Regulation 0520 – Intervention For Underperforming Schools – This policy and regulation was adapted from CSBA and describes the practices in dealing with intervention plans for schools who are underperforming.

NEW Policy and Regulation 0520.1 – High Priority Schools Grant Program - This policy and regulation was developed using CSBA guidelines to address schools who are eligible to participate in the High Priority Schools Grant Program.

NEW Policy and Regulation 0520.2 – Title I Program Improvement Schools – The policy and regulation, adapted from CSBA, describes the process to be followed for any school designated as a Title I Program Improvement School.

NEW Policy and Regulation 0520.3 – Title I Program Improvement Districts – This policy and regulation, adapted from CSBA, describes the process the District is to follow if they are designated as a Title I Program Improvement District.

NEW Policy and Regulation 3515.2 – Disruptions – This policy and regulation was developed using CSBA guidelines to address various disruptions that may occur on school campuses and to ensure the safety of students and staff on campus.

Revised and Renumbered Regulation 5111.13 – Residency for Homeless Children – (old number 5110.3). The changes included in the revised regulation were adapted from CSBA and reflect current wording.

Revised and Renumbered 5116.1 – Intradistrict Open Enrollment – (old number 5117.1). The changes included in the revised policy and regulation were adapted from CSBA and reflect current wording.

Revised and Renumbered 5117 – Interdistrict Attendance – (old number 5117) The changes included in the revised policy and regulation were adapted from CSBA and reflect current wording.

* F. **Adopt at Second Reading New and Revised Board Policies and Regulations, 0520, 0520.1, 0520.2, 0520.3, 3515.2, 5111.13, 5116.1, 5117, 5145.7, 6190** (Continued)

Revised and Renumbered Policy and Regulation 5145.7 – Sexual Harassment – (old number 5145). This revised policy and regulation has been updated to include changes made since the last update in 1999.

Revised and Renumbered Regulation 6190 – Evaluation of the Instructional Program (old number 6502). This revised regulation was modified to reflect changes in the state monitoring system as well as removal of the Program Quality Review system that is now obsolete. Upon the final adoption of Regulation 6190, Regulation 6502 would be deleted.

Administration recommends the Board adopt at second reading new Policy and Regulation 0520, Intervention For Underperforming Schools.

Administration recommends the Board adopt at second reading new Board Policy and Regulation 0520.1, High Priority Schools Grant Program.

Administration recommends the Board adopt at second reading new Board Policy and Regulation 0520.2, Title I Program Improvement Schools.

Administration recommends the Board adopt at second reading new Board Policy and Regulation 0520.3, Title I Program Improvement Districts.

Administration recommends the Board adopt at second reading new Board Policy and Regulation 3515.2, Disruptions.

Administration recommends the Board adopt at second reading revised Board Policy and Regulation 5111.13, Residency for Homeless Children.

Administration recommends the Board adopt at second reading revised Board Policy and Regulation 5116.1, Intradistrict Open Enrollment.

Administration recommends the Board adopt at second reading revised Board Policy and Regulation 5117, Interdistrict Attendance.

Administration recommends the Board adopt at second reading revised Board Policy and Regulation 5145.7, Sexual Harassment.

Administration recommends the Board adopt at second reading revised Board Regulation 6190, Evaluation of the Instructional Program.

G. Approve Provisions for High School Seniors Not Passing the California High School Exit Exam

(Dr. Jindra – 10 Minutes)

On August 11, 2006 the State Court of Appeals upheld the California High School Exit Exam (CAHSEE) as a graduation requirement. All California public school students must satisfy the CAHSEE requirement, in addition to meeting all other state and local requirements, to receive their high school diploma in 2007. This will be the second year that the law will affect a graduating class. Students with disabilities who take the CAHSEE using modifications and receive the equivalent of a passing score may be eligible to receive a waiver of the CAHSEE requirement for the part of the exam on which a modification was used if certain requirements have been met. Education Code 60852.4 requires that all local educational agencies, including school districts, grant high school diplomas to students with disabilities who are scheduled to graduate from high school in 2007; have not passed the CAHSEE and have not been granted a local waiver of the CAHSEE requirement and met specific criteria. Students who have not yet passed the CAHSEE are receiving tutoring and individual instruction to assist them in developing the skills necessary to pass the exam.

Seven surrounding school districts were contacted. Listed below are their policies regarding those students who successfully completed all graduation requirements except passing one or both sections of the CAHSEE. Six of the seven districts contacted require the student to pass all requirements and if the student does, they can participate in the graduation ceremony and also receive a certificate of completion. Only Chaffey Union High School District has a policy forbidding students to participate in the graduation ceremony unless they have met all the course requirements and passed both sections of the CAHSEE. Below is a list of the districts and what they offer their students. Students must pass all required classes and meet the minimum credit requirements to obtain the following:

Chino Unified	Participate in the ceremony and receive a certificate of completion
Corona/Norco	Participate in the ceremony and receive a certificate of completion
Riverside	Participate in the ceremony and receive a certificate of completion
Fontana	Participate in the ceremony and receive a certificate of completion
Rialto	Participate in the ceremony and receive a certificate of completion
San Bernardino	Participate in the ceremony and receive a certificate of completion

Last year, the Board allowed students who did not pass the CAHSEE to graduate with their classes; they did not receive diplomas. The Board needs to decide whether or not to continue the practice.

It is recommended that students who have met all district graduation requirements of obtaining 220 credits or fulfilled IEP certificate requirements, but not passed both sections of the CAHSEE be granted a certificate of completion; have options available to them to work on passing the CAHSEE following the end of the school year and then be awarded a high school diploma upon meeting the state requirement of passing the CAHSEE. The Board should decide whether to allow those students to participate in senior activities including graduation.

* **H. Approve Course Plan: Advanced Equine Science** (Dr. Jindra – 5 Minutes)

The course, Advanced Equine Science, is designed for the student interested in pursuing a career in animal science or the horse industry. Instruction provides a survey of the anatomical and physiological body systems and their relationship to conformation, soundness, exercise and performance, feeds and nutrition; breeding practices, disease and health management and facilities design. Included in the supporting documents is the course plan developed for this course. This course was approved by the Instructional Council on March 12, 2007. Administration recommends approval of the following course plan: Advanced Equine Science

* **I. Approve Course Plan: Agricultural Government and Economics**

(Dr. Jindra – 5 Minutes)

In the course, Agricultural Government and Economics, students will learn basic economic principles and the historical development of our government. Topics include macroeconomics, agriculture business organizations, agriculture credit, record keeping, record analysis, marketing, agriculture law, responsibilities and right of citizenship, voting political parties, elections, campaigns, the Constitution, the branches of government, and the Bill of Rights. Included in the supporting documents is the course plan developed for this course. This course was approved by the Instructional Council on March 12, 2007. Administration recommends approval of the following course plan: Agricultural Government & Economics.

* **J. Approve Course Plan: Agricultural Chemistry** (Dr. Jindra – 5 Minutes)

Agriculture Chemistry is a laboratory science course designed for the college bound student with an interest in agriculture. Students will be involved in hands on laboratory study and receive an in-depth look at various concepts of chemistry including: chemistry and its relationship to agriculture, matter and energy, the periodic table, chemical bonding, chemical reactions, moles, gases and gas level. Included in the supporting documents is the course plan developed for this course. This course was approved by the Instructional Council on March 12, 2007. Administration recommends approval of the following course plan: Agricultural Chemistry.

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

The instructional materials listed below were presented to the Instructional Council at the March 12, 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 textbooks have been reviewed and recommended for submittal by the Instructional Council:

* **K. Approve High School Instructional Materials for Review** (Continued)

Jurupa Valley High, Patriot High and Rubidoux High

1. Environment: The Science Behind the Stories 2nd Edition
   Jay Withgott and Scott Brennan
   Publisher: Pearson/Benjamin Cummings

2. Laboratory Investigations AP Environment Science
   William Molnar
   Publisher, People's Education

3. Chemistry
   Myers, Oldham, Tocci
   Publisher: Holt, Rinehart, Winston

4. Physics
   Raymond A. Serway, Jerry S. Faughn
   Publisher: Holt, Rinehart, Winston

5. Earth Science
   Mead Allison, Arthur DeGaetano, Jay Pasachoff
   Publisher: Holt, Rinehart, Winston

6. Government in America; People, Politics and Policy Advanced Placement Edition
   13th Edition (2008)
   G. Edwards, M. Wattenberg, and R. Lineberry
   Publisher: Pearson Longman

Administration recommends the Board approve for review the following instructional materials: Environment: The Science Behind the Stories 2nd Edition; Laboratory Investigations AP Environment Science; Chemistry; Physics; Earth Science; Government in America; People, Politics and Policy Advanced Placement Edition-13th Edition (2008)

L. **Approve Purchase of Document Cameras, Projectors and Carts for West Riverside Elementary School** (Mrs. Lauzon – 5 Minutes)

West Riverside Elementary School is requesting approval to purchase thirty-one (31) multimedia projectors, thirty-one (31) document cameras and thirty-one (31) carts to be used in conjunction with software provided with Language Arts and Mathematics adoption materials. They will also be used to support lesson plans for other subjects. The following three quotes were received:

Troxell Communications	Document Cameras	$12,679.00
	Projectors	**$20,429.00**
	Carts	$ 2,418.00
Managed Solutions	Document Cameras	$12,822.62
	Projectors	$22,783.76
	Carts	$ 5,114.69
PC & MacExchange	Document Cameras	**$11,824.95**
	Projectors	$22,337.98
	Carts	$ **2,383.28**

The total expense for the purchase of document cameras and carts from PC & MacExchange and projectors from Troxell is $37,321.62 (includes tax). **These items will be purchased from Governor's Performance Awards – Site Grant funds, English Language Acquisition Program funds, 05/06 School Improvement Program (SIP) funds, and NCLB – Title I Basic Grants Low Income and Neglected funds.** Board policy requires purchases in excess of $12,000.00 be presented to the Board for approval.

Administration recommends the Board authorize the purchase of document cameras and carts from PC & MacExchange for $15,309.37 and projectors from Troxell Communications for $22,012.25.

M. **Approve Purchase of Thirteen (13) Apple Macpro Laptops for Middle Schools** (Mrs. Lauzon – 5 Minutes)

The Education Services Department, Education Technology Coordinator, is requesting approval to purchase thirteen (13) Apple Macpro laptops. The laptops will be used in conjunction with podcasting equipment for Jurupa, Mira Loma, and Mission Middle Schools. The total cost for the equipment is $33,996.20. **This equipment will be funded by the Enhancing Education through Technology (EETT) Competitive Grant.**

Administration recommends that the Board approve the purchase of thirteen (13) Apple Macpro laptops for participating EETT Program Teachers at the Middle Schools in the amount of $33,996.20.

N. **Approve Purchase of Digital Network System for Rubidoux High Annex**

(Mrs. Lauzon – 5 Minutes)

As part of the on-going renovation of the Rubidoux High School Campus, Opal Street, administration is requesting permission to install a digital network system at the site. The digital network system upgrade will include the installation of ceiling-mounted projectors in each classroom, 100" pull down screens, media link control panels, two interface locations for input, two front wall-mounted speakers and an audio switching unit for each classroom. The purchase of this system will allow teachers to control the projectors and screens from one location; the projectors will be ceiling-mounted and will include a locking mechanism to prevent misplacement or theft of the equipment. The total cost to purchase the system is $278,442.00 and will be purchased off of a State CMAS/GSA contract from Digital Networks Group, Inc. **The digital network system will be purchased from Measure C and State School Building Program funds.**

Administration recommends the Board approve the purchase of a digital network system from Digital Networks Group, Inc. in the amount of $278,442.00.

O. **Approve Upgrade of Local Area Network, Rubidoux High School Annex**

(Mrs. Lauzon – 5 Minutes)

Administration is asking approval to upgrade the data network system on the Rubidoux High School campus. The upgrade will encompass replacing the aging 10Mbps wired network with a modern 1Gbps wired network, complete with redundant fiber connections from each IDF (Intermediate Distribution Frame) to the MDF (Main Distribution Frame), battery-based power backup solutions for each networking cabinet, and a supplemental wireless network providing coverage to the front office, quad, PE asphalt, baseball and football fields, with the capability to grow as demands increase. District staff received the quotes listed below for the system upgrade. Staff recommends the Board award the network system upgrade to AT&T California in the amount of $305,511.82, utilizing Merced County Piggyback Contract #200581. **The system upgrade will be purchased with Measure C and State School Building Program funds.**

AT&T	$306,725.96	(Merced County Contract 200581)
Global Citi Group	$332,425.00	(CMAS Contract 3-04-70-2069C)
Nexus Integration Services	$375,885.22	

Administration recommends the Board approve the upgrade of the local area network for the Rubidoux High School campus from AT&T California in the amount of $306,725.96, utilizing the Merced County Piggyback Contract 2005081.

** P. **Approve Change Order #1, Contract #C-1000018, Modular Structures, Inc., School Readiness Center** (Mrs. Lauzon – 5 Minutes)

Administration is recommending approval of Change Order #1 to Contract #C-1000018, Modular Structures, Inc. in the amount of $33,852.00. This change order increases the total dollar amount of the contract by **$33,852.00** or from **$410,342.00** to **$444,194.00**. This will be the only change order for the modular buildings. A copy of the change order with supporting documentation is provided to the Board under separate cover.

The change orders were field directives by district staff in order to standardize the air conditioner units to Trane units currently used by the District, to include gopher slabs under each of the buildings and to add a pre-finished sheet metal moisture barrier, Kynar, to the exposed parapets.

The change order will be paid from State School Building Program funds, Measure C funds, and Riverside County Children and Families Commission funds.

Administration recommends approval of Change Order #1, Contract #C-1000018, Modular Structures, Inc., School Readiness Center, in the amount of $33,852.00.

** Q. **Approve Change Order #1, Contract #C-1000190, Meadows Construction Services, Inc, School Readiness Center** (Mrs. Lauzon – 5 Minutes)

Administration is requesting approval of Change Order #1, Meadows Construction Services, Inc., in the amount of $147,812.49 for the installation of a 12" water main at Mustang Lane. This change order increases the total dollar amount of the project by **$147,812.49** or from **$1,610,000.00** to **$1,757,812.49**. A copy of the change order with supporting documentation is provided to the Board under separate cover.

The District originally proposed installing the water main, via an easement, on Mission Boulevard. The water line on Mission Boulevard is being upgraded by the contractor on the adjoining project and will terminate on the southwest corner of Carrrera Street and Mustang Lane. Upon review of our plans by the Rubidoux Community Services District, the District was conditioned to construct the 12" water main from its current terminus at Mustang and Carrera, to a point fronting the entire School Readiness Center property, approximately 189 LF. The change order includes the installation of the water line, separate irrigation and domestic water services/meters and water backflow devices. **The change order will be paid from State School Building Program funds and Measure C funds**.

Administration recommends the Board approve Change Order #1, Contract #C-1000190, Meadows Construction Services, in the amount of $147,812.49.

** R. **Adopt Resolution No. 2007/38, Adopting A School Facilities Needs Analysis and Establishing and Adopting Alternative School Facility Fees** (Mrs. Lauzon – 5 Minutes)

The District retained Dolinka Group (formerly known as David Taussig & Associates), Public Finance and Planning Consultant, to prepare a "School Facilities Needs Analysis" that justifies the collection of alternative school facility fees. The "School Facilities Needs Analysis" demonstrates that Level II Fees in the amount of $4.20 per square foot, and Level III Fees, in the amount of $8.39 per square foot, are justified.

The "Schools Facilities Needs Analysis" was available for public review for the last 30 days at the Jurupa Unified School District Education Center in the Office of the Director of Centralized Support Services and at the Glen Avon Regional Library. The statutory requirements were met, including notification to the County of Riverside Planning Commission, advertisement and public notice.

In order to collect the Alternative School Facility Fees, Resolution No. 2007/38 will need to be adopted by the Board of Education. A copy of the resolution is included in the supporting documents.

Administration recommends the Board adopt Resolution No. 2007/38, Adopting A School Facilities Needs Analysis and Establishing and Adopting Alternative School Facility Fees.

* S. **Adopt Resolution #2007/39, Authorization to Conduct Surplus Sale**
(Mrs. Lauzon – 5 Minutes)

Throughout the year, the warehouse accumulates surplus items throughout the District that are old, obsolete, non-repairable or uneconomical to repair. A list of such items is included in the supporting documents.

Education Code Section 17545 states that the governing board of any school district may sell for cash any personal property belonging to the District if the property is not required for school purposes, or if it should be disposed of for the purpose of replacement, or if it is unsatisfactory or not suitable for school use. The board shall sell the property to the highest responsible bidder. Education Code Section 17546(a) allows that items, whether one or more, which do not exceed a value of $2,500 may be sold at private sale without advertising. Section 17546(b) allows that any items having previously been offered for sale pursuant to Section 17545, for which no qualified bid was received, may be sold at private sale without advertising; and Section 17546(c) allows that property of insufficient value to defray the cost of arranging for a sale may be either donated to a charitable organization or disposed of in the local public dump. The list of items included in the supporting documents exceeds $2,500 in value.

Administration recommends the Board approve Resolution #2007/39, Authorization to Conduct Surplus Sale. Administration further recommends that the Board direct the Director of Centralized Support Services to dispose of the unsold items pursuant to Education Code Section 17546 either by private sale, donation to a charitable organization or disposed of in the local public dump.

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

The Board of Education hereby accepts and adopts as its own the Findings of Fact and the Conclusions of Law submitted by the Administrative Hearing Panel in the discipline cases listed below.

REVOKE - EXPULSION CASE:

1. It is recommended that the Board of Education revoke the Suspended Expulsion Order of the following pupil in Discipline Case **#06-364** for violation of Education Code Sections 48900 (a)(1), (k) and expel the pupil under the terms of the original expulsion order. The pupil will be referred to the Community Day School, operated at the District Learning Center. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before June 21, 2007.

EXPULSION / SUSPENDED EXPULSION CASES – AGREEMENT AND STIPULATION:

1. Discipline Case **#07-237** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (k), (n), (o) and 48915 (c)(4), (e) for one calendar year. However, the Board of Education may wish to consider that the enforcement of the expulsion be suspended for the Fall Semester and the remainder of the expulsion, 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 in June for educational placement for the Fall Semester 2007. This case will be reviewed for possible reinstatement to the Jurupa Unified School District on or before March 17, 2008.

2. Discipline Case **#07-240** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (k), (n) and 48915 (c)(4), (e) for one calendar year. However, the Board of Education may wish to consider that the enforcement of the expulsion be suspended for the Fall Semester and the remainder of the expulsion, 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 in June for educational placement for the Fall Semester 2007. This case will be reviewed for possible reinstatement to the Jurupa Unified School District on or before March 17, 2008.

3. Discipline Case **#07-243** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (a)(1), (a)(2), (k) and 48915 (a)(1), (b), (e) for the 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 in June for educational placement for the Fall Semester 2007. This case will be reviewed for possible reinstatement to the Jurupa Unified School District on or before January 21, 2008.

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

4. Discipline Case **#07-253** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (a)(1), (a)(2), (k) 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 in June for educational placement for the Fall Semester 2007. This case will be reviewed for possible reinstatement to the Jurupa Unified School District on or before January 21, 2008.

EXPULSION CASE – ADMINISTRATIVE HEARING:

1. Discipline Case **#07-220** is recommended for expulsion by Administrative Hearing for violation of Education Code Sections 48900 (a)(2), (k) and 48915 (b), (e) for the Spring Semester 2007 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.

EXPULSION CASES – AGREEMENT AND STIPULATION:

1. Discipline Case **#07-241** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (a)(1), (i), (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 **#07-244** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (f), (k) and 48915 (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 **#07-246** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (k) and 48915 (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.

4. Discipline Case **#07-254** is recommended for expulsion by Agreement and Stipulation for violation of Education Code Sections 48900 (a)(1), (a)(2), (k) and 48915 (b), (e) for the Spring and Fall Semesters 2007. The pupil shall be assigned to the Jurupa Community School, operated by the Riverside County Office of Education. This case shall be reviewed for possible readmission to the Jurupa Unified School District on or before January 21, 2008.

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

READMISSION CASE DENIED (1)
The Administrative Hearing Panel recommends readmission of the pupil in Discipline Cases **#06-401** to the schools of the Jurupa Unified School District.

REINSTATEMENT CASES APPROVED (15)
The Administrative Hearing Panel recommends denied readmission of the pupils in Discipline Cases **#05-225, 06-190, 06-213, 06-221, 06-267, 06-281, 06-302, 06-315, 06-350, 06-370, 06-382, 06-387, 06-392, 06-395, 06-402** and the pupil shall continue in their current educational placement.

APPROVED – REVIEWED EXPULSION/SUSPENDED EXPULSION CASE (1)
The Administrative Hearing Panel reviewed the pupil in Discipline Case **#07-050** and approved the pupil to return to the schools of the Jurupa Unified School District on a suspended expulsion.

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

* U. **Approve Personnel Report #17** (Mrs. Elzig - 2 Minutes)

Administration recommends approval of Personnel Report #17 as printed subject to corrections and changes resulting from review in Closed Session.

V. **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

JUSD Science Fair 2007

Primary Consumer Science

1st	Hansen	Nicole	Granite Hill Elementary	Which color is most popular?
2nd	Tuominen	Alex	Sunnyslope Elementary	Amazing mints
3rd	Castro	Amos	Pacific Elementary	Which bubble gum flavor last longer?

Primary Earth Science

1st	Parra	Alexander	Camino Real Elementary	Quality of water
2nd	Uribe	Ivanna	Granite Hill Elementary	My rock experiment
3rd	Rocha	Andrea	Sunnyslope Elementary	How do rainbows form?

Primary Life Science

1st	McMillan	Victoria	Indian Hills Elementary	Do different type of apples have the same number of seeds?
2nd	Hernandez	Patricia	West Riverside Elementary	How does water travel through plants?
3rd	Valdez	Ryanna	Rustic Lane Elementary	How do animals survive in the cold?

Primary Physical Science

1st	Chen	Yen-Wen	Granite Hill Elementary	Which evaporates the fastest?
2nd	Roberts	Brandon	Pacific Elementary	What is static electricity?
3rd	Fleagle	Michael	Indian Hills Elementary	Does blade size and pitch really matter?

Intermediate Biology

**1st	Sousa	Hunter	Stone Avenue Elementary	Which rodent will learn the fastest?
2nd	Carranza	Melissa	Granite Hill Elementary	What do meal worms prefer: dark or light?
3rd	Robinson	Rachel	Peralta Elementary	What cat food does my cat prefer?

Intermediate Biology/Other Kingdoms

**1st	Lopez	Isaac	Pedley Elementary	Does temperature affect seed sprouting?
2nd	Silveira	Allisson	Peralta Elementary	How does a plant get food?
3rd	Gonzalez	Janeth	Mission Bell Elementary	What will grow faster, a plant watered with tap water or…
	Strawn	Cheyenne	Mission Bell Elementary	What will grow faster, a plant watered with tap water or…

Intermediate Chemistry

**1st	Vazquez	Fernando	Rustic Lane Elementary	Which fruits will ruin my Jell-O?
2nd	Hill	Tyler	Indian Hills Elementary	How will yeast rise using different types of sugar?
3rd	Medina	Ashley	Granite Hill Elementary	Do crystals grow better in light or dark?



JUSD Science Fair 2007

Intermediate Consumer Science

**1st	Gonzalez	Krystal	Camino Real Elementary	Not bored with glue
2nd	VanDenburgh	Andrew	Indian Hills Elementary	Breaking down
3rd	Rounsaville	Lyndsey	Granite Hill Elementary	Pam vs. Stater Brothers

Intermediate Earth Science

**1st	Martinez	Sienna	Sunnyslope Elementary	Is the water from the school's water fountain safe to drink?
2nd	Flores	Joshua	Camino Real Elementary	Understanding how California soil reacts to earthquakes
2nd	Mehdi	Asad	Indian Hills Elementary	Why do lakes freeze while oceans do not?
3rd	Ford	Pierce	Peralta Elementary	Biodegradable or not?

Intermediate Environmental Science

**1st	Ghalambor	Alyssa	Indian Hills Elementary	The race to save planet Earth. Fuel cell cars, how far, how fast?

Intermediate Physics

**1st	Tuominen	Ryan	Sunnyslope Elementary	Meteor impact craters
2nd	da Costa	Anthony	Camino Real Elementary	The shocking truth about conductors
3rd	Padilla	Vianca	Ina Arbuckle Elementary	What is the strength of newly made magnets?

Junior Aerodynamics/Hydrodynamics

**1st	Prusia	Jacob	Sky Country Elementary	Can different wattage light bulbs affect the speed of the…
2nd	Spurlock	Caitlin	Camino Real Elementary	Can you go the distance?
3rd	Quails	Tarilynn	Jurupa Middle School	Does weight improve or decrease the speed of a spin?

Junior Behavioral Sciences

**1st	Leavitt	Kyle	Jurupa Middle School	Who smells the best?
2nd	Kislingbury	Bryan	Camino Real Elementary	Which pet will learn tricks faster: a dog or a rat?
3rd	Redd	Rachel	Indian Hills Elementary	Does sight and smell affect your taste?

Junior Chemistry

**1st	Waller	Savannah	Camino Real Elementary	Water, Water, Everywhere... How to Clean it? I Declare!
2nd	Aldrich	Dustin	Jurupa Middle School	Ionization of water using electricity
3rd	Garcia	Nicolas	Pedley Elementary	Are chlorine levels different around your house?

Junior Earth/Environmental Sciences

**1st	Schager	Nicole	Jurupa Middle School	Do wetlands and plants like cattails improve water quality?
2nd	Hook	Kristen	Jurupa Middle School	Pearls; to wear or not to wear
3rd	Hill	Kendall	Indian Hills Elementary	How does land cover affect the rate of change of land temp…

JUSD Science Fair 2007

Junior Material Science

**1st	Gonzalez	Madeline	Ina Arbuckle Elementary	Are all ingredients needed in a cookie?
	Lopez	Edith	Ina Arbuckle Elementary	Are all ingredients needed in a cookie?
	Molina	Vianey	Ina Arbuckle Elementary	Are all ingredients needed in a cookie?
2nd	Henderson	Sean	Indian Hills Elementary	Which tire is the better in the sand?
3rd	Anderson	Stephanie	Jurupa Middle School	What food releases the most energy, nuts, popcorn,

Junior Microbiology

1st	Hazelquist	Caitli	Jurupa Middle School	Eww doggie kisses!
**2nd	Veloria	Dax	Jurupa Middle School	When green goods go bad! MOVING ON TO INLAND
3rd	Ewers	Sarah	Mission Middle School	Bye. bye fly

Junior Physics & Astronomy

**1st	Lemos	Briana	Mission Middle School	Stick to it.
2nd	Kim	Arie	Jurupa Middle School	Mirror, mirror on the wall…
3rd	Hernandez	Govanni	Pedley Elementary	Food: a source of energy

Junior Plant Biology

**1st	Echeverria	Rudy	Mira Loma Middle School	Is detergent harmful to plant life?
	Palacios	Isacc	Mira Loma Middle School	Is detergent harmful to plant life?
2nd	Richards	Madison	Pedley Elementary	Does different types of water affect plant growth
3rd	Martinez	Erik	Sky Country Elementary	Music's affect on plants

Junior Zoology

**1st	Beckley	Chad	Jurupa Middle School	Does water temperature affect how goldfish breathe?
2nd	Cadiz	Corina	Jurupa Middle School	Regeneration of the worm, can it make the cut?
3rd	Vasquez	Jorge	Mission Middle School	Is it too hot?

Senior Aerodynamics/Hydrodynamics

**1st	Darden	Scot	Rubidoux HS	Which arrow will penetrate the deepest?
2nd	Johnson	Jamie	Rubidoux HS	Do competitive swimsuits really make a person swim faster?

Senior Behavioral Sciences

**1st	LeMasters	Vanessa	Jurupa Valley HS	Taking the guesswork out of color genetics.
	Rubio	Belen	Jurupa Valley HS	Taking the guesswork out of color genetics.
2nd	Ramirez	Anthony	Jurupa Valley HS	Does a relationship exist between age, gender and ADHD?
	Castelon	Alejandro	Jurupa Valley HS	Does a relationship exist between age, gender and ADHD?

JUSD Science Fair 2007

	Lee	Helen	Jurupa Valley HS	Does a relationship exist between age, gender and ADHD?
3rd	Richards	Stephan	Jurupa Valley HS	Obedience

Senior Chemistry

**1st	Hesselgrave	Jessica	Jurupa Valley HS	Caught in a wave
	Hesselgrave	Melissa	Jurupa Valley HS	Caught in a wave
2nd	Roberts	Shane	Jurupa Valley HS	Which should I eat, the cereal or the box
3rd	Bue	Kyle	Rubidoux HS	Dissecting H_2O

Senior Earth/Environmental Sciences

**1st	Roame	Lora	Rubidoux HS	How do gas stations affect the environment?
2nd	Huynh	Jessica	Jurupa Valley HS	Uh oh, spill!

Senior Microbiology

**1st	McCleary	Katlyn	Rubidoux HS	Hand sanitizers vs. germs
2nd	Alarcon	Talina	Rubidoux HS	How do food additives affect the growth of microorganisms?

Senior Zoology

**1st	Isles	Xochitl	Jurupa Valley HS	Human vs. flies
	Toscano	Katherine	Jurupa Valley HS	Human vs. flies
2nd	Ruiz	Monica	Jurupa Valley HS	Littanna Planaxis
	Uribe	Amanda	Jurupa Valley HS	Littanna Planaxis

**** =1st place students that are moving on to Inland Science Fair**



Inland List



Students that are moving on to the Inland Science and Engineering Fair competition to be held in San Bernardino on April 17-18, 2007.

STUDENTS	SCHOOL	TEACHER	PROJECT TITLE

Intermediate Divison (4th/5th)

Hunter Sousa	Stone Avenue	Kelly Watt	"Which Rodent Will Learn The Fastest?"
Isaac Lopez	Pedley	Amy Warhop	"Does Temperature Affect Seed Sprouting?
Fernando Vasquez	Rustic Lane	Angela Reid	"What Fruits Will Ruin My Jell-O?"
Krystal Gonzalez	Camino Real	Shelli Miller	"Not Bored With Glue"
Sienna Martinez	Sunnyslope	Robert Mitchell	"Is The Water From The School's Water Fountain Safe To Drink?"
Alyssa Ghalambor	Indian Hills	Joyce Baumann	"The Race To Save Planet Earth (Fuel Cell Cars) How Far? How Fast?"
Ryan Tuominen	Sunnyslope	Heather Knell	"Meteor Impact Craters"

Junior Division (6th/8th)

Jacob Prusia	Sky Country	Margie Forward	"Can Different Wattage Light Bulbs Affect The Speed Of The Rotation On A Paper Turbine Fan?"
Kyle Leavitt	Jurupa Middle	Thomas Morrison	"Who Smells The Best?"
Savannah Waller	Camino Real	Daniel Cornejo	"Water, Water, Everywhere...How To Clean It? I Declare!"
Nicole Schager	Jurupa Middle	Thomas Morrison	"Do Wetlands And Plants Like Cattails Improve Water Quality?"
Madeline Gonzalez Edith Lopez and Vianey Molina	Ina Arbuckle	Cathe Giles	"Are All Ingredients Needed In A Cookie?"
Dax Veloria	Jurupa Middle	Thomas Morrison	"When Green Goods Go Bad"
Briana Lemos	Mission Middle	Glenn Dion	"Stick To It!"
Rudy Echeverria and Isaac Palacios	Mira Loma	Michelle Fisher	"Is Detergent Harmful To Plant Life?"
Chad Beckley	Jurupa Middle	Thomas Morrison	"Does Water Temperature Affect How Goldfish Breathe?"

Senior (9th-12th)

Scot Darden	Rubidoux	Jeni Williams	"Which Weight Arrow Will Penetrate The Deepest?"
Vanessa LeMasters and Belen Rubio	Jurupa Valley	Paul Wakefield	"Taking The Guesswork Out of Color Genetics"
Jessica Hesselgrave and Melissa Hesselgrave	Jurupa Valley	Paul Wakefield	"Caught In A Wave"
Lora Roame	Rubidoux	Jeni Williams	"How Do Gas Stations Affect The Environment?"
Katlyn McCleary	Rubidoux	Jeni Williams	"Hand Sanitizer vs. Germs"
Xochitl Isles and Katherine Toscano	Jurupa Valley	Paul Wakefield	"Human vs. Flies"

Jurupa Unified School District
Public Schools Week
April 16 – 20, 2007

Camino Real
Parents are invited to bring a picnic basket and blanket and join their children for lunch at school under the trees.

Glen Avon
Glen Avon Elementary will be celebrating Public Schools Week by having a PTA sponsored Invite-A-Parent-or-Grandparent to lunch day. Entertainment will be provided during lunch and door prizes donated by local businesses will be given away.

Granite Hill
Grade level award assemblies will be held throughout the week. All classrooms will be open during the week for the public and parents to visit.

Ina Arbuckle
All classrooms will be open during the week for the public and parents to visit. On Thursday, April 19th, Ina Arbuckle will host its Fourth Annual "Gallery of the Arts Showcase". Parents are invited to visit the showcase and then join their child for a chicken fajitas lunch on the patio. Board members are also invited to attend the showcase and enjoy lunch.

Indian Hills
The school's Book Fair will begin this week and run through Friday. Families are invited to participate in Family Literacy Night. Activities promoting literacy in the home will be held.

Jurupa Middle
An Open House will be held for parents to tour classrooms during Period 1 and view a video production produced by the JMS TV class.

Jurupa Valley High
On Thursday, April 19th, the school will hold a Parent Information Night regarding State standardized tests. Other activities scheduled throughout the week include "Principal Chat" meetings with students regarding the importance of CSTs, daily raffles for students showing improvement in attendance and academics, kick-off of the Link Crew and the Renaissance Recruitment and Promotion, and a school-wide promotion of Learning Goals.

Mira Loma Middle
On Friday, April 20th, the 4th Annual "Invite a Parent to Lunch Day" event will be held from 12:00 noon to 1:45 p.m.

Mission Bell
Mission Bell will be combining Public Schools Week with Writer's/Author's Week. Daily activities will consist of "Name a Book by an Author" drawing, students writing in "Bare Books" and sharing their writing with other students and parents.

Mission Middle
On April 19th, parents will be invited to an Open House to visit classrooms from 9:00 a.m. – 12 Noon. A special invitation will be sent home.

Nueva Vista
Each day announcements will be read over the school PA system regarding public education in the United States.

Pacific Avenue
Parents are invited to come to the school and have lunch with the child. Additionally, awards assemblies will be held to recognize students who have achieved proficiency and to encourage students on the upcoming STAR test. Parents will be invited to attend.

Pedley
Parents are invited to come to the school and have lunch with their child.

Peralta
On Tuesday, April 17th, Peralta will hold a Parent STAR Strategy session from 9:00 a.m. to 10:00 a.m. to give suggestions to parents to help their children on the upcoming STAR test. Parents are invited to have lunch with the children and visit the classrooms on Wednesday, April 18th and Panda Movie Night is scheduled Friday, April 20th beginning at 6:30 p.m.

Rubidoux
Wednesday, April 18th there will be a screening of the "Invisible Children" in the Theatre all day sponsored by the Link Crew. Falcon Pride (Renaissance) rally on Thursday, April 19th which will include a "STAR Testing Kick Off" with recognition of last year's SUPER STAR's and this year's TOP 10. On Friday, April 20th there will be a prom fashion show during lunch and Mr. Muniz will be hosting a Boxing Expo in the gym during the evening hours.

Rubidoux Learning Academy
Each morning during Advisory, students will be asked to write letters and essays regarding their administrators, teachers and the culture, safety and mood of the campus. On Friday, April 20th, students will be encouraged to wear t-shirts of the college of their choice.

Rustic Lane
Students were asked to write an essay about the effort and setting goals on the upcoming California Standards Test. Each class will select a winner, which will be posted in the cafeteria. On Wednesday, April 18th, classrooms are invited to decorate their doors to show their classroom growth on the Summatives, CRT's and Theme Tests. Thursday, April 19th, parents are invited to participate in "Family Math Night", at which time parents and students will enjoy Family Pizza Night. On Friday, April 20th, parents are invited to join their children on the lawn area in front of the office and enjoy the band concert.

Sky Country
On Thursday, April 19th, Sky Country will be holding an art fair, along with a book fair.

Stone Avenue
On Friday, April 20th, the 3rd quarter recognition awards assembly will be held in the MPR. After the awards assembly, the Annual Family Picnic will be held where all families are invited to bring a picnic lunch and join their student out on the field for lunch. The fifth grade class will also hold a car wash.

Sunnyslope
Parents are invited to observe and read in their child's classroom. Parents are also invited to attend the PTA meeting scheduled for Thursday, April 19th.

Troth Street
Parents are invited to visit their child's classroom and library any day during the week. On Tuesday, April 17th from 7:00 a.m. to 8:30 a.m., the Principal will conduct a question and answer session for anyone to attend.

Van Buren
Parents will be invited to bring a picnic basket and blanket and join their children for lunch at school under the trees in the "park".

West Riverside
West Riverside Elementary School will be holding the following activities: Tuesday, April 17th, Perfect Attendance Bar-be-que; Friday, April 20th, Awards Assembly; and Saturday, April 21st, PTA Rummage Sale.

California Department of Education
GRANT AWARD NOTIFICATION
AO-400 (Rev. 2/06/06)

RECEIVED
MAR 14 2007
Superintendents' Office
Jurupa Unified School District

GRANTEE NAME AND ADDRESS	CDE GRANT NUMBER			
Elliott Duchon, Superintendent Jurupa Unified School District 4850 Pedley Road Riverside, CA 92509-6611	FY	PCA	Vendor Number	Suffix
	06	23939	6709	AA

Attention	COUNTY	STANDARDIZED ACCOUNT CODE STRUCTURE	
		Resource	Revenue Object
Program Office	33	6010	8590
Telephone			

Name of Grant Program
After School Education and Safety Program (Cohort 5)

GRANT AMOUNT	Original/Prior Amendments	Amendment Number	Amendment Amount	Total	Index	Federal Catalog Number
	$1,553,250	1		$1,553,250	0604	

AWARD DATES	Starting	Ending		
	July 1, 2006	December 31, 2007		

Dear Superintendent Duchon:

This is to inform you that the grant award date on your original grant award notification for the After School Education and Safety (ASES) Program has been amended.

This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.

Please return the original, signed Grant Award Notification (AO-400) to:

Paul Simpson-Jones, Analyst
After School Partnerships Office
California Department of Education
1430 N Street, Suite 6408
Sacramento, CA 95814-5901

California Department of Education Contact	Title
Paul Simpson-Jones	Analyst
E-mail Address pjones@cde.ca.gov	**Telephone** (916) 319-0211
Signature of the State Superintendent of Public Instruction or Designee ▸ Jan Mayer	**Date** March 5, 2007

CERTIFICATION OF ACCEPTANCE OF GRANT CONDITIONS AND ASSURANCES

On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions; and I agree to comply with all requirements as a condition of funding.

Printed Name of Authorized Agent	Title
E-mail Address	**Telephone**
Signature ▸	**Date**

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Pg. 1

California Department of Education
GRANT AWARD NOTIFICATION
AO-400 (Rev. 2/06/06)

GRANTEE NAME AND ADDRESS	CDE GRANT NUMBER			
	FY	PCA	Vendor Number	Suffix
Elliott Duchon, Superintendent Jurupa Unified School District 4850 Pedley Road Riverside, CA 92509-6611	06	23939	6709	AA

Attention	COUNTY	STANDARDIZED ACCOUNT CODE STRUCTURE	
		Resource	Revenue Object
Program Office	33	6010	8590
Telephone			

Name of Grant Program
After School Education and Safety Program (Cohort 5)

GRANT AMOUNT	Original/Prior Amendments	Amendment Number	Amendment Amount	Total	Index	Federal Catalog Number
	$1,553,250			$1,553,250	0604	

AWARD DATES	Starting	Ending
	July 1, 2006	June 30, 2007

Dear Superintendent Duchon:

Congratulations! I am pleased to inform you that you have been funded for the After School Education and Safety (ASES) Program.

This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.

Please return the original, signed Grant Award Notification (AO-400) to:

Paul Simpson-Jones, Analyst
After School Partnerships Office
California Department of Education
1430 N Street, Suite 6408
Sacramento, CA 95814-5901

California Department of Education Contact	Title
Paul Simpson-Jones	Analyst
E-mail Address pjones@cde.ca.gov	**Telephone** (916) 319-0211
Signature of the State Superintendent of Public Instruction or Designee ▸ Jack O'Connell	**Date** March 2, 2007

CERTIFICATION OF ACCEPTANCE OF GRANT CONDITIONS AND ASSURANCES

On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions; and I agree to comply with all requirements as a condition of funding.

Printed Name of Authorized Agent	Title
E-mail Address	**Telephone**
Signature ▸	**Date**

5a
pg. 2

California Department of Education
GRANT AWARD NOTIFICATION
AO-400 (Rev. 2/06/06)

RECEIVED
FEB 13 2007
Superintendents' Office
Jurupa Unified School District

GRANTEE NAME AND ADDRESS	CDE GRANT NUMBER			
	FY	PCA	Vendor Number	Suffix
Elliott Duchon, Superintendent Jurupa Unified School District 4850 Pedley Road Riverside, CA 92509-6611	2006-07	14334	6709	

Attention	COUNTY	STANDARDIZED ACCOUNT CODE STRUCTURE	
Elliott Duchon, Superintendent		Resource	Revenue Object
Program Office Jurupa Unified School District	33	4045	8290
Telephone (951) 360-4168			

Name of Grant Program
Title II, Part D, Enhancing Education Through Technology (EETT) Formula (2006-07)

	Original/Prior Amendments	Amendment Number	Amendment Amount	Total	Index	Federal Catalog Number
GRANT AMOUNT	58,281.00			58,281.00	0550	84.318

AWARD DATES	Starting	Ending
	7/1/2006	6/30/2008

Dear Superintendent Duchon:

Congratulations! I am pleased to inform you that you have been funded for the U.S. Department of Education No Child Left Behind, Title II, Part D, Enhancing Education Through Technology Formula Grant (Fiscal Year 2006-07), Educational Technology State Grant, Award Number S318X060005.

This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.

If you choose to accept this grant award with the conditions stated on Page 2, please return the original, signed Grant Award Notification (AO-400) within 10 days of receipt to:

Education Technology Office
California Department of Education
1430 N Street, Suite 6308
Sacramento, CA 95814-5901

California Department of Education Contact	Title	
Larry Hiuga	Consultant	
E-mail Address lhiuga@cde.ca.gov		**Telephone** (916) 323-5715
Signature of the State Superintendent of Public Instruction or Designee ▸ Joel O'Connell		**Date** January 29, 2007

CERTIFICATION OF ACCEPTANCE OF GRANT CONDITIONS AND ASSURANCES

On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions; and I agree to comply with all requirements as a condition of funding.

Printed Name of Authorized Agent	Title	
Pam Lauzon	Assistant Superintendent	
E-mail Address plauzon@jusd.k12.ca.us		**Telephone** (951) 360-4157
Signature ▸ Pam Lauzon		**Date** 3/1/07

5b

California School Boards Association

RECEIVED

MAR 2 6 2007

Superintendents' Office
Jurupa Unified School District

March 13, 2007

Elliott Duchon
Superintendent
Jurupa Usd
4850 Pedley Rd
Riverside, CA 92509-3966

CSBA

RE: Nomination of CSBA Officers

Dear Elliott:

CSBA wants you!! It is time to make your voice heard and have a say in the selection of our Association's leadership. The CSBA Nominating Committee urges you to participate, either as a candidate or as a recruiter, in the nominating process for the election of the 2008 ***VICE PRESIDENT AND PRESIDENT-ELECT.*** Candidates should possess strong leadership skills from within or outside of CSBA and the dedication to perform the duties of these two offices. Candidates should also be enthusiastic supporters of public education and be strong advocates for ALL California students.

A potential candidate **MUST:**

- Be a member of a CSBA member board;
- Receive a minimum of three (3) Recommendation for Nomination forms (attached). Recommendations may come either from a CSBA member board or an individual board member of a district or county board of education that is a member of CSBA.

Recommendation for Nomination forms must be returned to Shelley Cody at CSBA (via mail, fax or email - scody@csba.org) postmarked or received by 5:00 p.m., **Monday, June 11, 2007.** To request additional forms, please call Shelley Cody at CSBA or forms may be downloaded from the CSBA web site at www.csba.org.

Please ask permission from a potential candidate prior to submission of a Recommendation of Nomination form. When three (3) Recommendation for Nomination forms have been received, potential candidates will be mailed a "Declaration of Candidacy" packet. **The completed Declaration of Candidacy packet must be returned to CSBA, (via mail, fax or email - scody@csba.org) postmarked or received** by 5:00 p.m. **Monday, July 9, 2007.**

Please don't miss this very important opportunity to get involved in CSBA and help select or become part of our association's leadership. Your participation will make a difference in defining CSBA's statewide public education agenda. For additional information about this process, please feel free to contact me at (408) 749-1572 or j.lucey@comcast.net.

Sincerely,

Jo Lucey, Chair CSBA Nominating Committee
on behalf of committee members
Shirley Carey, Jinny Dalbeck, Susan Goto Suzanne Kitchens, Jeff Kover, David Stine

Attachments:
Recommendation for Nomination Form
2007 Timeline for Nomination Process
2007 Nominating Committee Roster
Officer meeting list

3100 Beacon Boulevard
P.O. Box 1660
West Sacramento, CA 95691
(916) 371-4691
FAX (916) 371-3407

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Pg. 1

2007 CSBA Recommendation for Nomination Form

Recommendations for nomination may be submitted by any governing board belonging to CSBA or any individual board member whose board is a member of CSBA. Either will be considered as one nomination. **Three nomination forms are required for candidacy.**

The following person is a member of a CSBA member board and has agreed to be a nominee for the office of: (Please check one)

_____President-elect _____Vice President

NOMINEE:_____

Address: _____

_____

Home Phone: (____) _____ Alternate Phone: (____)_____
Fax Number: (____) _____
e-mail address: _____
School District/County Board:_____

SUBMITTED BY:

Name:_____ Title: _____

Signature: _____

Address: _____

_____

Home Phone: (____) _____ Alternate Phone: (____) _____

School District/County Board: _____

Please return Recommendation of Nomination Forms no later than
Monday, June 11, 2007* to:
Shelley Cody or e-mail scody@csba.org
c/o CSBA Nominating Committee
3100 Beacon Blvd.
West Sacramento, CA 95691
Phone: (916) 371-4691 Fax: (916) 371-3407

*This will allow time (to meet the deadline) for the nominee to submit the required Declaration of Candidacy packet and request four letters of recommendation from any four school board members who are members of CSBA member boards.

All information submitted to the Committee is confidential

5c pg.2

2007 Nominating Committee Timeline

June 11 (Mon)	Postmark, fax or e-mail deadline for nomination forms to CSBA.
July 9 (Mon)	Postmark, fax or e-mail deadline for declaration of candidacy packet to CSBA (which includes candidates 4 letters of recommendation).
July 20 (Fri)	Completed Declaration of Candidacy Packets received by committee.
August 26	Chair to notify candidates (successful and unsuccessful) regarding paper screening.
***September 8** **Location to be determined**	Interview selected candidates and select carry over member.
September 9	Chair to notify candidates regarding nomination status and the association president.

NO LATER THAN:

October 16 (Tues)	"Make public" the nominations according to the CSBA Bylaws, Article V, Section 4(a), (requires notification 45 days prior to election) -- October 16, 2007 is the official 45-day notification deadline.

NOTIFICATION:

45- DAYS	Report to general membership. If the deadlines do not coincide to "make public" the nominations of the candidates in the CSBA News, a special mailing needs to be considered.
November 29 (Thurs)	Election at Delegate Assembly

***Committee meets**

5c
pg 3

2007 NOMINATING COMMITTEE

Jo Lucey, Chair
Cupertino Union SD
857 Helena Dr.
Sunnyvale, 94087
hm (408) 749-1572
j.lucey@comcast.net

Shirley Carey
Huntington Beach City SD
21142 Brookhurst St.
Huntington Beach, 92646
hm (714) 968-7287
wk same
fx (714) 378-9066
scarey5000@aol.com

Jinny Dalbeck (Virginia)
La Canada USD
4265 Woodleigh Lane
La Canada, 91011
hm (818) 790-3692
cell (818) 645-6645
fx (818) 952-3621
jadalbeck@aol.com

Susan Goto
Roseville City SD
230 Diamond Oaks Rd.
Roseville, 95678
hm (916) 783-4053
tazgoto@surewest.net

Suzanne Kitchens
Pleasant Valley SD
5218 Goldenridge Ct
Camarillo, 93012
hm (805) 482-2807
wk (805) 482-0323
fx (805) 482-4895
camlibtax@hotmail.com

Jeff Kover
Cajon Valley USD
3907 Dorsie Lane
La Mesa, 91941
hm (619) 660-9003
wk (619) 660-7100
fx (619) 660-1358
jeffkover@cox.net

David Stine
San Bernardino COE
837 W. Carson St.
Upland, 91784
hm (909) 981-5670
wk (909) 481-1804
fx (909) 481-9510
stine@chapman.edu

John Bukey, Shelley Cody
CSBA
3100 Beacon Blvd.
West Sacramento 95691
wk (916) 371-4691
fx (916) 371-3407
jbukey@csba.org
scody@csba.org

5C
19.4

CSBA Executive Committee

Meetings

As an officer of the association, you are required to attend certain meetings throughout the year. To help you plan accordingly for these meetings, a brief description is provided below:

A. *Executive Committee Meetings*

The Executive Committee usually meets each month. The Committee always meets the day before a Board of Directors meeting. (Please refer to the attached calendar for the meeting schedule.) These are formal meetings and business attire is recommended.

The Executive Committee meeting agenda is e-mailed to the members of the Executive Committee prior to the meeting. A hard copy of the agenda with background materials is made available prior to the meeting. There may be exceptions where the background materials will be presented at the meeting.

B. *NSBA's Federal Relations Network (FRN) Lobbying Trip*

In late January or early February, all officers and the Executive Director travel to Washington, D.C. to participate in NSBA's Federal Relations Network Conference.

The President and President-elect attend NSBA's Leadership Conference on Friday and Saturday before the FRN Conference begins on Sunday. The FRN Conference ends on Tuesday.

CSBA's Federal Issues Council (FIC) Lobbying Trip

In the spring, the officers and the Executive Director return to Washington, D.C. to participate in NSBA's Federal Issues Council. The Federal Issues Council (FIC) members meet with members of the Administration, the Senate and the House of Representatives.

C. *NSBA's Pacific Summer and Winter Region Meetings*

The following nine western states make up NSBA's Pacific Region – Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, Washington, Utah and the Territory of Guam. This region meets twice a year, once in the summer and once in the late fall. Meetings are held throughout the region on a rotating basis with each state hosting a meeting every four years. All officers should plan to attend these meetings. (California will host the 2005 Pacific Region Winter Meeting.)

D. *NSBA's Annual Conference*

All officers and the Executive Director are expected to attend NSBA's Delegate Assembly and Annual Conference held in March or early April.

NSBA's Delegate Assembly meets on Friday before the conference and completes its business at the Monday morning session. CSBA's officers are certified as Delegates, and the Executive Director serves as an ex officio. The President appoints an alternate Delegate from CSBA's Board of Directors to attend the conference. The alternate Delegate is also certified and is given an opportunity to be seated on the floor of the Delegate Assembly through a rotation process with the officers. The agendas are mailed to each Delegate's home address at least three weeks prior to the conference. CSBA hosts a California state reception on Saturday evening.

E. *Celebrating Opportunities Conference*

The Celebrating Opportunities is a three-day conference held each spring. The conference site rotates between New Mexico, Texas, Arizona and California.

All officers and the Executive Director are expected to attend. The President of each state organization is assigned to conduct a General Session during the conference. Other officers are not assigned official duties.

F. *Education Coalition*

CSBA is a member of the statewide coalition which consists of all the major education organizations including California Teachers Association (CTA), California School Employees Association (CSEA), Parent-Teachers Association (PTA), California Federation of Teachers (CFT), Association of California School Administrators (ACSA), California Association of School Business Officials (CASBO), and Service Employees International Union (SEIU). The Coalition focuses on advocacy; which is in the joint interests of all the organizations. The President, President-elect and Executive Director of each organization attend the meetings which are held each month.

G. *Other Association Meetings*

CSBA's officers are invited to attend the annual conference of the following education organizations: ACSA, PTA, CSEA, CSAC, California County Boards of Education (CCBE) and the League of California Cities. Often, only the President will attend a conference and be introduced during a General Session.

H. *Continuing Education Activities*

Officers attend a number of CSBA's Continuing Education conferences. All officers are invited and a schedule of who will attend what conferences is determined at the Executive Committee meetings.

I. *Cities, Counties, Schools Partnership*

CSBA has formed a partnership with the League of California Cities and the County Supervisors Association of California to foster better collaboration of services to the children of California. The officers and Executive Director of each organization are members of the partnership's Board of Directors, which meets three times per year.

J. *Committees, Task Forces and Councils*

In even-numbered years, the President chairs CSBA's Policy Platform Committee. The President also chairs CSBA' Superintendents Council, which all officers are appointed to. In addition, the President chairs the Education Legal Alliance (ELA) Steering Committee. The President-elect is also a member of the ELA Steering Committee; this committee holds its meetings via conference calls.

The President-elect chairs the Legislative Committee, with the Vice President serving as the vice-chair.

In addition, officers may be appointed by the President to assume additional committee assignments during their terms of office.

March 2005

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
MONDAY, MARCH 19, 2007

OPEN PUBLIC SESSION

CALL TO ORDER	Carl Harris, President, called the Regular Meeting of the Jurupa Unified School District Board of Education to order at 4:00 p.m. on Monday, March 19, 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**
PUBLIC VERBAL COMMENTS	President Harris opened the Public Verbal Comments session. Mr. Robert Bier requested an item on the next Agenda, Elimination of Trustee Areas. He requested another item on the next Agenda, Progress of each Board Member on the Grisham Report.
	HEARING 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 #07-236, #07-211, #07-225, #07-228, #07-183, #07-188, #07-213, #07-219, #07-223, #07-227, #07-229, #07-230; PERSONNEL MATTERS AS SHOWN ON THE PERSONNEL REPORT TO INCLUDE PUBLIC EMPLOYEE DISCIPLINE/ DISMISSAL/ RELEASE/ NON-RENEWAL/ REASSIGNMENT/ RECLASSIFICATION/ RESIGNATION/ RETIREMENT/ SUSPENSION; ITS POSITIONS REGARDING ANY MATTER WITHIN THE SCOPE OF REPRESENTATION AND INSTRUCTING ITS DESIGNATED REPRESENTATIVES FOR NEGOTIATIONS WITH EMPLOYEE GROUPS; CONTRACT PROVISIONS OF UNREPRESENTED EMPLOYEES. NAME OF AGENCY NEGOTIATOR: SUPERINTENDENT. TITLE OF UNREPRESENTED EMPLOYEE: ASSISTANT SUPERINTENDENT PERSONNEL SERVICES; CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION: 1 CASE. AT 4:07 P.M. THE BOARD RECESSED TO CLOSED SESSION IN THE BOARD CONFERENCE ROOM. AT 5:50 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. Rodriguez, Mr. Chavez
ROLL CALL STUDENTS	Connie Maldonado, present; Esteban Acevedo, absent (arrived at 6:07 p.m.)
FLAG SALUTE AND INSPIRATIONAL COMMENT	Warren Lucio led the audience in the Pledge of Allegiance. Mr. Burns provided an Inspirational Comment.

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	COMMUNICATIONS SESSION
HEAR REPORT - RUBIDOUX HIGH STUDENT MEMBER	Connie Maldonado, Rubidoux High Student Board member, reported the following: ASB finished the spring Pep Rally on March 16th; they are preparing for the Blood Drive on March 28th. March 20th boys' varsity golf will compete against Summit at 2:30 p.m.; boys' varsity JV tennis vs. Kaiser is at 3:15 p.m.; boys' varsity baseball vs. Bloomington is at 3:15 p.m.; boys' JV baseball vs. Bloomington is at 3:15 p.m.; girls' varsity softball vs. Kaiser is at 3:15 p.m.; girls' JV softball vs. Kaiser is at 3:15 p.m. Connie thanked the Board for coming to their school on Friday during a bomb threat to make sure students were safe.
HEAR REPORT – JURUPA VALLEY HIGH STUDENT MEMBER	Esteban Acevedo, Jurupa Valley High Student Board member, reported the following: the choir traveled to the Ontario Convention Center on March 16th to perform at the California Music Convention; they received a standing ovation. The Construction and Engineering Academy will be traveling to Mississippi to aid in rebuilding a playground that was destroyed by Hurricane Katrina. Mrs. George's Art Class was recognized for their 1,000 Crane mobile that is currently on display in the City of Riverside; the project will be permanently displayed at the March Air Reserve Base, and it will be temporarily on display at the Education Center during the month of April. Teachers are receiving staff development on test taking strategies and Sheltered Instruction Observation Protocol. The WASC visit ended on a positive note; administration is currently working on the addendums to the Action Plan, which will be submitted by June 10th; the school should receive accreditation status by July.
WELCOME HIGH SCHOOL FFA WINNERS	Mr. Warren Lucio presented a Power Point presentation to highlight this year's Future Farmers of America (FFA) winners from both high schools at the National Date Festival in Indio. Twenty Rubidoux and Jurupa Valley High School FFA students and their advisors were recognized for their outstanding performance.
RECOGNIZE EMPLOYEE AT GLEN AVON ELEMENTARY SCHOOL	The Superintendent presented a plaque to Ms. Irma Rangel, Activity Supervisor at Glen Avon Elementary School, for her quick action in February 2007 by using the Heimlich Maneuver on a student in the cafeteria when he was choking on a piece of food.
PUBLIC VERBAL COMMENTS	President Harris opened the Public Verbal Comments session and reviewed the process listed on the pink "Request to Speak" cards. Mrs. Burns, Clerk of the Board, reviewed how the five-minute timer would be used during the Public Verbal Comments session.
	Mr. Brian Schafer commended the Superintendent for his leadership skills, and the teachers and staff for their team efforts, to bring the District's test scores up 35+ points in two years. He also commended the Superintendent and staff for implementing programs at the Rubidoux Annex to better prepare students for college and for working together to continually improve student achievement.
COMMENTS REGARDING NEGOTIATIONS	Mrs. Sylvia Holguin, Ms. Leilani Benites, Ms. Beth Ochs, Mr. John Hill, Ms. Tracey Douglas, Mr. John Parker, Mr. Jeff Jacobs, Mr. Rob Liddle, Ms. Ginger Jones, Samson, Ms. Carole Zuloaga, Ms. Melissa Moberly, Ms. Joanne Viafora, Mr. Brian Delameter, Ms. Janet Coleman, Ms. Debbie Primmer, Mr. Paul Van Lent, Ms. Claudia Clark, Mr. Paul Wakefield, Ms. Judith Pronovost, Ms. Deborah Reiner, Ms. Karen Garinger, Mr. John Payne, Ms. Julia Holt, and Mr. James Cypert spoke to the Board about giving teachers a fair and equitable raise and doing the right thing to show teachers they are valued and appreciated. Teachers that spoke to the Board wanted them to remember that teachers are working harder to improve student achievement for less pay; their combined message to the Board was, "We don't want to go on strike, but we will."

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COMMENTS: ABOLISHMENT OF TRUSTEE AREAS; PRINT SHOP; CONDITION OF MIDDLE SCHOOL PLAYING FIELDS	Mr. Robert Bier said that he did want to place an item on the next Board Agenda regarding the abolishment of Trustee areas. Ms. Claudia Clark expressed frustration with the Print Shop's copying and collating of instructional materials. She stated that when materials are returned to teachers they come back wrong; teachers still have to collate hundreds of pages along with their other responsibilities. Mr. James Cypert expressed concern about the poor condition of the playing fields at Mission and Jurupa Middle Schools.
BOARD MEMBER COMMENTS	Board members individually expressed appreciation to teachers for sending cards and comments regarding their concerns. Mr. Rodriguez noted for President Harris that he wished to volunteer to sit in on negotiations, review the budget, and return with information on how much funding is really available. Mr. Rodriguez requested a status report on the Aquatics Center. Mr. Chavez requested follow-up on having voter registration materials on the high school campuses. Mr. Chavez also requested a report on the status of maintenance projects at all schools. President Harris asked Mr. Chavez to meet with the Superintendent and outline specific information he would like in the report. Mrs. Brewer said that the alleged Rubidoux High School bomb threat was handled in an orderly fashion, and she commended FFA students for their accomplishments. President Harris reviewed why three members of the Board approved a raise for the Superintendent; he discussed the District's budget and how it is reflected in the negotiations process, and he spoke in favor of interest based bargaining.
REQUEST TO MOVE AGENDA ITEM J	President Harris said that it is an appropriate time for Mrs. Pam Lauzon, Assistant Superintendent Business Services, to review the Second Interim Financial Report, Agenda Item J, so that factual information could be presented to teachers regarding the District's Budget. Through a consensus decision of the Board, Agenda Item J was moved to follow Agenda Item 4, Board Member Comments.
HEAR REPORT ON 2006-2007 SECOND INTERIM FINANCIAL REPORT	Mrs. Pam Lauzon provided a Power Point presentation to the Board on the 2006-2007 Second Interim Financial Report to include the following information: the total increase in Unrestricted funding since the budget was adopted is $3,372,438; almost $2.9 million is from one-time prior year's Mandated Cost funding; enrollment declined by 194 students in 2005/2006, for a loss in revenue in 2006/2007 of $1,344,053. Enrollment declined in 2006/2007 by 424 students, for a loss in revenue in 2007/2008 of $2,441,914. The loss in Revenue in each year will be offset by about 50% by a reduction in teachers needed. The amount unappropriated in the Unrestricted General Fund is $4,341,456. Certificated salaries have not been settled and any settlement would be paid from the Unrestricted General Fund Reserve. The estimated 2006/2007 estimated COLA of 7.93%, minus declining enrollment and one time local funding, increased expenditures for Step and Column costs, an increase in the Health and Welfare CAP, the increase in cost for salary increases, plus $810,000 more in the Beginning Balance leaves 4.09% remaining for salary and benefits.
HEAR COMMENTS AND REPORT ON DUAL IMMERSION PROGRAM	Mr. James Cypert said he remains concerned about implementing the Dual Immersion program. He felt that equally pursuing the teaching of computer and other languages might be more valuable for students for various career opportunities.
	Ms. Martha Gomez provided a Power Point presentation on the Dual Immersion program, its goals, and how the District is exploring the possibility of implementation. She explained that this is a voluntary program; the District's plan is to start with two kindergarten classes at only one school site; parents that enroll their students in the program would understand that this is a minimum of a three year commitment. The benefits for students enrolled in the Dual Immersion program is a high level of bilingual proficiency and enhanced academic achievement. Ms. Gomez distributed folders to each Board member that provided the highlights of the Dual Immersion program.

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COMMENT: DUAL IMMERSION PROGRAM	Mr. Brent Tuominen wanted to make sure that the Dual Immersion program would not displace classes that were already at a school site, but would be in addition to the current instructional program. He did not want to see students having to transfer to another school if they did not want to participate.
REVIEW "PRINCIPAL-FOR A DAY" PROGRAM ACTIVITIES	Dr. Susan Jindra, Assistant Superintendent Education Services, announced that on March 21, 2007, 23 members of the community will be participating in the "Principal-for-a-Day" program at all of the District's school sites. A reception will follow to thank them for their participation.
REVIEW INFORMATION AND ACTIVITIES FOR CESAR CHAVEZ DAY	Dr. Jindra also reported that throughout the month of March schools will be celebrating the life of Cesar Chavez leading up to his birthday on March 31, 2007. She highlighted two activities that will be occurring at school sites: Mira Loma Middle students will be participating in research projects on the lives of "People Who Make A Difference," and Troth Street students are recording essays on the Farm Workers' movement to be aired on a local radio show.
REVIEW UNADOPTED MINUTES OF THE DISTRICT DAC - MEETINGS #1 AND #2	Dr. Jindra noted that the unadopted minutes of the District Advisory Council from November 30th and January 22nd are being presented to the Board for review.
	ACTION SESSION
APPROVE ROUTINE ACTION ITEMS A 1-11 -MOTION #211	MRS. BURNS MOVED THE BOARD APPROVE ROUTINE ACTION ITEMS A 1-11 AS PRINTED. MRS. BREWER SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY AS FOLLOWS: MINUTES OF MARCH 5, 2007 REGULAR MEETING; DISBURSEMENT ORDERS; PURCHASE ORDERS; AGREEMENTS; PAYROLL REPORT; REJECTION OF THE CLAIM AGAINST JURUPA UNIFIED SCHOOL DISTRICT ON BEHALF OF ADAN GUTIERREZ, A MINOR; DONATIONS; NON-ROUTINE STUDENT FIELD TRIP REQUEST FROM MS. DIEFENBACH TO TRAVEL TO REEDLY WITH APPROXIMATELY EIGHT (8) STUDENTS ON FRIDAY, MARCH 16, 2007 THROUGH SATURDAY, MARCH 17, 2007; NON-ROUTINE STUDENT FIELD TRIP REQUEST FROM MR. ROBINSON TO TRAVEL TO SAN DIEGO WITH APPROXIMATELY FORTY (40) STUDENTS ON TUESDAY, MARCH 27, 2007 THROUGH WEDNESDAY, MARCH 28, 2007; NON-ROUTINE STUDENT FIELD TRIP REQUEST FROM MS. GILES TO TRAVEL TO THE SAN BERNARDINO MOUNTAINS WITH APPROXIMATELY ONE HUNDRED-TEN (110) STUDENTS ON MONDAY, APRIL 23, 2007 THROUGH FRIDAY, APRIL 27, 2007; NON-ROUTINE STUDENT FIELD TRIP REQUEST FROM MS. GILES TO TRAVEL TO GARNER VALLEY WITH APPROXIMATELY ONE HUNDRED-TEN (110) STUDENTS ON MONDAY, MAY 21, 2007 THROUGH WEDNESDAY, MAY 23, 2007.
OPPOSE PROPOSED TRANSMISSION LINES -MOTION #212	Mr. Steve Badgett, Riverside Public Utilities Department, provided a Power Point presentation on the Riverside Transmission Reliability Project. He included a project description and explained why there is a need to upgrade the system by running transmission lines and building a substation within School District boundaries. Mr. Badgett provided a copy of his report to the Board for review. Ms. Betty Anderson, community member, noted that she provided information to the Board regarding this project and she is present to ask the School District to join two other agencies, the Jurupa Community Services District and the Jurupa Area Recreation and Park District, in opposing this project. She felt that by running new transmission lines near school sites, it would expose children to electro-magnetic fields. MR. CHAVEZ MOVED THE BOARD OPPOSE THE PROPOSED TRANSMISSION LINES BY SOUTHERN CALIFORNIA EDISON. MR. RODRIGUEZ SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
CONSENSUS DECISION TO CONTINUE MEETING PAST 11:00 P.M.	The Board through a consensus decision agreed to proceed with the Board meeting past 11:00 p.m.
TABLE STANDARDS OF BEHAVIOR	Agenda Item C, Consider Adopting Standards of Behavior, was tabled until the next meeting, at which time it will appear at the beginning of the action session.

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ADOPT NEW AND REVISED BOARD POLICIES AND REGULATIONS, 0410, 0450, 3513.3, 4030, 4119.11, 4219.11, 4319.11, 5131, 5131.7, 5144, 5144.1 -MOTION #213	Board Policy and Regulation 1312.3, Uniform Complaint Procedures, and Board Regulation 1312.4, Williams Uniform Complaint Procedures, were pulled from the Agenda to be placed on the next Agenda to allow for further discussion. MRS. BURNS MOVED THE BOARD ADOPT AT SECOND READING OF THE FOLLOWING: BOARD POLICY 0410, NONDISCRIMINATION DISTRICT PROGRAMS AND ACTIVITIES; BOARD POLICY AND REGULATION 0405, COMPREHENSIVE SAFETY PLAN; BOARD POLICY AND REGULATION, 3513.3, TOBACCO-FREE SCHOOLS; BOARD POLICY AND REGULATION 4030, NONDISCRIMINATION IN EMPLOYMENT; BOARD POLICY AND REGULATION 4119.11, 4219.11, 4319.11, SEXUAL HARASSMENT; BOARD POLICY 5131, CONDUCT; BOARD POLICY AND REGULATION 5131.7, WEAPONS AND DANGEROUS INSTRUMENTS; BOARD POLICY AND REGULATION 5144, DISCIPLINE; BOARD POLICY AND REGULATION5144.1, SUSPENSION AND EXPULSION/DUE PROCESS. MRS. BREWER SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
APPROVE 1ST INFORMATIONAL READING NEW & REVISED BOARD POLICIES AND REGULATIONS, 0520, 0520.1, 0520.2, 0520.3, 3515.2, 5111.13, 5116.1, 5117, 5145.7, 6190 -MOTION #214	MRS. BURNS MOVED THE BOARD APPROVE THE FIRST INFORMATIONAL READING OF THE FOLLOWING: BOARD POLICY AND REGULATION 0520, INTERVENTION FOR UNDERPERFORMING SCHOOLS; BOARD POLICY AND REGULATION 0520.1, HIGH PRIORITY SCHOOLS GRANT PROGRAM; BOARD POLICY AND REGULATION 0520.2, TITLE I PROGRAM IMPROVEMENT SCHOOLS; BOARD POLICY AND REGULATION 0520.3, TITLE I PROGRAM IMPROVEMENT DISTRICTS; BOARD POLICY AND REGULATION 3515.2, DISRUPTIONS; BOARD POLICY AND REGULATION 5111.13, RESIDENCY FOR HOMELESS CHILDREN; BOARD POLICY AND REGULATION 5116.1, INTRADISTRICT OPEN ENROLLMENT; BOARD POLICY AND REGULATION 5117, INTERDISTRICT ATTENDANCE; BOARD POLICY AND REGULATION 5145.7, SEXUAL HARASSMENT; BOARD REGULATION 6190, EVALUATION OF THE INSTRUCTIONAL PROGRAM. MRS. BREWER SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
APPROVE SUBMITTAL FAMILY LITERACY, ENGLISH LITERACY AND CIVICS EDUCATION GRANT -MOTION #215	MRS. BURNS MOVED THE BOARD APPROVE THE GRANT APPLICATION FOR WIA TITLE II: ADULT EDUCATION AND FAMILY LITERACY ACT, AND ENGLISH LITERACY AND CIVICS EDUCATION FUNDING. MR. CHAVEZ SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
APPROVE SUBMITTAL QEIA APPLICATION -MOTION #216	MR. CHAVEZ MOVED THE BOARD APPROVE SUBMITTAL OF THE APPLICATIONS FOR QUALITY EDUCATION INVESTMENT ACT (QEIA) FUNDS. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
ADOPT RES. #2007/36, PAYMENT OF BOARD MEMBER COMPENSATION -MOTION #217	MRS. BURNS MOVED THE BOARD ADOPT RESOLUTION #2007/36, PAYMENT OF BOARD MEMBER COMPENSATION FEES TO MR. JOHN CHAVEZ FOR THE FEBRUARY 20, 2007 BOARD MEETING. MRS BREWER SECONDED THE MOTION, WHICH CARRIED 4-0; ABSTAIN, MR. CHAVEZ.
APPROVE CHANGE TO STUDY AREA 31300 -MOTION #218	MRS. BURNS MOVED THE BOARD APPROVE SPLITTING OFF THE NORTHWEST SECTION OF STUDY AREA 31300; RENAMING IT STUDY AREA 31301 AND REASSIGNING THIS NEW STUDY AREA TO JURUPA MIDDLE SCHOOL AND PATRIOT HIGH SCHOOL. MR. CHAVEZ SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
CERTIFY 2006-2007 SECOND INTERIM FINANCIAL REPORT -MOTION #219	MRS. BURNS MOVED THE BOARD CERTIFY THAT THE DISTRICT WILL BE ABLE TO MEET ITS FINANCIAL OBLIGATIONS FOR 2006/07 AND TWO SUBSEQUENT FISCAL YEARS. MRS. BREWER SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
CERTIFY BALANCED BUDGET IN OTHER FUNDS -MOTION #220	MRS. BURNS MOVED THE BOARD CERTIFY THAT THE DISTRICT WILL BE ABLE TO MAINTAIN A BALANCED BUDGET IN THE OTHER FUNDS. MRS. BREWER SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.
ADOPT RES. #2007/37 EXPENDITURE OF EXCESS FUNDS -MOTION #221	MR. CHAVEZ MOVED THE BOARD ADOPT RESOLUTION #2007/37, EXPENDITURE OF EXCESS FUNDS. MR. RODRIGUEZ SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY.

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APPROVE PURCHASE OF PITNEY BOWES ENVELOPE STUFFER AND ADDRESS PRINTER FOR MAILROOM -MOTION #222	MRS. BREWER MOVED THE BOARD APPROVE THE PURCHASE OF A DI950 ENVELOPE STUFFER AND DA950 HIGH SPEED ADDRESS PRINTER FROM PITNEY BOWES IN THE AMOUNT OF $45,613.33. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED 4-1, NAY, MR. RODRIGUEZ.
ACT ON STUDENT DISCIPLINE CASES -MOTION #223	MRS. BURNS MOVED THE BOARD APPROVE THE RECOMMENDATIONS FOR THE DISCIPLINE CASES LISTED. MRS. BREWER SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY AS FOLLOWS: EXPEL THE PUPIL IN DISCIPLINE CASE **#07-236** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (B), (F), (K) AND 48915 (A2), (B), (E) FOR THE SPRING SEMESTER 2007. HOWEVER, THE BOARD OF EDUCATION MAY WISH TO CONSIDER THAT THE ENFORCEMENT OF THE EXPULSION IS SUSPENDED AND THE STUDENT IS PLACED ON SCHOOL PROBATION AT MIRA LOMA MIDDLE SCHOOL. THE PUPIL SHALL BE REVIEWED FOR POSSIBLE REINSTATEMENT TO THE JURUPA UNIFIED SCHOOL DISTRICT ON OR BEFORE JUNE 18, 2007.
	EXPEL THE PUPIL IN DISCIPLINE CASE **#07-211** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (B), (K) AND 48915 (B), (E) FOR THE SPRING AND FALL SEMESTERS 2007. HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS SUSPENDED FOR THE FALL SEMESTER AND THE STUDENT IS PLACED ON SCHOOL PROBATION AT THE LEARNING CENTER COMMUNITY DAY SCHOOL. THIS CASE SHALL BE REVIEWED IN JUNE FOR EDUCATIONAL PLACEMENT FOR THE FALL SEMESTER 2007. THIS CASE WILL BE REVIEWED FOR POSSIBLE REINSTATEMENT TO THE DISTRICT ON OR BEFORE JANUARY 21, 2008; EXPEL THE PUPIL IN DISCIPLINE CASE **#07-225** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (F), (G), (L) AND 48915 (E) FOR THE SPRING AND FALL SEMESTERS 2007. HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS SUSPENDED FOR THE FALL SEMESTER AND THE STUDENT IS PLACED ON SCHOOL PROBATION AT THE LEARNING CENTER COMMUNITY DAY SCHOOL. THIS CASE SHALL BE REVIEWED IN JUNE FOR EDUCATIONAL PLACEMENT FOR THE FALL SEMESTER 2007. THIS CASE WILL BE REVIEWED FOR POSSIBLE REINSTATEMENT TO THE DISTRICT ON OR BEFORE JANUARY 21, 2008; EXPEL THE PUPIL IN DISCIPLINE CASE **#07-228** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A)(1), (K) AND 48915 (B), (E) FOR THE SPRING AND FALL SEMESTERS 2007. HOWEVER, THE ENFORCEMENT OF THE EXPULSION IS SUSPENDED FOR THE FALL SEMESTER AND THE STUDENT IS PLACED ON SCHOOL PROBATION AT THE LEARNING CENTER COMMUNITY DAY SCHOOL. THIS CASE SHALL BE REVIEWED IN JUNE FOR EDUCATIONAL PLACEMENT FOR THE FALL SEMESTER 2007. THIS CASE WILL BE REVIEWED FOR POSSIBLE REINSTATEMENT TO THE DISTRICT ON OR BEFORE JANUARY 21, 2008; EXPEL THE PUPIL IN DISCIPLINE CASE **#07-183** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A)(1), (K) AND 48915 (B), (E) FOR THE SPRING AND FALL SEMESTERS 2007. THE PUPIL IS ASSIGNED TO THE LEARNING CENTER INDEPENDENT STUDY PROGRAM. THIS CASE SHALL BE REVIEWED FOR POSSIBLE READMISSION TO THE DISTRICT ON OR BEFORE JANUARY 21, 2008; EXPEL THE PUPIL IN DISCIPLINE CASE **#07-188** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A)(1), (F), (K), (.4) AND 48915 (B), (E) FOR THE SPRING AND FALL SEMESTERS 2007. THE PUPIL SHALL IS ASSIGNED TO THE LEARNING CENTER COMMUNITY DAY SCHOOL. THIS CASE SHALL BE REVIEWED FOR POSSIBLE READMISSION TO THE DISTRICT ON OR BEFORE JANUARY 21, 2008; EXPEL THE PUPIL IN DISCIPLINE CASE **#07-213** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (C), (K) AND 48915 (B), (E) FOR THE SPRING AND FALL SEMESTERS 2007. THE PUPIL IS ASSIGNED TO THE LEARNING CENTER COMMUNITY DAY SCHOOL. THIS CASE SHALL BE REVIEWED FOR POSSIBLE READMISSION TO THE DISTRICT ON OR BEFORE JANUARY 21, 2008.

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ACT ON STUDENT DISCIPLINE CASES -MOTION #223 (CONTINUED)	EXPEL THE PUPIL IN DISCIPLINE CASE **#07-219** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (G), (K) AND 48915 (E) FOR THE SPRING AND FALL SEMESTERS 2007. THE PUPIL IS ASSIGNED TO THE WEST COUNTY ELEMENTARY SCHOOL. THIS CASE SHALL BE REVIEWED FOR POSSIBLE READMISSION TO THE DISTRICT ON OR BEFORE JANUARY 21, 2008; EXPEL THE PUPIL IN DISCIPLINE CASE **#07-223** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (F), (G), (L) AND 48915 (E) FOR THE SPRING AND FALL SEMESTERS 2007. THE PUPIL IS ASSIGNED TO THE LEARNING CENTER COMMUNITY DAY SCHOOL. THIS CASE SHALL BE REVIEWED FOR POSSIBLE READMISSION TO THE DISTRICT ON OR BEFORE JANUARY 21, 2008; EXPEL THE PUPIL IN DISCIPLINE CASE **#07-227** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A)(1), (K) AND 48915 (B), (E) FOR THE SPRING AND FALL SEMESTERS 2007. THE PUPIL SHALL IS ASSIGNED TO THE LEARNING CENTER COMMUNITY DAY SCHOOL. THIS CASE SHALL BE REVIEWED FOR POSSIBLE READMISSION TO THE DISTRICT ON OR BEFORE JANUARY 21, 2008; EXPEL THE PUPIL IN DISCIPLINE CASE **#07-229** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (A)(1), (K) AND 48915 (B), (E) FOR THE SPRING AND FALL SEMESTERS 2007. THE PUPIL IS ASSIGNED TO THE LEARNING CENTER COMMUNITY DAY SCHOOL. THIS CASE SHALL BE REVIEWED FOR POSSIBLE READMISSION TO THE DISTRICT ON OR BEFORE JANUARY 21, 2008; EXPEL THE PUPIL IN DISCIPLINE CASE **#07-230** FOR VIOLATION OF EDUCATION CODE SECTIONS 48900 (K) AND 48915 (E) FOR THE SPRING AND FALL SEMESTERS 2007. THE PUPIL IS ASSIGNED TO THE RIVERSIDE COUNTY JURUPA COMMUNITY SCHOOL. THIS CASE SHALL BE REVIEWED FOR POSSIBLE READMISSION TO THE DISTRICT ON OR BEFORE JANUARY 21, 2008.
APPROVE PERSONNEL REPORT #16 -MOTION #224	MRS. BREWER MOVED THE BOARD APPROVE PERSONNEL REPORT #16. MRS. BURNS SECONDED THE MOTION, WHICH CARRIED UNANIMOUSLY. The Assistant Superintendent Personnel Services, Mrs. Tamara Elzig, reported that in Closed Session the Board voted unanimously to accept the resignation of Mr. Ralph Martinez, effective June 30, 2007, and accept the resignation of Mr. Chad Reed, effective June 20, 2007.
BOARD MEMBER COMMITTEE REPORTS	Mrs. Brewer reported that the District Advisory Council meeting minutes are included in the supporting documents.
ADJOURNMENT	**ADJOURNMENT** There being no further business or reportable action, President Harris adjourned the Regular Meeting from Public Session at 11:08 p.m. **MINUTES OF THE REGULAR MEETING OF MARCH 19, 2007 ARE APPROVED AS:** _____ _____ _____ **President** **Clerk** _____ **Date**

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JURUPA UNIFIED SCHOOL DISTRICT

Report of Disbursement Order Purchases

Purchases Over $1

03-05-07 thru 03-16-07

Line #	Fund	Sch	Resource	Vendor	Description	Amount
1	03	100	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 01/09-02/13/07	824.52
2	03	100	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	5,330.82
3	03	100	UNRESTRICTED	THE GAS COMPANY	GAS BILLING - FEB 2007	272.83
4	03	105	STATE LOTTERY	JURUPA COMMUNITY SERVICES	WATER BILLING 01/09-02/13/07	332.40
5	03	105	STATE LOTTERY	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	3,001.45
6	03	105	STATE LOTTERY	THE GAS COMPANY	GAS BILLING - FEB 2007	583.93
7	03	110	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 01/09-02/13/07	488.98
8	03	110	DISCRETIONARY	MARIE PATTON	LIBRARY BOOK REFUND	11.00
9	03	110	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	5,267.92
10	03	110	UNRESTRICTED	THE GAS COMPANY	GAS BILLING - FEB 2007	230.71
11	03	115	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER BILLING - FEB 2007	1,156.68
12	03	115	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	4,563.69
13	03	115	UNRESTRICTED	THE GAS COMPANY	GAS BILLING - FEB 2007	632.54
14	03	120	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 01/09-02/13/07	1,256.35
15	03	120	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	5,043.56
16	03	120	UNRESTRICTED	THE GAS COMPANY	GAS BILLING - FEB 2007	464.86
17	03	125	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 01/09-02/13/07	1,330.90
18	03	125	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	3,515.94
19	03	125	UNRESTRICTED	THE GAS COMPANY	GAS BILLING - FEB 2007	337.37
20	03	130	DISCRETIONARY	ESTHER GREEN	REIMBURSE MILEAGE	40.74
21	03	130	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER BILLING - FEB 2007	1,011.54
22	03	130	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	3,391.64
23	03	130	UNRESTRICTED	THE GAS COMPANY	GAS BILLING - FEB 2007	403.78
24	03	135	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 01/09-02/13/07	1,266.51
25	03	135	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	671.82
26	03	135	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	3,328.85
27	03	135	UNRESTRICTED	THE GAS COMPANY	GAS BILLING - FEB 2007	569.99
28	03	140	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER BILLING - FEB 2007	1,668.90
29	03	140	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	4,789.45
30	03	140	UNRESTRICTED	THE GAS COMPANY	GAS BILLING - FEB 2007	728.15
31	03	145	DISCRETIONARY	ALEJANDRO MILLAN	LIBRARY BOOK REFUND	10.35
32	03	145	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER BILLING - FEB 2007	677.44
33	03	145	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	4,771.90
34	03	145	UNRESTRICTED	THE GAS COMPANY	GAS BILLING - FEB 2007	510.76
35	03	150	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 01/09-02/13/07	1,572.53
36	03	150	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	3,380.94
37	03	150	DISCRETIONARY	SUZANNE ALI	REIMBURSE SUPPLIES	27.11

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JURUPA UNIFIED SCHOOL DISTRICT

Report of Disbursement Order Purchases

Purchases Over $1

03-05-07 thru 03-16-07

Line #	Fun	Sch	Resource	Vendor	Description	Amount
38	03	150	UNRESTRICTED	THE GAS COMPANY	GAS BILLING - FEB 2007	769.41
39	03	155	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 01/09-02/13/07	1,677.33
40	03	155	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	4,865.38
41	03	155	UNRESTRICTED	THE GAS COMPANY	GAS BILLING - FEB 2007	276.93
42	03	160	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 01/09-02/13/07	1,116.87
43	03	160	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	4,414.99
44	03	165	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	5,098.78
45	03	165	UNRESTRICTED	THE GAS COMPANY	GAS BILLING - FEB 2007	868.97
46	03	170	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 01/29-03/01/07	1,050.72
47	03	170	DISCRETIONARY	PAUL DEFOE	REIMBURSE SUPPLIES	13.34
48	03	170	DISCRETIONARY	PAUL DEFOE	REIMBURSE SUPPLIES	43.28
49	03	170	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	3,816.31
50	03	170	UNRESTRICTED	THE GAS COMPANY	GAS BILLING - FEB 2007	806.22
51	03	175	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER BILLING - FEB 2007	1,188.42
52	03	175	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	4,178.39
53	03	175	UNRESTRICTED	THE GAS COMPANY	GAS BILLING - FEB 2007	859.14
54	03	200	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 01/09-02/13/07	1,763.20
55	03	200	DISCRETIONARY	LANCASTER, WALTER	REIMBURSE SUPPLIES	192.74
56	03	200	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	7,373.68
57	03	200	UNRESTRICTED	THE GAS COMPANY	GAS BILLING - FEB 2007	1,744.49
58	03	205	DISCRETIONARY	CHRISTIAN BEDOLLA	TEXTBOOK REFUND	15.00
59	03	205	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 01/29-03/01/07	2,434.32
60	03	205	DISCRETIONARY	ROBIN CARVER	PERSONAL LOSS	486.25
61	03	205	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	9,626.29
62	03	205	UNRESTRICTED	THE GAS COMPANY	GAS BILLING - FEB 2007	242.82
63	03	210	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER BILLING - FEB 2007	1,983.21
64	03	210	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	7,612.69
65	03	210	UNRESTRICTED	THE GAS COMPANY	GAS BILLING - FEB 2007	678.53
66	03	300	DISCRETIONARY	CALIFORNIA DEPT OF EDUCATION	CONF FEES-CDE-3/07(2) 1 DAY	200.00
67	03	300	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 01/29-03/01/07	5,997.77
68	03	300	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 01/09-02/13/07	589.05
69	03	300	UNRESTRICTED	THE GAS COMPANY	GAS BILLING - FEB 2007	8,959.37
70	03	300	DISCRETIONARY	VICKY KAYLOR	REIMBURSE MILEAGE	59.17
71	03	305	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER BILLING - FEB 2007	3,205.65
72	03	305	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	10,027.70
73	03	305	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	42.08
74	03	310	UNRESTRICTED	INDIAN HILLS CONSERVATION	WATER BILLING 01/31/07 - 03/01/07	1,296.93

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B.2

JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
03-05-07 thru 03-16-07

Line #	Fun	Sch	Resource	Vendor	Description	Amount
75	03	310	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 01/09-02/13/07	13,199.08
76	03	310	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	36,321.61
77	03	310	UNRESTRICTED	THE GAS COMPANY	GAS BILLING - FEB 2007	3,371.40
78	03	410	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 01/09-02/13/07	474.41
79	03	410	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	1,972.24
80	03	500	UNRESTRICTED	AT & T	PHONE FEB 2007	393.34
81	03	500	UNRESTRICTED	AT & T	PHONE-FEB 2007	79.41
82	03	500	UNRESTRICTED	AT & T INTERNET SERVICES	INTERNET SERVICES - FEB 2007	1,462.00
83	03	500	UNRESTRICTED	BANKCARD SERVICES	SUPPLIES	639.10
84	03	500	UNRESTRICTED	BECKLEY, JIM	REIMBURSE MILEAGE	87.30
85	03	500	UNRESTRICTED	BILLY FONG	REIMBURSE CLAD	55.00
86	03	500	UNRESTRICTED	CADIZ, SUSAN	REIMBURSE SUPPLIES	125.00
87	03	500	UNRESTRICTED	CLAUDER, LANA	REIMBURSE MILEAGE	16.79
88	03	500	UNRESTRICTED	CONDIT, IRWIN	REIMBURSE MILEAGE	99.22
89	03	500	UNRESTRICTED	CSBA	CONF FEES-CSBA-5/07(1) 2 NIGHTS	40.00
90	03	500	UNRESTRICTED	DEBORAH BURDICK	REIMBURSE MILEAGE	28.49
91	03	500	UNRESTRICTED	ESTRADA, MARY	REIMBURSE MILEAGE	41.71
92	03	500	UNRESTRICTED	FEDERAL EXPRESS CORP	SHIPPING	251.24
93	03	500	UNRESTRICTED	HYATT REGENCY SACRAMENTO	CONF FEES-CSBA-5/07(1) 3DAYS	381.82
94	03	500	UNRESTRICTED	I.M.P.A.C. GOVERNMENT SERVICES	SUPPLIES	1,515.22
95	03	500	UNRESTRICTED	JEANETTE TUPPER SHEARER	REIMBURSE MILEAGE	104.40
96	03	500	UNRESTRICTED	JEANETTE TUPPER SHEARER	REIMBURSE MILEAGE	96.47
97	03	500	UNRESTRICTED	JURUPA COMMUNITY SERVICES	WATER BILLING 01/09-02/13/07	1,578.48
98	03	500	HEALTH & WELFARE CLEARING	LYDIA AYALA-RAMIREZ	REIMBURSE HEALTH & WELFARE	966.18
99	03	500	UNRESTRICTED	LYTHGOE, SUSAN	REIMBURSE MILEAGE	49.30
100	03	500	UNRESTRICTED	MURRAY, MICHELLE	REIMBURSE MILEAGE	26.18
101	03	500	UNRESTRICTED	NEW MEXICO SCHL BOARDS ASSOC.	CONF FEES-NMSBA-3/07(2) 4 DAYS	610.00
102	03	500	UNRESTRICTED	PC & MACEXCHANGE	SUPPLIES	72.40
103	03	500	UNANTICIPATED CAPITAL	PEARSON SCHOOL SYSTEMS	CONF FEES-MSBW-3/07(4) 2DAYS	1,800.00
104	03	500	MAA BILLING REIMBURSEMENT	PRACTI-CAL	MAA BILLING	35,095.00
105	03	500	UNRESTRICTED	QUINTANA, SALLY	REIMBURSE CLAD	55.00
106	03	500	UNRESTRICTED	RICHARD ZIEMKE	REIMBURSE SUPPLIES	23.68
107	03	500	UNRESTRICTED	RIO GRANDE INN	LODGE FEE-NMSBA-3/07(2) 3 NIGHTS	460.56
108	03	500	UNRESTRICTED	ROUSH, THERESA	REIMBURSE MILEAGE	42.68
109	03	500	UNRESTRICTED	RUBIDOUX COMMUNITY SERVICES	WATER BILLING - FEB 2007	79.47
110	03	500	UNRESTRICTED	RUSSELL, KAREN	REIMBURSE MILEAGE	99.91
111	03	500	UNRESTRICTED	SHELIA E. CARPENTER	REIMBURSE TRAVEL	627.45

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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
03-05-07 thru 03-16-07

Line #	Fun	Sch	Resource	Vendor	Description	Amount
112	03	500	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	11,353.75
113	03	500	UNRESTRICTED	SO CALIFORNIA EDISON	ELECTRIC - FEB 2007	23.35
114	03	500	UNRESTRICTED	THE GAS COMPANY	GAS BILLING - FEB 2007	1,220.35
115					**TOTAL FUND 03**	**$ 273,983.26**
116						
117	06	125	NCLB: TITLE I, PART A, BASIC	STAFF DEVELOPMENT FOR EDUC.	CONF FEES-SDE-4/07(5)1DAY	795.00
118	06	135	SCHOOL AND LIBRARY IMPROVE	JOBE VICTORIA	REIMBURSE SUPPLIES	58.73
119	06	160	NCLB: TITLE I, PART A, BASIC	JURUPA UNIFIED	CABE REGISTRATION FEE (1)	640.00
120	06	165	NCLB: TITLE I, PART A, BASIC	BARREIRO, LAZ	REIMBURSE TRAVEL	681.73
121	06	175	NCLB: TITLE I, PART A, BASIC	DEVELOPING TALENTED READERS	CONF FEES-DTR-3/07(1) 1DAY	130.00
122	06	200	SCHOOL AND LIBRARY IMPROVE	ALLIANCE BUS LINES	BUS SERVICE - FIELD TRIP	728.00
123	06	200	NCLB: TITLE I, PART A, BASIC	DEVELOPING TALENTED READERS	CONF FEES-DTR-3/07(1) 1DAY	130.00
124	06	205	SCHOOL AND LIBRARY IMPROVE	ALLIANCE BUS LINES	BUS SERVICE - FIELD TRIP	936.00
125	06	300	SPECIAL ED: IDEA LOCAL STAFF	CLOKE, AMITA	REIMBURSE TRAVEL	56.48
126	06	300	VOCATIONAL PROGRAMS: VOC	JEFF RHINER	REIMBURSE TRAVEL	455.34
127	06	300	VOCATIONAL PROGRAMS: VOC	JEFF RHINER	REIMBURSE TRAVEL	54.50
128	06	300	VOCATIONAL PROGRAMS: VOC	NORWOOD, ROBERT	REIMBURSE TRAVEL	455.34
129	06	300	VOCATIONAL PROGRAMS: VOC	SARA DIEFENBACH	REIMBURSE TRAVEL	455.34
130	06	300	VOCATIONAL PROGRAMS: VOC	SARA DIEFENBACH	REIMBURSE TRAVEL	36.87
131	06	300	VOCATIONAL PROGRAMS: VOC	SARA DIEFENBACH	REIMBURSE TRAVEL	102.03
132	06	305	INSTRUCTIONAL MATERIALS	ALFREDO PLIEGO	TEXTBOOK REFUND	74.95
133	06	500	NCLB: TITLE III, LIMITED ENGLISH	2-WAY CABE	CONF FEES-2WAY-7/07(2) 3 DAYS	940.00
134	06	500	VOCATIONAL PROGRAMS: VOC	ACCENT ON TRAVEL	AIRFARE--2/07(1)	205.30
135	06	500	NCLB: TITLE III, LIMITED ENGLISH	ACCENT ON TRAVEL	AIRFARE-7/07(1)	267.30
136	06	500	GIFTED & TALENTED EDUCATION	ASKEW, ESTHER	REIMBURSE TRAVEL	78.40
137	06	500	ONGOING & MAJOR MAINTENANCE	BALDWIN, DAN	REIMBURSE MILEAGE	369.08
138	06	500	TRANSPORTATION: HOME TO SCHL	BANKCARD SERVICES	SUPPLIES	127.08
139	06	500	NCLB: TITLE II, PART D, ENHANCING	BRIAN HENRY	REIMBURSE TRAVEL	129.07
140	06	500	NCLB: TITLE II, PART D, ENHANCING	BER	CONF FEES-BER-3/07(1) 1 DAY	185.00
141	06	500	VOCATIONAL PROGRAMS: VOC	CALCP	CONF FEES-CALCP-3/07(1) 4 DAYS	115.00
142	06	500	NCLB: TITLE I, PART A, BASIC	CALIFORNIA DEPT. OF EDUCATION	CONF FEES-TCAAB-4/07(3) 2 DAYS	900.00
143	06	500	TRANSPORTATION: HOME TO SCHL	CANUP, ANDRIENNE S.	REIMBURSE MEALS	9.12
144	06	500	NCLB: TITLE II, PART A, TEACHER	DANI ANDERSEN	REIMBURSE MILEAGE	32.63
145	06	500	NCLB: TITLE II, PART D, ENHANCING	DAVID MOEHLMAN	REIMBURSE TRAVEL	543.99
146	06	500	NCLB: TITLE II, PART D, ENHANCING	DENISE GRAHAM	REIMBURSE TRAVEL	20.41
147	06	500	GIFTED & TALENTED EDUCATION	DEVELOPING TALENTED READERS	CONF FEES-DTR-3/07(1) 1DAY	130.00
148	06	500	SPECIAL ED: IDEA LOCAL STAFF	DROST, KATHY	REIMBURSE TRAVEL	116.00

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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
03-05-07 thru 03-16-07

Line #	Fun	Sch	Resource	Vendor	Description	Amount
149	06	500	SPECIAL EDUCATION	DROST, KATHY	REIMBURSE MILEAGE	44.89
150	06	500	ONGOING & MAJOR MAINTENANCE	ELZIG, BILL	REIMBURSE MILEAGE	416.62
151	06	500	GIFTED & TALENTED EDUCATION	ESCOBAR, MARTHA	REIMBURSE TRAVEL	175.00
152	06	500	NCLB: TITLE II, PART D, ENHANCING	FORD, PAULA	REIMBURSE TRAVEL	279.27
153	06	500	SPECIAL EDUCATION	FRED PRYOR SEMINARS	REIMBURSE TRAVEL	99.00
154	06	500	TRANSPORTATION: HOME TO SCHL	GEORGE MARTINEZ	REIMBURSE WORK BOOTS	80.00
155	06	500	NCLB: TITLE I, PART A, BASIC	HOLIDAY INN COSTA MESA	LODGE FEE-TCAAB-4/07(3) 1 NIGHT	356.40
156	06	500	ONGOING & MAJOR MAINTENANCE	HOLIDAY INN HOTEL & SUITES	LODGE FEE-TTS-5/07(1) 5 NIGHTS	792.31
157	06	500	NCLB: TITLE III, LIMITED ENGLISH	HYATT REGENCY	LODGE FEE-2-WAY-7/07(2) 4 NIGHTS	1,123.50
158	06	500	MEDI-CAL BILLING OPTION	JANA VAN VYVE	REIMBURSE TRAVEL	24.00
159	06	500	SPECIAL EDUCATION	JANA VAN VYVE	REIMBURSE MILEAGE	18.21
160	06	500	NCLB: TITLE III, LIMITED ENGLISH	JEREMY SAMSON	REIMBURSE TRAVEL	589.31
161	06	500	SPECIAL ED: IDEA LOCAL STAFF	JESSICA FELD	REIMBURSE TRAVEL	19.56
162	06	500	NCLB: TITLE II, PART D, ENHANCING	JYLL MORRIS	REIMBURSE TRAVEL	527.67
163	06	500	CAHSEE INTENSIVE INSTRUCTION	KATHRYN MCSKIMMING	REIMBURSE SUPPLIES	13.48
164	06	500	MEDI-CAL BILLING OPTION	KATI WEISZ	REIMBURSE TRAVEL	35.32
165	06	500	SPECIAL EDUCATION	MAGDELENA BUENROSTRO	REIMBURSE MILEAGE	101.77
166	06	500	GIFTED & TALENTED EDUCATION	MARTHA GOMEZ	REIMBURSE TRAVEL	488.32
167	06	500	NCLB: TITLE I, PART A, BASIC	MORENO, TERESA	REIMBURSE SUPPLIES	120.00
168	06	500	WORKFORCE INVESTMENT ACT	PACE, ROBERTA	REIMBURSE TRAVEL	1,019.95
169	06	500	SPECIAL ED: IDEA LOCAL STAFF	PARKER, PATRICIA	REIMBURSE TRAVEL	166.22
170	06	500	MEDI-CAL BILLING OPTION	RASP	CONF FEES-RASP-6/07(1) 1DAY	60.00
171	06	500	GIFTED & TALENTED EDUCATION	REYNOSO, OSCAR	REIMBURSE TRAVEL	175.00
172	06	500	NCLB: TITLE II, PART A, TEACHER	RIVERSIDE CO. OFFICE OF EDUCA.	CONF FEES-RCOE-3/07(2) 1DAY	250.00
173	06	500	SPECIAL EDUCATION	ROBERTA HAMERSMA	REIMBURSE MILEAGE	12.57
174	06	500	NCLB: TITLE II, PART D, ENHANCING	ROSA SANTOS-LEE	REIMBURSE TRAVEL	80.80
175	06	500	NCLB: TITLE II, PART D, ENHANCING	SBCSS	CONF FEES-SBCSS-3/07(3) 1 DAY	600.00
176	06	500	NCLB: TITLE II, PART D, ENHANCING	STEPHANIE CUNNINGHAM	REIMBURSE TRAVEL	18.31
177	06	500	NCLB: TITLE II, PART D, ENHANCING	WENDY ECCLES	REIMBURSE TRAVEL	308.45
178	06	500	HEAD START	WOOTEN, SUE	REIMBURSE STAMPS	7.02
179					**TOTAL FUND 06**	**$ 17,961.64**
180						
181	11	401	ADULT EDUCATION APPORTION	LIDIA STEIGER	REFUND TEXTBOOK DEPOSIT	25.00
182	11	401	ADULT EDUCATION APPORTION	SARA RONQUILLO	REFUND TEXTBOOK DEPOSIT	25.00
183					**TOTAL FUND 11**	**$ 50.00**
184						
185	13	500	CHILD NUTRITION: SCHOOL PROG	DENIECE CORDERO	LUNCH ACC'T REFUND	12.50

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JURUPA UNIFIED SCHOOL DISTRICT
Report of Disbursement Order Purchases
Purchases Over $1
03-05-07 thru 03-16-07

Line #	Fun	Sch	Resource	Vendor	Description	Amount
186	13	500	CHILD NUTRITION: SCHOOL PROG	KARLA MARTINEZ-GONZALEZ	FOOD HANDLER CARD	17.00
187	13	500	CHILD NUTRITION: SCHOOL PROG	LEACH, NANCY	FOOD HANDLER CARD	17.00
188	13	500	CHILD NUTRITION: SCHOOL PROG	RUPE, VICKI	GROCERIES FOR WAREHOUSE	42.59
189	13	500	CHILD NUTRITION: SCHOOL PROG	WILLIAMS, ASHLEY	FOOD HANDLER CARD	17.00
190					**TOTAL FUND 13**	**$ 106.09**
191						
192	25	500	UNRESTRICTED	RIVERSIDE COUNTY CLERK	SCHOOL FACILITIES EXEMPT FEE	64.00
193					**TOTAL FUND 25**	**$ 64.00**
194						
195	67	500	SELF INSURANCE	ROGER VEGA	PERSONAL LOSS	245.00
196	67	500	DISCRETIONARY	STEVE KONG	PERSONAL LOSS	500.00
197					**TOTAL FUND 67**	**$ 745.00**

186 DISBURSEMENT ORDER PURCHASES FOR A GRAND TOTAL OF: $292,909.99

APPROVAL RECOMMENDED: _____
DIRECTOR OF FISCAL SERVICES

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Jurupa Unified School District
Report of Purchases
Purchases Over $200
3-05-07 thru 3-16-07

	P.O.#	Fund	Sch	Resource	Vendor	Description	Amount
1	P61623	03	500	UNRESTRICTED	WAXIE SANITARY SUPPLY 334773400	CSR-STOCK	$ 2,530.40
2	P61625	03	500	UNRESTRICTED	SCOTT ELECTRIC-SPEC. LAMP DIV.	CSR-STOCK	1,140.00
3	P61627	03	500	UNRESTRICTED	ZANER-BLOSER INC	CSR-STOCK	4,110.37
4	P1006048	06	500	4046 - NCLB: TITLE II, PART D, ENHANCING EDUCA	I.M.P.A.C. GOVERNMENT SERVICES	EC-BLUETOOTH ADAPTERS-4	281.38
5	P1006151	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUI	BEST ACCESS SYSTEMS	MAINT-LOCKSMITH SUPPLIES	6,826.78
6	P1006186	06	150	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLO	PC & MAC EXCHANGE	SC-PRINTERS-4	1,691.46
7	P1006470	06	500	5210 - HEAD START	MEDICAL PRODUCTS LABORATORIES	EC-HSPS-DENTAL HYGIENE SUPPLIES	464.88
8	P1006470	12	500	6055 - CHILD DEVELOPMENT: STATE PRESCHOOL	MEDICAL PRODUCTS LABORATORIES	EC-HSPS-DENTAL HYGIENE SUPPLIES	464.89
9	P1006476	21	130	0204 - MODERNIZATION PROJECTS	CULVER-NEWLIN INC	PA-DESK AND OFFICE FURNTURE-20	6,075.03
10	P1006495	06	300	6500 - SPECIAL EDUCATION	INTERNATIONAL LASER GROUP	JVH-PRINTER INK	299.00
11	P1006506	06	110	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLO	INTERNATIONAL LASER GROUP	GH-INKJET CARTRIDGES	488.75
12	P1006507	06	200	7255 - IMMEDIATE INTERVENTION/UNDERPERFOR	I.M.P.A.C. GOVERNMENT SERVICES	JM-FAX TONER	5,437.49
13	P1006510	21	310	0000 - UNRESTRICTED	WENGER CORP.	PH-INSTALLATION OF MUSIC LIBRARY UNIT	2,342.00
14	P1006512	06	160	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLO	CORPORATE EXPRESS	SS-LAMINATOR-1	1,722.92
15	P1006514	03	500	0000 - UNRESTRICTED	DELL	EC- FLAT PANEL MONITOR AND SOUND CARD-1	755.42
16	P1006515	06	500	4046 - NCLB: TITLE II, PART D, ENHANCING EDUCA	DELL	EC-NOTEBOOK COMPUTERS-6	10,358.02
17	P1006516	06	500	4046 - NCLB: TITLE II, PART D, ENHANCING EDUCA	DELL	EC-DESKTOP COMPUTER-1	1,320.43
18	P1006517	06	500	4046 - NCLB: TITLE II, PART D, ENHANCING EDUCA	CDW-G	EC-BARCODE SCANNER-1	215.80
19	P1006518	06	500	4046 - NCLB: TITLE II, PART D, ENHANCING EDUCA	CDW-G	EC-CAMERAS-2	940.64
20	P1006519	11	400	6390 - ADULT EDUCATION APPORTIONMENT	OXFORD UNIVERSITY PRESS	LC-DICTIONARIES-50	629.66
21	P1006519	11	400	3905 - ADULT EDUCATION: ADULT BASIC EDUCATI	OXFORD UNIVERSITY PRESS	LC-DICTIONARIES-200	3,568.13
22	P1006520	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUI	COAST FILTRATION, INC.	MAINT-GA-WATER FILTERS-76	638.41
23	P1006521	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUI	AAA ELECTRIC MOTOR SALES & SERVICE	MAINT-PH-A/C PARTS	296.80
24	P1006522	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUI	CLARK SECURITY PRODUCTS	MAINT-LOCKSMITH SUPPLIES	2,165.28
25	P1006523	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUI	THE HOME DEPOT - MIRA LOMA	MAINT-WELDING SUPPLIES	393.38
26	P1006524	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUI	AIR-EX AIR CONDITIONING, INC.	MAINT-PH-A/C PARTS	2,890.00
27	P1006525	03	500	0000 - UNRESTRICTED	JOHN DEERE LANDSCAPES	MAINT-IRRIGATION SUPPLIES	305.98
28	P1006526	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUI	L.A. STEELCRAFT	MAINT-PLAYGROUND RINGS	634.18
29	P1006527	14	500	6205 - DEFERRED MAINTENANCE APPORTIONMEN	CHATFIELD-CLARKE COMPANY	MAINT-JM-WALL SYSTEMS	589.06
30	P1006528	25	500	0000 - UNRESTRICTED	O/M WORKSPACE	MM-BOOK SHELF-2, ARM CHAIR-6, CABINET-4	2,045.43
31	P1006529	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUI	AMERICAN TIME & SIGNAL CO.	MAINT-PER-NVH-CLOCK MOTORS	262.47
32	P1006530	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUI	ADVANCED CONCRETE CREATIONS	MAINT-SS-WOODEN BALL REMOVAL	2,000.00
33	P1006531	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUI	CONSOLIDATED ELECTRICAL DIST.	MAINT-PS-SS-ELECTRICAL SUPPLIES	620.73
34	P1006532	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUI	ELROD FENCING CO.	MAINT-RH-FENCING	4,341.00
35	P1006533	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUI	INFOTOX, INC.	MAINT-RH STADIUM-LEAD & ASBESTOS INSPECTIONS	1,545.00
36	P1006534	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUI	WHITE CAP INDUSTRIES	MAINT-CARPENTER SUPPLIES	369.42
37	P1006535	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUI	VISTA PAINT	MAINT-PAINT & SUPPLIES	335.87
38	P1006536	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUI	SPECTRA-TONE PAINT CORPORATION	MAINT-PAINT & SUPPLIES	333.49
39	P1006538	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUI	AMERICAN FIRE SAFETY	MAINT-FIRE EXTINGUISHER BRACKETS & INSTALL	309.11
40	P1006539	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRAMS (E.	NEWPORT FARMS	FOOD-OPEN PO-SUPPLIES	5,000.00
41	P1006545	06	500	4035 - NCLB: TITLE II, PART A, TEACHER QUALITY	MCGRATH'S CATERING	EC-CATERING-STAFF DEVELOPMENT-40	256.45

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42	P1006546	06	500	4035 - NCLB: TITLE II, PART A, TEACHER QUALITY	MCGRATH'S CATERING	EC-CATERING-STAFF DEVELOPMENT-40	256.45
43	P1006547	06	210	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW	I.M.P.A.C. GOVERNMENT SERVICES	MM-TONER	268.13
44	P1006548	03	500	0000 - UNRESTRICTED	PC & MAC EXCHANGE	EC-TECH-OPEN PO-COMPUTER REPAIR PARTS	500.00
45	P1006550	06	155	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLO	CORPORATE EXPRESS	SA-PRINT CARTRIDGES	250.52
46	P1006552	06	165	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW	CORPORATE EXPRESS	TS-PRINT CARTRIDGES	375.78
47	P1006553	03	500	0000 - UNRESTRICTED	FOUR SEASON'S TREE SERVICE	MAINT-MB-TREE WORK	4,925.00
48	P1006554	03	500	0000 - UNRESTRICTED	CORPORATE EXPRESS	MAINT-SUPPLIES	425.68
49	P1006555	06	500	6405 - SCHOOL SAFETY & VIOLENCE PREVENTION	THE LABEL STORE	EC-BADGES	685.29
50	P1006556	03	120	0001 - DISCRETIONARY	KONICA MINOLTA BUSINESS SOLUTIONS	IH-COPIER MAINTENANCE AGREEMENT	1,800.00
51	P1006557	03	165	0001 - DISCRETIONARY	CORPORATE EXPRESS	TS-FAX MACHINE-1	222.33
52	P1006558	06	300	7220 - PARTNERSHIP ACADEMIES PROGRAM	DELL	JVH-LAPTOP COMPUTER-1	2,030.36
53	P1006559	67	500	0012 - SELF INSURANCE	PC & MAC EXCHANGE	RH-PROJECTORS-9	9,785.50
54	P1006561	06	175	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW	OCE' NORTH AMERICA, INC.	WR-COPIER-1	5,852.99
55	P1006561	06	175	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLO	OCE' NORTH AMERICA, INC.	WR-COPIER-1	5,852.98
56	P1006562	25	500	0000 - UNRESTRICTED	JONES-CAMPBELL COMPANY	JM-BOOK CASES-2, GUEST ARM CHAIRS-6	1,249.91
57	P1006563	06	305	6761 - ARTS, MUSIC, AND PHYSICAL EDUCATION S	SPORT CHALET	RH-TENNIS BALLS	687.71
58	P1006564	06	300	3550 - VOCATIONAL PROGRAMS: VOC & APPL TEC	CONLEY'S GREENHOUSE MAINT.	JVH-GUTTER COLUMNS-14	1,500.00
59	P1006565	06	500	6500 - SPECIAL EDUCATION	ACADEMIC THERAPY PUBLICATIONS	EC-TESTING MATERIALS	333.07
60	P1006568	06	500	5640 - MEDI-CAL BILLING OPTION	PRO-ED	EC-SPEC ED-TESTING MATERIALS	913.75
61	P1006569	06	500	5640 - MEDI-CAL BILLING OPTION	PSYCHOLOGICAL/EDUCATIONAL	EC-SPEC ED-TESTING MATERIALS	393.12
62	P1006572	03	500	0000 - UNRESTRICTED	PC & MAC EXCHANGE	EC-TAPE AUTOLOADER-1, DATA CARTRIDGES-25	2,161.93
63	P1006573	03	305	0001 - DISCRETIONARY	SPORT CHALET	RH-ATHLETIC SUPPLIES	254.72
64	P1006574	06	200	7255 - IMMEDIATE INTERVENTION/UNDERPERFOR	PREMIER AGENDAS	JM-STUDENT AGENDAS-1400	882.47
65	P1006574	06	200	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW	PREMIER AGENDAS	JM-STUDENT AGENDAS-1400	1,764.95
66	P1006574	06	200	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLO	PREMIER AGENDAS	JM-STUDENT AGENDAS-1400	882.47
67	P1006575	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUN	BEST ACCESS SYSTEMS	MAINT-LOCKSMITH STOCK	3,239.75
68	P1006576	21	305	0204 - MODERNIZATION PROJECTS	HAMPTON TEDDER ELECTRIC CO.	MAINT-RH-ELECTRICAL MODERNIZATION	2,360.00
69	P1006576	35	305	7720 - MODERNIZATION - STATE SCHOOL FACILITI	HAMPTON TEDDER ELECTRIC CO.	MAINT-RH-ELECTRICAL MODERNIZATION	3,540.00
70	P1006577	21	105	0214 - PLAY STRUCTURES/PLAY GROUNDS	DAVE BANG ASSOCIATES, INC.	MAINT-IA-GA-PLAYGROUND INSTALLATION	5,295.00
71	P1006577	21	115	0214 - PLAY STRUCTURES/PLAY GROUNDS	DAVE BANG ASSOCIATES, INC.	MAINT-IA-GA-PLAYGROUND INSTALLATION	1,800.00
72	P1006578	06	500	7140 - GIFTED & TALENTED EDUCATION (GATE)	BARNES & NOBLE	EC-OPEN PO-GATE CERTIFICATION BOOKS-1	800.00
73	P1006583	06	500	7393 - PROFESSIONAL DEVELOPMENT BLOCK GRA	JOSE'S MEXICAN FOOD	PA-OPEN PO-CATERING- STAFF DEVELOPMENT-22	220.00
74	P1006584	06	130	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLO	SMART & FINAL IRIS CO	PA-OPEN PO-STUDENT INCENTIVES	500.00
75	P1006586	06	205	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW	WESTERN TROPHY MFG	MLM-HONOR ROLL PINS	832.36
76	P1006587	06	205	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW	ORIENTAL TRADING CO.	MLM-STUDENT INCENTIVES	280.21
77	P1006588	06	175	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLO	ORIENTAL TRADING CO.	WR-STUDENT INCENTIVES	567.04
78	P1006589	06	125	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLO	PREMIER AGENDAS	MB-STUDENT AGENDAS-300	1,221.89
79	P1006590	03	300	0001 - DISCRETIONARY	AXIS APPAREL	JVH-APPAREL	1,564.05
80	P1006592	06	145	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW	CDW-G	RL-HARD DRIVES-5	260.59
81	P1006594	06	500	5640 - MEDI-CAL BILLING OPTION	LOGO WEAR	EC-T-SHIRTS	1,253.78
82	P1006597	06	500	5210 - HEAD START	ETA/CUISENAIRE	EC-MATH KIT	965.34

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83	P1006597	06	500	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW	ETA/CUISENAIRE	EC-MATH KIT	214.52
84	P1006597	12	500	6055 - CHILD DEVELOPMENT: STATE PRESCHOOL	ETA/CUISENAIRE	EC-MATH KIT	965.33
85	P1006598	03	200	0001 - DISCRETIONARY	COAST FITNESS	JM-WEIGHTS-550	605.14
86	P1006599	03	210	1100 - STATE LOTTERY	CANNON PIANO'S	MM-PIANO PARTS	840.46
87	P1006601	03	500	0015 - UNANTICIPATED CAPITAL OUTLAY F & E	ECS IMAGING, INC.	EC-SOFTWARE RENEWAL	4,648.58
88	P1006603	06	500	6286 - ENGLISH LANGUAGE ACQUISITION PROGRA	SPINITAR	MM-INSTRUCTIONAL SUPPLIES	269.32
89	P1006604	03	200	0001 - DISCRETIONARY	SCHOLASTIC MAGAZINES	JM-SUBSCRIPTION	611.25
90	P1006605	06	500	7156 - INSTRUCTIONAL MATERIALS REALIGNMENT	FOLLETT EDUCATIONAL SERVICES	TPC-LANG ARTS TEXTBOOKS-104	3,953.48
91	P1006606	03	130	0600 - DONATIONS	EDGEWOOD PRESS, INC.	PA-INSTRUCTIONAL SUPPLIES	786.58
92	P1006608	06	500	4046 - NCLB: TITLE II, PART D, ENHANCING EDUCA	APPLE COMPUTER, INC.	EC-SERVER	7,094.26
93	P1006612	06	500	7055 - CAHSEE INTENSIVE INSTRUCTION AND SER	FOLLETT EDUCATIONAL SERVICES	LC-EXIT EXAM BOOKS-20	224.12
94	P1006613	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUN	AMERICAN PLUMBING PARTSMASTER	MAINT-JVH-PLUMBING SUPPLIES	332.73
95	P1006614	06	160	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLO	HEARTLAND AUDIO-VISUAL	SS-LAMINATING WORKSTATION	252.27
96	P1006615	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUN	SPARTAN TOOLS	MAINT-PLUMBING CABLES AND CORDS	1,329.63
97	P1006616	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUN	HOWARD INDUSTRIES	MAINT-JVH-HVAC TEMP SENSORS	601.12
98	P1006617	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUN	TRANE PARTS CENTER	MAINT-HVAC PARTS	1,456.99
99	P1006618	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUN	FERGUSON ENTERPRISES	MAINT-PLUMBING PARTS FOR SEVERAL SCHOOLS	2,552.43
100	P1006619	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUN	CONSOLIDATED ELECTRICAL DIST.	MAINT-IA-ELECTRICAL/COPPER VANDALISM	2,842.95
101	P1006620	03	500	0000 - UNRESTRICTED	PARKVIEW NURSERY	MAINT-GA-IH-PLANTS	368.29
102	P1006621	03	500	0000 - UNRESTRICTED	FOUR SEASON'S TREE SERVICE	MAINT-MB-TREE WORK	4,975.00
103	P1006622	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUN	SPECTRA-TONE PAINT CORPORATION	MAINT-PAINT AND REPAIR DISTRICT FENCES	219.77
104	P1006623	14	500	6205 - DEFERRED MAINTENANCE APPORTIONMEN	GLEN PRODUCTS INC.	MAINT-JVH-MEN'S STAFF RESTROOM PARTITIONS	907.39
105	P1006624	14	500	6205 - DEFERRED MAINTENANCE APPORTIONMEN	SERVICE ORIENTED SALES	MAINT-PLUMBING SUPPLIES	10,865.00
106	P1006625	03	500	0000 - UNRESTRICTED	NATIONAL CONSTRUCTION RENTALS	MAINT-JVH-PH-FENCING FOR SEEDING BALL FIELDS	4,994.48
107	P1006626	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUN	COAST FILTRATION, INC.	MAINT-GA-WATER FILTERS-76	633.41
108	P1006627	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUN	ADVANCED CONCRETE CREATIONS	MAINT-GA-LEVEL CONCRETE AREA	1,200.00
109	P1006628	03	500	0000 - UNRESTRICTED	NORTHERN SAFETY CO., INC.	MAINT-PH-MISC SAFETY EQUIPMENT	1,111.14
110	P1006629	03	500	0000 - UNRESTRICTED	THE HOME DEPOT - MIRA LOMA	MAINT-SUPPLIES	396.40
111	P1006630	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUN	THE HOME DEPOT - MIRA LOMA	MAINT-MB-JVH-MINI BLINDS-1	534.00
112	P1006631	14	500	6205 - DEFERRED MAINTENANCE APPORTIONMEN	FERGUSON ENTERPRISES	MAINT-GH-DRINKING FOUNTATINS-1	1,854.98
113	P1006632	14	500	6205 - DEFERRED MAINTENANCE APPORTIONMEN	RIVERSIDE WINNELSON COMPANY	MAINT-SS-PER-DRINKING FOUNTAIN PARTS	2,121.12
114	P1006633	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUN	INLAND LIGHTING	MAINT-SPECIAL ORDER LIGHT BULBS FOR STOCK	655.12
115	P1006634	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUN	THE HOME DEPOT - MIRA LOMA	MAINT- HAND TOOLS & SUPPLY	1,521.16
116	P1006635	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUN	GRILLO FILTERS SALES	MAINT-HVAC FILTERS DISTRICT WIDE	946.35
117	P1006636	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUN	CAMERON WELDING SUPPLY	MAINT-WELDING SUPPLIES	486.93
118	P1006637	14	500	6205 - DEFERRED MAINTENANCE APPORTIONMEN	FERGUSON ENTERPRISES	MAINT-PLUMBING SUPPLIES	1,630.74
119	P1006638	14	500	6205 - DEFERRED MAINTENANCE APPORTIONMEN	THE HOME DEPOT - MIRA LOMA	MAINT-JM-WALL SYSTEMS MEDIA ROOM	1,446.18
120	P1006639	03	500	0000 - UNRESTRICTED	EWING IRRIGATION PRODUCTS	MAINT-IRRIGATION SUPPLIES	704.00
121	P1006640	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUN	TRANE PARTS CENTER	MAINT-HVAC GAS VALVES AND SUPPLIES	796.32
122	P1006641	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUN	HOWARD INDUSTRIES	MAINT-JVH-HVAC MOTOR	780.77
123	P1006643	03	500	0000 - UNRESTRICTED	I.M.P.A.C. GOVERNMENT SERVICES	EC-PERSONNEL-TIME/DATE STAMP	473.02

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124	P1006645	06	500	4046 - NCLB: TITLE II, PART D, ENHANCING EDUCA	APPLE COMPUTER, INC.	EC-HARD DRIVE-1, LAPTOP PROTECTION PLAN-1	2,246.59
125	P1006646	03	500	0000 - UNRESTRICTED	SAN BERNARDINO COUNTY SUPT. OF	EC-REGISTRATION FOR SCIENCE FAIR WINNERS-287	840.00
126	P1006647	06	305	6761 - ARTS, MUSIC, AND PHYSICAL EDUCATION S	FROMUTH	RH-SPORT SUPPLIES	235.42
127	P1006649	06	305	6500 - SPECIAL EDUCATION	WHYTRY, INC.	RH-INSTRUCTIONAL MATERIAL	693.38
128	P1006652	06	115	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLO	US SCHOOL SUPPLY	IA-STUDENT INCENTIVES	370.93
129	P1006658	03	500	0020 - STAR TESTING	EDUCATIONAL DATA SYSTEMS	EC-FITNESS TEST REPORTING SERVICES	2,826.80
130	P1006661	06	125	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLO	SCANDIA AMUSEMENT PARK	MB-FIELD TRIP ADMISSIONS-185	2,400.00
131	P1006662	03	300	1100 - STATE LOTTERY	FORMAL FASHIONS	JVH-APPAREL	2,011.17
132	P1006665	06	145	3170 - NCLB: TITLE I, PART F, COMPREHENSIVE SC	CM SCHOOL SUPPLY CO.	RL-INSTRUCTIONAL SUPPLIES	1,518.83
133	P1006666	06	500	5210 - HEAD START	CORPORATE EXPRESS	EC-HSPS-OFFICE SUPPLIES	203.08
134	P1006666	12	500	6055 - CHILD DEVELOPMENT: STATE PRESCHOOL	CORPORATE EXPRESS	EC-HSPS-OFFICE SUPPLIES	203.07
135	P1006667	06	500	4035 - NCLB: TITLE II, PART A, TEACHER QUALITY	EDUALLIANCE NETWORK	EC-MANUALS-25, CD MANUALS-25	887.00
136	P1006668	14	500	6205 - DEFERRED MAINTENANCE APPORTIONMEN	MISSION READY-MIX	MAINT-PA-MM-CONCRETE WORK	1,998.76
137	P1006668	21	130	0214 - PLAY STRUCTURES/PLAY GROUNDS	MISSION READY-MIX	MAINT-PA-MM-CONCRETE WORK	1,839.83
138	P1006669	21	130	0214 - PLAY STRUCTURES/PLAY GROUNDS	ALL CITIES STEEL & FABRICATION	MAINT-PA-STEEL FOR PLAYGROUND	301.70
139	P1006670	06	500	8150 - ONGOING & MAJOR MAINTENANCE ACCOUN	REBEL RENTS	MAINT-VARIOUS SITES-EQUIPMENT RENTAL	430.78
140	P1006670	21	210	0204 - MODERNIZATION PROJECTS	REBEL RENTS	MAINT-VARIOUS SITES-EQUIPMENT RENTAL	560.67
141	P1006671	21	305	0204 - MODERNIZATION PROJECTS	REBEL RENTS	MAINT-RH-EQUIPMENT RENTAL FOR MODERNIZATION	2,290.48
142	P1006672	21	105	0214 - PLAY STRUCTURES/PLAY GROUNDS	LIBERTY LANDSCAPING, INC.	MAINT-GA-PLAYGROUND LANDSCAPING	3,250.00
143	P1006673	21	305	0204 - MODERNIZATION PROJECTS	BEAR FOREST PRODUCTS	MAINT-RH-WALL BOARDS-1	576.50
144	P1006673	35	305	7720 - MODERNIZATION - STATE SCHOOL FACILITI	BEAR FOREST PRODUCTS	MAINT-RH-WALL BOARDS-1	864.76
145	P1006674	21	210	0204 - MODERNIZATION PROJECTS	QUIEL BROS. ELECTRIC SIGN	MAINT-MM-MARQUIS SIGN-1	3,204.36
146	P1006674	35	210	7720 - MODERNIZATION - STATE SCHOOL FACILITI	QUIEL BROS. ELECTRIC SIGN	MAINT-MM-MARQUIS SIGN-1	4,806.54
147	P1006675	06	500	4045 - NCLB: TITLE II, PART D, ENHANCING EDUCA	QUICKSTART INTELLIGENCE	EC-TECH-CONFERENCE FEES	1,495.00
148	P1006676	06	500	4045 - NCLB: TITLE II, PART D, ENHANCING EDUCA	QUICKSTART INTELLIGENCE	EC-TECH-CONFERENCE FEES	995.00
149	P1006677	06	110	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW	CORPORATE EXPRESS	GH-OFFICE SUPPLIES	228.86
150	P1006680	03	105	0600 - DONATIONS	PERFORMANCE/RIVERSIDE	GA-FIELD TRIP ADMISSIONS-126	630.00
151	P1006681	06	500	4035 - NCLB: TITLE II, PART A, TEACHER QUALITY	MCGRATH'S CATERING	EC-CATERING FOR STAFF DEVELOPMENT-41	262.86
152	P1006682	21	130	0204 - MODERNIZATION PROJECTS	VIRCO MANUFACTURING COMPANY	PA-STACK CHAIRS-50	1,424.46
153	P1006683	03	105	0600 - DONATIONS	LIFETOUCH PUBLISHING INC	GA-BALANCE ON YEARBOOK	2,014.14
154	P1006684	03	205	0600 - DONATIONS	DELL	MLM-DUAL CORE COMPUTER-1	1,839.64
155	P1006685	03	500	0000 - UNRESTRICTED	LIBERTY LANDSCAPING, INC.	MAINT-JVH-BASEBALL FIELD CLEAN UP	5,200.00
156	P1006686	03	500	0000 - UNRESTRICTED	ZEPHYR TURFCARE EQUIPMENT	MAINT-JVH-PH-RENTAL EQUIPMENT	1,797.94
157	P1006687	03	500	0000 - UNRESTRICTED	EARTH WORKS	MAINT-JVH-PH-FOOTBALL FIELD TOPDRESSING	1,978.82
158	P1006688	03	500	0000 - UNRESTRICTED	GRISWOLD INDUSTRIES	MAINT-PER-IRRIGATION CONTROL VALVE REPAIR	396.71
159	P1006689	06	500	4045 - NCLB: TITLE II, PART D, ENHANCING EDUCA	QUICKSTART INTELLIGENCE	EC-FOOD-CONFERENCE FEES	995.00
160	P1006690	06	300	6761 - ARTS, MUSIC, AND PHYSICAL EDUCATION S	JURUPA HILLS COUNTRY CLUB	JVH-GOLF BALLS	420.62
161	P1006691	06	145	3170 - NCLB: TITLE I, PART F, COMPREHENSIVE SC	MCGRATH'S CATERING	RL-CATERING FOR STAFF DEVEL-29	443.50
162	P1006692	06	500	4035 - NCLB: TITLE II, PART A, TEACHER QUALITY	MCGRATH'S CATERING	EC-CATERING-REPORT CARD COMMITTEE MTG-40	256.45
163	P1006699	06	110	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLO	PROJECT WISDOM	GH-TRAINING MATERIALS	500.41
164	P1006700	06	500	5640 - MEDI-CAL BILLING OPTION	HARCOURT BRACE EDUCATIONAL	EC-TESTING	322.02

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165	P1006703	06	500	5640 - MEDI-CAL BILLING OPTION	SCHOOL HEALTH SUPPLY CO	EC-AUDIOMETERS-3	3,892.84
166	P1006704	06	105	7395 - SCHOOL AND LIBRARY IMPROVEMENT BLO	OPTIONGREEN.COM	GA-CARTS	491.24
167	P1006705	06	500	4035 - NCLB: TITLE II, PART A, TEACHER QUALITY	MCGRATH'S CATERING	EC-CATERING SERVICES-MARZANO WORKSHOP-30	276.32
168	P1006706	06	145	3170 - NCLB: TITLE I, PART F, COMPREHENSIVE SC	MCGRATH'S CATERING	RL-CATERING SERVICES-17	269.27
169	P1006710	06	500	4046 - NCLB: TITLE II, PART D, ENHANCING EDUCA	BROADCAST SUPPLY WORLDWIDE	EC-PODCAST STARTER-7, MICS-7, MIC CORDS-8	2,676.66
170	P1006711	03	500	0000 - UNRESTRICTED	PITNEY BOWES	EC-MAILROOM-POSTAGE METER RENTAL	255.37
171	P1006712	06	105	3010 - NCLB: TITLE I, PART A, BASIC GRANTS LOW	SCANDIA AMUSEMENT PARK	GA-FIELD TRIP ADMISSIONS-70	906.50
172	P1006716	03	300	0001 - DISCRETIONARY	NASCO LEARNING FUN	JVH-INSTRUCTIONAL SUPPLIES	252.02
173	P1006717	03	500	0000 - UNRESTRICTED	I.M.P.A.C. GOVERNMENT SERVICES	EC-SPEC ED-TESTING MATERIALS	352.36
174	P1006717	06	500	6500 - SPECIAL EDUCATION	I.M.P.A.C. GOVERNMENT SERVICES	EC-SPEC ED-TESTING MATERIALS	660.52
175	P1006718	13	500	5310 - CHILD NUTRITION: SCHOOL PROGRAMS (E.	DELL MARKETING L.P.	FS-COMPUTERS-9	8,458.35
176	P1006719	03	500	0000 - UNRESTRICTED	STATER BROTHERS	EC-OPEN PO-"PRINCIPAL FOR A DAY" ACTIVITY	225.00
177	P1006721	03	500	0000 - UNRESTRICTED	WESTERN TROPHY MFG	EC-OPEN PO-"PRINCIPAL FOR A DAY" ACTIVITY	350.00
178	P1006723	06	500	6285 - COMMUNITY-BASED TUTORING GRANTS	BARNES & NOBLE	EC-OPEN PO-INSTRUCTIONAL MATERIALS	1,600.00
						163 P.O.'s over $200	**$ 291,581.89**
						165 P.O.'s $200 or less	**$ 8,071.20**
						328 TOTAL PURCHASE ORDERS	**$ 299,653.09**
				RECOMMEND APPROVAL: Sylvia E. Carpenter 3/19/07			
				Director of Centralized Support Services			

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-X-M2	Riverside County Economic Development Agency	N/A	N/A	Modify agreement through Addendum #1 which changes term to fiscal year 2006/2007 and adjusts method of Contractor's Compensation invoicing, documentation and identification of expenditures. 7/1/2006 to 6/30/2007.
07-1-S-M2	R. Furbush, Inc.	NTE $2,250.00	Special Education	Modification increases funding for occupational therapy for special education student at Pyramid Autism Center. Time for IEP services increases from 1/2 hour to one (1) hour per week. 1/2/2007 to 6/22/2007.
07-1-OOO	E & E Animals	NTE $400.00	Donations	Present two Educational Wildlife Program assemblies for kindergarten classes at Stone Avenue Elementary School. 5/11/2007.
07-3	***Riverside County Schools Agreements***			
07-3-L+M1	Agreement for Step Up to Writing Coaching Services	NTE $1,000.00	Comprehensive School Reform (CSR)	Modify agreement to correct the cost for services.
07-3-M+M1	Agreement for Math Portfolio Training Services	NTE $1,200.00	Comprehensive School Reform (CSR)	Modify agreement to correct the cost for services.

07-7	***Facility and Construction Agreements***			
05-7-N+M3	Leighton Consulting, Inc.	$14,900.00 plus fee schedule (if needed)	Unrestricted Resources	Modify agreement to add geotechnical investigation at K-8 #2 School, Hamner & Bellegrave.
07-8	***Other Agreements***			
07-8-I-M1	University of California Riverside	NTE $5,000.00	Gifted & Talented Education (GATE)	Modify agreement to include two (2) GATE certification courses. 1/13/2007 & 3/9/2007 to 3/17/2007.
07-8-TT	Pearson Achievement Solutions	NTE $8,000.00	NCLB: Title III, Limited English Proficiency	Conduct SIOP training for 74 Jurupa Valley High School teachers. 3/29/2007 & 3/30/2007.

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

SC/et

Jurupa Unified School District

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

DATE(S): April 6-7, 2007

LOCATION: ~~Community of Christ~~ Buckhorn Campgrounds, Idyllwild, CA

TYPE OF ACTIVITY: Delta Alliance Corps Student Leadership Camp

PURPOSE/OBJECTIVE: Intensive leadership training and debriefing for both current and future student leaders.

NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.) Jeremy Fletcher, Director of Bands, Matt Regua, Walk-On Coach, Chris Cowling, Walk-On Coach, Guadalupe Acosta, Parent Volunteer, Rena Hahn, Parent Volunteer

EXPENSES:

Transportation	$ 0.00
Lodging	$ 30.00 per person
Meals	$ 15.00 per person
All Other	$
TOTAL EXPENSE	$ 45.00

Number of Students 15

Cost Per Student $45.00
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
Students & Families	$675.00	$300.00
Band Boosters	$270.00	$270.00
TOTAL:	$ 945.00	$570.00

Arrangements for Transportation: District Vans & Parent Carpools

Arrangements for Accommodations and Meals: On site accomodations. Meals provided by parent boosters.

Planned Disposition of Unexpended Funds: N/A

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

Signature: _____ (Instructor) Date: 3/15/07 School: Rubidoux High School

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

Approvals: Principal: _____ Date: 3/15

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-6

No. TS4

Jurupa Unified School District

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

DATES(S): April 28 - May 1

LOCATION: Fresno, California

TYPE OF ACTIVITY: California Association FHA-HERO State Leadership Conference

PURPOSE/OBJECTIVE: Leadership development, student competitions, officer elections

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

Connie Halloway

EXPENSES:

Transportation	$ $150.00
Lodging	$ $600.00
Meals	$
All Other	$
TOTAL EXPENSE	$ $750.00

Number of Students 3

Cost Per Student $250.00
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
Cookbook sale	$170.00	$500.00
Left over from last year		$200.00
TOTAL:	$ $170.00	$700.00

Arrangements forTransportation: Amtrak bus/train

Arrangements for Accommodations and Meals: provided by student or included in registration

Planned Disposition of Unexpected Funds:

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

Signature: C Halloway (Instructor) Date: 3/20/07 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:

Date approved by the Board of Education Date:

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

A-7

Jurupa Unified School District

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

DATE(S): May 4th and 5th 2007

LOCATION: Cal-Poly San Luis Obispo

TYPE OF ACTIVITY: FFA State Judging Finals

PURPOSE/OBJECTIVE: Students to participate in FFA state judging finals.

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

Sara Diefenbach, and Jeff Rhiner (ag teachers)

EXPENSES:

Transportation	$
Lodging	$ 250.00
Meals	$ 150.00
All Other	$
TOTAL EXPENSE	$ 400.00

Number of Students 16

Cost Per Student 30.00
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
Support group	200.00	
Student funds	200.00	
TOTAL:	$ 400.00	

Arrangements for Transportation: Ag dept. van, truck and district van

Arrangements for Accommodations and Meals: Travel lodge, local restaurants

Planned Disposition of Unexpended Funds:

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

Signature: _____ (Instructor) Date: 3/7/07 School: JVHS

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

Approvals: Principal: _____ Date: 3-8-07

Date approved by the Board of Education Date: _____

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

No. TS4

A-8

Jurupa Unified School District

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

DATE(S): 5/23/07 to 5/29/07

LOCATION: Oahu, Hawaii

TYPE OF ACTIVITY: Varsity Cheer Competition

PURPOSE/OBJECTIVE: To compete nationally against other competitive cheer teams

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

Monica Werwee, Teacher/Coach/Advisor; Kristin Fruh, Coach

EXPENSES:

Transportation	$ 6,750.00
Lodging	$ 7,350.00
Meals	$
All Other	$
TOTAL EXPENSE	$ 14,100.00

Number of Students 15

Cost Per Student $940.00
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
Payments made by		$4,875.00
*Individual cheer payments		
*Payments to be made by April, 2007	$9,225.00	
TOTAL:	$ 9,225.00	$4,875.00

Arrangements for Transportation: Delta Airlines

Arrangements for Accommodations and Meals: By individual student payment

Planned Disposition of Unexpended Funds: Extra back to students

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: Mwerwee (Instructor) Date: 2/7/07 School: Jurupa Valley High School

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

Approvals: Principal: Ben Bunn Date: 3-23-07

Date approved by the Board of Education Date: _____

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

No. TS4

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Jurupa Unified School District

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

DATE(S): June 8, 2007

LOCATION: Universal Studios Hollywood

TYPE OF ACTIVITY: 8th Grade End of Year Trip

PURPOSE/OBJECTIVE: Show students the skills and strategies that they have learned all year are used outside of the classroom

NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.)
JMS Staff - Sara Reynolds, Nicholas Blake, Jose Ramirez
Stan Rowland, Tom Morrison, Monika Montiel-Turner, Scott Hill
Vicki Umscheid, Brian Shaffer, Nora Hopkins

EXPENSES:

Transportation	$2000 - 4000
Lodging	$none
Meals	$3000
All Other	$10,500
TOTAL EXPENSE	$17,500

Number of Students 300

Cost Per Student $35.00
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
Fundraiser	~~$ 7,000.00~~	$7000.00
Charge to students	$10,500	
TOTAL:	$17,500.00	~~$7000.00~~

Arrangements for Transportation: JUSD

Arrangements for Accommodations and Meals: ASB will pay for meal tickets ($9.00)

Planned Disposition of Unexpended Funds: Excess funds will revert back to ASB

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: 3/1/07 School: Jurupa Middle

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: 3/1/07

Date approved by the Board of Education Date: _____

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

No. TS4

A-10

Jurupa Unified School District

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

DATES(S): June 6 - 7, 2007 and June 13 - 14, 2007

LOCATION: Ocean Institute in Dana Point Harbor

TYPE OF ACTIVITY: Watershed Education Program

PURPOSE/OBJECTIVE: Examine and study watersheds

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

Kristin Alkire, Teacher

Kelly Keprios, Teacher

EXPENSES:

Transportation	$ $1,200.00
Lodging	$ $1,000.00
Meals	$ $600.00
All Other	$ $3,400.00
TOTAL EXPENSE	$ $6,200.00

Number of Students 68

Cost Per Student $91.18
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
Ocean Institute in Dana Point		
(Grant Funded)		
TOTAL:	$	

Arrangements forTransportation: Ocean Institute Provided

Arrangements for Accommodations and Meals: Ocean Institute Provided

Planned Disposition of Unexpected Funds: N/A

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

Signature: Kelly Keprios Kristin Alkire (Instructor) Date: 02/22/2007 School: Granite Hill

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: Michael L Johnson Date: 3-13-07

Date approved by the Board of Education Date:

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

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Jurupa Unified School District

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

R E V I S E D

DATE(S): June 11 - June 14, 2007 Change of Date

LOCATION: Thousand Pines Outdoor School, 359 Thousand Pines Drive, Crestline, CA 92325

TYPE OF ACTIVITY: Outdoor Science School

PURPOSE/OBJECTIVE: 1.) Meet science and language standards. 2) promote positive social/peer interaction. 3.) Develop social skills

NAMES OF ADULT SUPERVISORS (Note job title: principal, volunteer, etc.) Anne Borchardt, Les Brown, Lisa Hanson, Jovanka Martinez and Jesus Rombeo - all 6th Grade teachers.

EXPENSES:

Transportation	$ 500.00
Lodging	$
Meals	$
All Other	$
TOTAL EXPENSE	$ 24, 860.00

Number of Students 140

Cost Per Student 174.00
(Total Cost ÷ # of Students)

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

Source	Expected Income	Income Now On Hand
Current money on hand		$5,000.00
Fundrasing	6,000.00	
Donations	14, 000.00	
TOTAL:	$ 25,000.00	

Arrangements for Transportation: Jurupa Unified School District Transportation

Arrangements for Accommodations and Meals: Cabin Groups/dining hall (3 meals per day)

Planned Disposition of Unexpended Funds:

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

Signature: L. Brown (Instructor) Date: 3/6/07 School: Troth

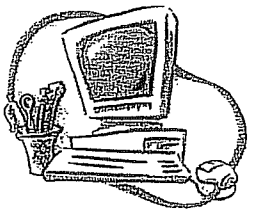
All persons making the field trip shall be determined to have waived all claims against the District, the teachers, and the Board of Education for injury, accident, illness, or death occurring during or by reason of the field trip. All adult volunteers taking out-of-state field trips shall sign a statement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

Approvals: Principal: [signature] Date: 3/6/2007

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-12



Dear Parents,

I would like to welcome you and your child to Jurupa Middles School's Computer class. Students will learn the basic skills needed to use a computer as well as more advanced skills when they are ready.

In order to insure that there is an orderly and positive learning environment I have established the following discipline policy.

Classroom Rules

- Respect other people and their property.
- Follow directions the first time given.
- Bring materials to class.
- Raise your hand and wait to be called upon before speaking.
- Respect and maintain computer equipment.
- Remain Seated

Consequences

- Warning
- Time out in class with discipline essay.
- Time out in another class & Parent contact.
- Referral to office.

Rewards

- Treats
- Phone calls home.
- Good notes home.
- Free-time on a computer.

Because all students do not have access to a computer, homework assignments will vary. Please check with you child on a regular basis about what they are learning in class and be sure to ask them to demonstrate their newly learned skills if possible.

I'm looking forward to the exciting year ahead. If you have any questions or concerns please contact me during school hours.

Sincerely,

Ms. Levine Perkins

Please sign below and return to classroom teacher

I have read and approve the discipline policy for my child's computer class.

Parent Signature: _____

Student Signature: _____

B
B-1

Mrs. King's Back to School Newsletter

Dear Parents,

Welcome to your child's exciting year in Junior High! This year we are looking forward to learning many new concepts. Together we will make this a year full of learning and positive growth.

Behavior

This week at school the students of room 307 and I have discussed the need for classroom rules. Every classroom should be a pleasant place to learn. To help accomplish this, our class has a discipline plan. We have come up with a few basic rules and have agreed to consequences for breaking the rules and rewards for good behavior. The discipline plan is as follows:

Classroom Rules

1. Be on time with all necessary materials
2. Follow directions the 1st time they are given
3. Respect the personal space and property of others
4. Use appropriate language when given permission to speak
5. Do not leave your seat without permission

Consequences

1. Warning
2. Change seat
3. Parent contact
4. Time out to another classroom or referral to office

*Severe offenses or misbehavior may result in an instant referral to office at teacher's discretion

Rewards

1. Praise
2. Positive notes home
3. Awards or certificates
4. Goodies
5. Holiday parties
6. Movie day or game day
7. Computer time

If you ever have any questions or comments please feel free to contact me at 360-2846 and if I am in class I will promptly return your call. Thank-you!

Sincerely,

Miss Stephanie King

B
14.2

CODE OF ETHICS

This code of ethics expresses the personal ideals which the Governing Board believes should guide each school Board member's activities.

In all actions as a school Board member, the member's first commitment is to the well-being of our youth. His/her primary responsibility is to every student in the district.

Board members also have other major commitments to:

- **The Community.** Each Board member is responsible to all residents of the district and not solely to those who elected him/her; nor solely to any organization to which he/she may belong, or which may have supported his/her election.

- **Individuals.** Each Board member has a direct concern for every individual in this community. As an integral part of his/her duties, he/she represents the authority and responsibility of government. This authority must be exercised with as much care and concern for the least influential as for the most influential member of the community.

- **Employees.** The Board member's actions may affect the capability of district employees to practice their trade or profession; therefore, Board members should encourage employees increasing competence and professional growth.

- **Laws, Policies.** Each Board member must be aware of, and comply with, the constitutions of State and Nation, the Education Code of the State of California, other laws pertaining to public education, and the established policies of the district.

- **Decision making.** Each Board member is obliged by law to participate in decisions pertaining to education in the district. As an elected representative of the people, the Board member can neither relinquish nor delegate this responsibility to any other individual or group.

- **Individual Feelings and Philosophy.** Every individual Board member has something to contribute to society.

Understanding and acting upon the foregoing premises, each Board member shall:

- Consider his/her position on the Board as a public trust and not use it for private advantage or personal gain.

- Be constantly aware that he/she has no legal authority except when acting as a member of the Board. Board members shall present their concerns and concepts through the process of Board debate. If in the minority of any decision, they shall abide by and support the majority decision. When in the majority, they shall respect divergent opinions.

- Encourage ideas and opinions from the residents of the district and endeavor to incorporate community views into the deliberations and decisions of the Board.

- Devote sufficient time, thought, and study to proposed actions so as to be able to base decisions upon all available facts and vote in accordance with honest convictions, unswayed by partisan bias of any kind.

- Remember that the basic functions of the Board are to establish the policies by which district schools are administered and to select the Superintendent and staff who will implement those policies.

- Promote and participate actively in a concerted program of timely exchange of information with all district residents, parents, employees and students.

- Recognize that the deliberations of the Board in closed session may be released or discussed in public only with Board approval.

- Make use of opportunities to enlarge his/her potential as a Board member through participation in educational conferences, workshops and training sessions made available by local, state and national agencies.

Adopted 1/5/98

CSBA

PROFESSIONAL GOVERNANCE STANDARDS

THE BOARD

School districts and county offices of education are governed by boards, not by individual trustees. While understanding their separate roles, the board and superintendent work together as a "governance team." This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

To operate effectively, the board must have a unity of purpose and:

- Keep the district focused on learning and achievement for all students.
- Communicate a common vision.
- Operate openly, with trust and integrity.
- Govern in a dignified and professional manner, treating everyone with civility and respect.
- Govern within board-adopted policies and procedures.
- Take collective responsibility for the board's performance.
- Periodically evaluate its own effectiveness.
- Ensure opportunities for the diverse range of views in the community to inform board deliberations.

CSBA

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CSBA

PROFESSIONAL GOVERNANCE STANDARDS

THE BOARD'S JOBS

The primary responsibilities of the board are to set a direction for the district, provide a structure by establishing policies, ensure accountability and provide community leadership on behalf of the district and public education. To fulfill these responsibilities, there are a number of specific jobs that effective boards must carry out.

Effective boards:

- Involve the community, parents, students and staff in developing a common vision for the district focused on learning and achievement and responsive to the needs of all students.
- Adopt, evaluate and update policies consistent with the law and the district's vision and goals.
- Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.
- Hire and support the superintendent so that the vision, goals and policies of the district can be implemented.
- Conduct regular and timely evaluations of the superintendent based on the vision, goals and performance of the district, and ensure that the superintendent holds district personnel accountable.
- Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.
- Ensure that a safe and appropriate educational environment is provided to all students.
- Establish a framework for the district's collective bargaining process and adopt responsible agreements.
- Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.

CSBA

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CSBA

PROFESSIONAL GOVERNANCE STANDARDS

THE INDIVIDUAL TRUSTEE

In California's public education system, a trustee is a person elected or appointed to serve on a school district or county board of education. Individual trustees bring unique skills, values and beliefs to their board. In order to govern effectively, individual trustees must work with each other and the superintendent to ensure that a high quality education is provided to each student.

To be effective, an individual trustee:

- Keeps learning and achievement for all students as the primary focus.
- Values, supports and advocates for public education.
- Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.
- Acts with dignity, and understands the implications of demeanor and behavior.
- Keeps confidential matters confidential.
- Participates in professional development and commits the time and energy necessary to be an informed and effective leader.
- Understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff.
- Understands that authority rests with the board as a whole and not with individuals.

CSBA

B
pg. 7

SUPERINTENDENT GOVERNANCE STANDARDS

THE SUPERINTENDENT:

- Promotes the success of *all* students and supports the efforts of the Board of Trustees to keep the district focused on learning and achievement.
- Values, advocates and supports public education and all stake holders.
- Recognizes and respects the differences of perspective and style on the Board and among staff, students, parents and the community — and ensures that the diverse range of views inform board decisions.
- Acts with dignity, treats everyone with civility and respect, and understands the implications of demeanor and behavior.
- Serves as a model for the value of lifelong learning and supports the Board's continuous professional development.
- Works with the Board as a "governance team" and assures collective responsibility for building a unity of purpose, communicating a common vision and creating a positive organizational culture.
- Recognizes that the board/superintendent governance relationship is supported by the management team in each district.
- Understands the distinctions between board and staff roles, and respects the role of the Board as the representative of the community.
- Understands that authority rests with the Board as a whole; provides guidance to the Board to assist in decision-making; and provides leadership based on the direction of the Board as a whole.
- Communicates openly with trust and integrity including providing all members of the Board with equal access to information, and recognizing the importance of both responsive and anticipatory communications.
- Accepts leadership responsibility and accountability for implementing the vision, goals and policies of the district.

CSBA

Developed by the CSBA Superintendents Advisory Council and the Association of California School Administrators' Superintendents Committee, and approved by the ACSA Board of Directors in January, 2001.

EDUCATION CODE
SECTION 35010-35012

35010. (a) Every school district shall be under the control of a board of school trustees or a board of education.

(b) The governing board of each school district shall prescribe and enforce rules not inconsistent with law, or with the rules prescribed by the State Board of Education, for its own government.

35012. (a) Except as otherwise provided, the governing board of a school district shall consist of five members elected at large by the qualified voters of the district. The terms of the members shall, except as otherwise provided, be for four years and staggered so that as nearly as practicable one-half of the members shall be elected in each odd-numbered year.

(b) A unified school district may have a governing board of seven members in the event the proposal for unification has specified a governing board of seven members. The members of the board shall be elected at large or by trustee areas as designated in the proposal for unification and shall serve four-year terms of office.

(c) Notwithstanding subdivision (a), and except as provided in this subdivision and Section 5018, the governing board of an elementary school district other than a union or joint union elementary school district shall consist of three members selected at large from the territory comprising the district. Whenever, in any such elementary school district the average daily attendance during the preceding fiscal year is 300 or more, the procedures prescribed by Section 5018 shall be undertaken.

(d) There may be submitted to the governing board of a school district maintaining one or more high schools a pupil petition requesting the governing board to appoint one or more nonvoting pupil members to the board pursuant to this section.

There may also be submitted to the governing board of a school district maintaining one or more high schools a pupil petition requesting the governing board to allow preferential voting for the pupil member or members of the board. This request may be made in the original petition for pupil representation on the board or in a separate petition after a pupil member or members have been appointed to the board.

Whether for pupil representation or for preferential voting for the pupil member or members, the petition shall contain the signatures of either (a) not less than 500 pupils regularly enrolled in high schools of the district, or (b) not less than 10 percent of the number of pupils regularly enrolled in high schools of the district, whichever is less.

Upon receipt of a petition for pupil representation, the governing board shall, commencing July 1, 1976, and each year thereafter, order the inclusion within the membership of the governing board, in addition to the number of members otherwise prescribed, at least one nonvoting pupil member. The board may order the inclusion of more than one nonvoting pupil member.

Upon receipt of a petition for preferential voting for the pupil member or members, the governing board shall allow preferential voting for the pupil member or members of the governing board.

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pg. 9

Preferential voting, as used in the section, means a formal expression of opinion that is recorded in the minutes and cast prior to the official vote of the governing board. A preferential vote will not serve in determining the final numerical outcome of a vote. No preferential vote will be solicited on matters subject to closed session discussion.

The governing board may adopt a resolution authorizing the nonvoting or preferential voting pupil member or members to make motions that may be acted upon by the governing board, except on matters dealing with employer-employee relations pursuant to Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

Each pupil member shall have the right to attend each and all meetings of the governing board, except executive sessions.

Any pupil selected to serve as a nonvoting or preferential voting member of the governing board shall be enrolled in a high school of the district, may be less than 18 years of age, and shall be chosen by the pupils enrolled in the high school or high schools of the district in accordance with procedures prescribed by the governing board. The term of a pupil member shall be one year commencing on July 1 of each year.

A nonvoting or preferential voting pupil member shall be entitled to the mileage allowance to the same extent as regular members, but is not entitled to the compensation prescribed by Section 35120.

A nonvoting or preferential voting pupil member shall be seated with the members of the governing board and shall be recognized as a full member of the board at the meetings, including receiving all materials presented to the board members and participating in the questioning of witnesses and the discussion of issues.

The nonvoting or preferential voting pupil member shall not be included in determining the vote required to carry any measure before the board.

The nonvoting or preferential voting pupil member shall not be liable for any acts of the governing board.

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GOVERNANCE

The Governing Board has the power of establishing its own policies, regulations and procedures within the parameters of law. (Education Code 35010)

The formulation and adoption of written Board policies shall constitute the basic method by which the Board shall exercise its leadership in the governance of the school district. This right shall be retained solely by the Board. The study and evaluation of reports concerning the execution of its policies shall constitute the basic method by which the Board shall exercise its accountability for the governance of the schools.

The implementation of policies is an administrative task to be performed by the Superintendent or designee who shall be held responsible for the effective administration and supervision of the entire school system.

All actions of the Board shall be taken only in official Board meetings called, scheduled and conducted according to these policies and the statutes of the state.

Legal Reference:
EDUCATION CODE
35010
35140
35143
35144
35145
35146
35160
35163
35164

Adopted 1/5/98

POLICY MANUAL

The Superintendent or designee shall maintain a district policy manual for the purpose of communicating to all interested parties the policies and regulations within which our schools will operate. The Governing Board encourages members of the public to acquaint themselves with the district's policy manual.

The Superintendent or designee shall ensure that the community and all district employees have access to the policy manual. A public copy of the manual shall be maintained in the district central office and at each school site.

The Superintendent or designee shall establish procedures for distributing to all authorized manual holders copies of new or revised policies and regulations as they are adopted. Annually, before the Board's organizational meeting, the Superintendent or designee shall have all district policy manuals reviewed to ensure that they are up-to-date and complete.

Legal Reference
EDUCATION CODE
35010

Adopted 1/5/98

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9.12

PERSONNEL

SUBJECT: Complaints Concerning Discrimination In Employment

The following procedures shall be used when a district employee or job applicant has a complaint alleging that a specific action, policy, procedure or practice discriminates against him/her on any basis specified in the district's nondiscrimination policies.

1. The complaint should be initiated promptly after a complainant knew, or should have known, of the alleged discrimination.

2. All parties involved in allegations of discrimination shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made. The parties also shall be notified of their right to appeal the decision to the next level.

3. When a complaint is brought against the individual responsible for the complaint process at any level, the complainant may address the complaint directly to the next appropriate level.

4. Meetings related to a complaint shall be held at times the district determines appropriate to the circumstances.

5. For the protection of all the parties involved, complaint proceedings shall be kept confidential insofar as appropriate.

6. All documents, communications and records dealing with the investigation of the complaint shall be placed in a confidential district personnel complaint file and not in the employee's individual personnel file.

7. Time limits specified in these procedures may be revised only by written agreement of all parties involved. If the district fails to respond within a specified or adjusted time limit, a complainant may proceed to the next level. If a complainant fails to take the complaint to the next step within the prescribed time, the complaint shall be considered settled at the preceding step.

Level I

The complainant shall first meet informally with his/her supervisor or the administrator of the school where the alleged discriminatory act occurred. A complaint regarding discrimination away from the school site should be discussed informally with the complainant's supervisor. If the complainant's concerns are not clear or cannot be resolved through informal discussion, the supervisor or other administrator shall prepare, within 10 working days, a written summary of his/her meeting(s) with the complainant. This report shall be made available to the nondiscrimination coordinator (coordinator) designated by the Governing Board in BP 4030 - Nondiscrimination in Employment.

Level II

If a complaint cannot be resolved to the satisfaction of the complainant at Level I, he/she may submit a formal written complaint to the coordinator within 10 working days of his/her attempt to resolve the complaint informally. The written complaint shall include the following:

1. The complainant's name, address and telephone number

2. The name and work location of the district staff member who committed the alleged violation

3. A description of the alleged discriminatory act(s) or omission(s)

4. The discriminatory basis alleged

5. A specific description of the time, place, nature, participants in and witnesses to the alleged violation

6. Other pertinent information which may assist in investigating and resolving the complaint

7. The complainant's signature or that of his/her representative

The coordinator shall assign a staff member to assist the complainant with this writing if such help is needed. The coordinator shall respond to the complaint in writing within 10 working days.

The coordinator shall conduct any investigation necessary to respond to the complaint, including discussion with the complainant, person(s) involved, appropriate staff members and students, and review of the Level I report and all other relevant documents. If a response from third parties is necessary, the coordinator may designate up to 10 additional working days for investigation of the complaint.

Level III

If the complaint cannot be resolved at Level II, either party may present the complaint to the Superintendent or designee within 10 working days. The Superintendent or designee shall review the Level II investigation file, including the written complaint and all responses from district staff. The Superintendent or designee shall respond to the complaint in writing within 10 working days.

If the Superintendent or designee finds it necessary to conduct further investigation, he/she may designate up to 10 additional working days for such investigation and shall respond to the complaint in writing within 10 working days of completing the investigation.

Level IV

If the matter is not resolved at Level III, either party may file a written appeal to the Board within 10 working days after receiving the Level III response. The Superintendent or designee shall provide the Board with all information presented at previous levels.

The Board shall grant the hearing request for the next regular Board meeting for which the matter can be placed on the agenda. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 working days.

The Board may appoint a hearing panel to review the complaint and previous decisions and make recommendations to the Board. The panel shall hear the appeal and render its decision within 10 working days.

Other Remedies

Complainants may appeal the Board's action to the California Department of Education. The Superintendent or designee shall ensure that complainants are informed that injunctions, restraining orders and other civil law remedies may also be available to them. This information shall be published with the district's nondiscrimination complaint procedures and included in any related notices.

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
GOVERNMENT CODE
12920-12921 Nondiscrimination
12940-12948 Discrimination prohibited; unlawful practices, generally
UNITED STATES CODE, TITLE 29
621 - 634 Age Discrimination in Employment Act
794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d 2000d-7 Title VI, Civil Rights Act of 1964
2000e - 2000e-17 Title VII, Civil Rights Act of 1964 as amended
2000h-2 - 2000h-6 Title IX, 1972 Education Act Amendments
12101 - 12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101 - 35.190 Americans with Disabilities Act

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COMMUNITY RELATIONS

SUBJECT: Complaints Concerning District Employees

The Governing Board accepts responsibility for providing a means by which the public can hold employees accountable for their actions. The Board desires that complaints be resolved expeditiously without disrupting the educational process.

The Superintendent or designee shall develop regulations which permit the public to submit complaints against district employees in an appropriate way. These regulations shall protect the rights of involved parties. The Board may serve as an appeals body if the complaint is not resolved.

The Board prohibits retaliation against complainants. The Superintendent or designee at his/her discretion may keep a complainant's identity confidential, except to the extent necessary to investigate the complaint. The district will not investigate anonymous complaints unless it so desires.

Legal Reference:
EDUCATION CODE
33308.1 Guidelines on procedure for filing child abuse complaints
35146 Closed sessions
44031 Personnel file contents and inspection
44811 Disruption of public school activities
44932-44949 Resignation, dismissal and leaves of absence (rights of employee; procedures to follow)
48987 Child abuse guidelines
GOVERNMENT CODE
54957 Closed session; complaints re employees
54957.6 Closed session; salaries or fringe benefits
PENAL CODE
273 Cruelty or unjustifiable punishment of child
11164-11174.3 Child Abuse and Neglect Reporting Act
WELFARE AND INSTITUTIONS CODE
300 Minors subject to jurisdiction of juvenile court

COMMUNITY RELATIONS

SUBJECT: Complaints Concerning District Employees

The Superintendent or designee shall determine whether a complaint should be considered a complaint against the district and/or an individual employee, and whether it should be resolved by the district's process for complaints concerning personnel and/or other district procedures.

To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against district employees:

1. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly to the employee in order to resolve concerns.

2. If a complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may submit an oral or written complaint to the employee's immediate supervisor or the principal.

3. All complaints related to district personnel other than administrators shall be submitted in writing to the principal or immediate supervisor. If the complainant is unable to prepare the complaint in writing, administrative staff shall help him/her to do so. Complaints related to a principal or central office administrator shall be initially filed in writing with the Superintendent or designee. Complaints related to the Superintendent shall be initially filed in writing with the Board.

4. When a written complaint is received, the employee shall be notified within five days or in accordance with collective bargaining agreements.

5. A written complaint shall include:

a. The full name of each employee involved

b. A brief but specific summary of the complaint and the facts surrounding it

c. A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter

6. Staff responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.

7. Both the complainant and the employee against whom the complaint was made may appeal a decision by the principal or immediate supervisor to the Superintendent or designee, who shall attempt to resolve the complaint to the satisfaction of the person involved within 30 days. Parties should consider and accept the Superintendent or

designee's decision as final. However, the complainant, the employee, or the Superintendent or designee may ask to address the Board regarding the complaint.

8. Before any Board consideration of a complaint, the Superintendent or designee shall submit to the Board a written report concerning the complaint, including but not limited to:

a. The full name of each employee involved

b. A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the parties to prepare a response

c. A copy of the signed original complaint

d. A summary of the action taken by the Superintendent or designee, together with his/her specific finding that the problem has not been resolved and the reasons

9. All requests for a closed hearing before the Board of Education will be granted.

10. All parties to a complaint may be asked to attend a Board meeting in order to clarify the issue and present all available evidence.

11. A closed session may be held to hear the complaint in accordance with law.

12. The decision of the Board shall be final.

Any complaint of child abuse or neglect alleged against a district employee shall be reported to the appropriate local agencies in accordance with law, Board policy and administrative regulation.

COMMUNITY RELATIONS

SUBJECT: Complaints Concerning Instructional Materials

The Governing Board uses a comprehensive process to adopt district instructional materials that is based on selection criteria established by law and Board policy and includes opportunities for the involvement of parents/guardians and community members. Complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment, shall be properly and fairly considered using established complaint procedures.

Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their child's teacher and/or the school principal. If the situation remains unresolved, a complaint may be filed using the process specified in the administrative regulation.

The district shall accept complaints concerning instructional materials only from staff, district residents, or the parents/guardians of children enrolled in a district school.

When deliberating upon challenged materials, the Superintendent and/or review committee shall consider the educational philosophy of the district, the professional opinions of teachers of the subject and of other competent authorities, reviews of the materials by reputable bodies, the teacher's stated objectives in using the materials, community standards, and the objections of the complainant.

Complainants are encouraged to accept the Superintendent's or review committee's decision. However, if the complainant finds that decision unsatisfactory, he/she may appeal the decision to the Board.

The district's decision shall be based on educational suitability of the materials and the criteria established in Board policy and administrative regulation.

When any challenged instructional material is reviewed by the district, it shall not be subject to further reconsideration for 12 months, unless the Superintendent determines that reconsideration is warranted.

Complaints related to sufficiency of textbooks or instructional materials shall be resolved pursuant to the district's Williams uniform complaint procedure at AR 1312.4.

Legal Reference:
EDUCATION CODE
18111 Exclusion of books by governing board
35010 Control of district; prescription and enforcement of rules
35186 Williams Uniform Complaint Procedures
44805 Enforcement of course of studies; use of textbooks, rules and regulations

51501 Subject matter reflecting on race, color, etc.
60000-60005 Instructional materials, legislative intent
60040-60048 Instructional requirements and materials
60119 Public hearing on sufficiency of materials
60200-60206 Elementary school materials
60226 Requirements for publishers and manufacturers
60400-60411 High school textbooks
60510-60511 Donation of sale of obsolete instructional materials

COMMUNITY RELATIONS

SUBJECT: Complaints Concerning Instructional Materials

Step 1: Informal Complaint

If a staff member, district resident, or parent/guardian of a student enrolled in a district school has a complaint regarding the content or use of any specific instructional material, he/she shall informally discuss the material in question with the principal.

Step 2: Formal Complaint

If the complainant is not satisfied with the principal's initial response, he/she shall present a written complaint to the principal. Complaints regarding printed material shall name the author, title, and publisher and shall identify the objection by page and item numbers. In the case of nonprinted material, written information specifying the precise nature of the objection shall be given. Complainants shall sign all complaints and provide identifying information so that the district is able to make a proper reply. Anonymous complaints will not be accepted.

Upon receiving a complaint, the principal shall acknowledge its receipt and answer any questions regarding procedure. The principal then shall notify the Superintendent or designee and the teacher(s) involved of the complaint.

During the investigation of the complaint, the challenged material may remain in use until a final decision has been reached. However, upon request of the parent/guardian who has filed the complaint, his/her child may be excused from using challenged materials until a resolution has been reached. The teacher shall assign the student an alternate material of equal merit.

Step 3: Superintendent Determination

The Superintendent or designee shall determine whether a review committee should be convened to review the complaint.

If the Superintendent or designee determines that a review committee is not necessary, he/she shall issue a decision regarding the complaint.

Step 4: Review Committee

If the Superintendent or designee determines that a review committee is necessary, he/she shall appoint a committee composed of administrators and staff members selected from relevant instructional and administrative areas. The Superintendent or designee may also appoint community members to serve on the committee.

The review committee shall review the criteria specified in Board policy and shall

determine the extent to which the challenged material supports the curriculum, the educational appropriateness of the material, and its suitability for the age level of the student.

Within 30 days of being convened, the review committee shall summarize its findings in a written report. The Superintendent or designee shall notify the complainant of the committee's decision within 15 days of receiving the committee's report.

Step 5: Appeal to the Governing Board

If the complainant remains unsatisfied, he/she may appeal the Superintendent's or the review committee's decision to the Board. The Board's decision shall be final.

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COMMUNITY RELATIONS

SUBJECT: Uniform Complaint Procedures

The Governing Board recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures.

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Education Code 200 and 220 and Government Code 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any district program or activity that receives or benefits from state financial assistance.

Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, child nutrition programs, and special education programs.

Complaints related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments shall be investigated pursuant to the district's Williams uniform complaint procedure.

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This may include keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee, on a case-by-case basis.

The Board prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
8200-8498 Child care and development programs
8500-8538 Adult basic education
18100-18203 School libraries
32289 School safety plan, uniform complaint procedure
35186 Williams uniform complaint procedure
41500-41513 Categorical education block grants
48985 Notices in language other than English
49060-49079 Student records
49490-49590 Child nutrition programs
52160-52178 Bilingual education programs
52300-52499.6 Career-technical education
52500-52616.24 Adult schools
52800-52870 School-based coordinated programs
54000-54028 Economic impact aid programs
54100-54145 Miller-Unruh Basic Reading Act
54400-54425 Compensatory education programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
56000-56885 Special education programs
59000-59300 Special schools and centers
64000-64001 Consolidated application process
CODE OF REGULATIONS, TITLE 5
3080 Application of section
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
PENAL CODE
422.6 Interference with constitutional right or privilege
UNITED STATES CODE, TITLE 20
6301-6577 Title I basic programs
6601-6777 Title II preparing and recruiting high quality teachers and principals
6801-6871 Title III language instruction for limited English proficient and immigrant students
7101-7184 Safe and Drug-Free Schools and Communities Act
7201-7283g Title V promoting informed parental choice and innovative programs
7301-7372 Title V rural and low-income school programs

COMMUNITY RELATIONS

SUBJECT: Uniform Complaint Procedures

Compliance Officer

The Board of Education designates the following compliance officers to receive and investigate Uniform Complaints and ensure district compliance with applicable law:

Section 504/Americans With Disabilities Act, Special Education, Title II complaints:

Administrator, Education Support Services
4850 Pedley Road
Riverside, CA 92509
(951) 360-4144

Title IX and other complaints:

Director, Administrative Services
4850 Pedley Road
Riverside, CA 92509
(951) 360-4140

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Notifications

The Superintendent or designee shall ensure the notification requirements of the Code of Regulations, Title 5, Section 4622 are met, including the annual dissemination of district complaint procedures and information about available appeals, civil law remedies, and conditions under which a complaint may be submitted directly to the California Department of Education.

Annual dissemination of the complaint procedures will be made to students, employees, parents/guardians, district/school advisory committees, and other interested parties.

The Superintendent or designee shall make available copies of the district's uniform complaint procedures free of charge.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints

2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable

3. Advise the complainant of the appeal process pursuant to Education Code 262.3, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies

4. Include statements that:

   a. The district is primarily responsible for compliance with state and federal laws and regulations

   b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline

   c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination

   d. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 days of receiving the district's decision

   e. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision

Procedures

The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with the Code of Regulations, Title 5, Section 4632.

To the fullest extent possible, investigations of discrimination complaints shall be conducted in a manner that protects confidentiality of the parties and the facts. (Title 5, Section 4630) The results of the investigation shall be communicated to the complaining party, accused employee, and if appropriate to others directly concerned on a need-to-know basis.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Filing a Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance with the compliance officer named above.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint.

Complaints alleging any form of unlawful discrimination may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to any form of unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination.

Mediation

Upon receipt of a complaint, the district may offer the complainant the possibility of using mediation. If all parties agree to mediation, the district will make all arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem, or is deemed inappropriate due to the nature of the complaint, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Investigation of Complaint

The compliance officer shall hold an investigation meeting within five days of receiving the complaint or attempting to mediate the complaint. This meeting shall provide an

opportunity for the complainant and/or his/her representative and the district's representatives to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses.

To ensure that all pertinent facts are made available, the compliance officer and the complainant may ask other individuals to attend this meeting and provide additional information.

In the meditative/investigative process complainant and/or representative and the district representative will be given the opportunity to present evidence.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to

cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The district's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Written Response

~~Within 45 days of receiving the complaint, the compliance officer or designee shall prepare and send to the complainant a written response on behalf of the district, including:~~

~~1. The findings and disposition with rationale reached concerning the complaint, including any corrective remedies if such are determined appropriate.~~

~~2. Notice of the complainant's right to appeal the district's response within 15 days to the California Department of Education, and the procedures to be followed for initiating such an appeal. All complainants have the right to appeal any district response. Complainants may also avail themselves of appropriate civil remedies in the appropriate state or federal administrative agency or court.~~

~~3. The report containing the above response shall be provided in the language of the complainant.~~

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described below under "Final Written Decision." If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

Final Written Decision

The district's decision shall be in writing and sent to the complainant.

The district's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on the evidence gathered

2. The conclusion(s) of law

3. Disposition of the complaint

4. Rationale for such disposition

5. Corrective actions, if any are warranted

6. Notice of the complainant's right to appeal the district's decision within 15 days to the CDE and procedures to be followed for initiating such an appeal

7. For discrimination complaints, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeal to the Board

A complainant dissatisfied with the compliance officer's response may, within five (5) days of the receipt of the findings/conclusions, file an appeal in writing with the Board of Education. The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may also decide not to hear the complaint, in which case the response of the compliance officer shall be the district's final written decision. If the Board hears the complaint, the compliance officer or designee shall send the Board's decision to the complainant within 60 days of the district's initially receiving the complaint or within an extended time period that has been specified in a written agreement with the complainant.

The Board's written decision shall be the District's final decision.

Appeals to the California Department of Education

~~A complainant dissatisfied with the district's decision, may appeal in writing to the California Department of Education within 15 days of receiving the district's decision. For good cause, the State Superintendent of Public Instruction may grant an extension for filing appeals. (Title 5, Section 4652)~~

~~When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the district's decision and must include a copy of the locally filed complaint and the district's decision.~~

~~Notwithstanding any other provision of law, a person who alleges that he or she is a victim of discrimination may not seek civil remedies until at least 60 days have elapsed from the filing of an appeal to the State Department of Education pursuant to Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations. The moratorium imposed does not apply to injunctive relief and is~~

E 99.7

~~applicable only if the local educational agency has appropriately, and in a timely manner, apprised the complainant of his or her right to file a complaint.~~

If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE within 15 days of receiving the district's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision.

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE:

1. A copy of the original complaint
2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's complaint procedures
7. Other relevant information requested by the CDE

The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists, including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

If a complainant is not satisfied with the District processing of a complaint, the complainant may also seek remedies with the following other local, state, or federal agencies, or organizations which may have jurisdiction:

California Department of Fair Employment & Housing

Equal Employment Opportunity Commission

U.S. Department of Education - Office of Civil Rights

Mediation services

Legal assistance agencies, such as Legal Aid

Private legal counsel

These agencies and organizations are listed in the yellow or white pages of the telephone directory and the World Wide Web.

COMMUNITY RELATIONS

SUBJECT: Williams Uniform Complaint Procedures

Types of Complaints

The district shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred:

1. Textbooks and instructional materials

a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.

b. A student does not have access to textbooks or instructional materials to use at home or after school.

c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

2. Teacher vacancy or misassignment

a. A semester begins and a teacher vacancy exists.

b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class.

c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester.

Beginning of the year or semester means the first day classes necessary to serve all the students enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day students attend classes for that semester.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position

that the employee is not otherwise authorized by statute to hold.

3. Facilities

A condition poses an emergency or urgent threat to the health or safety of students or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including but not limited to gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; or structural damage creating a hazardous or uninhabitable condition.

Filing of Complaint

A complaint alleging any condition(s) specified above shall be filed with the principal or designee at the school in which the complaint arises. The principal or designee shall forward a complaint about problems beyond his/her authority to the Superintendent or designee in a timely manner, but not to exceed 10 working days.

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received.

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the principal or designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form. At the same time, the principal or designee shall report the same information to the Superintendent or designee.

If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Governing Board at a regularly scheduled meeting.

For any complaint concerning a facility condition that poses an emergency or urgent threat to the health or safety of students or staff as described in item #3 above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction (SPI) within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632.

All complaints and written responses shall be public records.

Reports

The Superintendent or designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting.

Forms and Notices

The Superintendent or designee shall ensure that the district's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes.

The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186.

Legal Reference:
EDUCATION CODE
1240 County superintendent of schools, duties
17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account
33126 School Accountability Report Card
35186 Williams uniform complaint procedure
60119 Hearing on sufficiency of instructional materials
CODE OF REGULATIONS, TITLE 5
4600-4671 Uniform complaint procedures, especially:
4680-4687 Williams complaints

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

SUBJECT: Intervention For Underperforming Schools

The Governing Board recognizes its responsibility to protect the public's interest in schools and keep the district focused on learning and achievement for all students. Whenever any district school performs below the statewide average on indicators of student achievement and is participating in the state's Immediate Intervention/Underperforming Schools Program (II/USP), the Board shall provide additional assistance to the school in order to improve student performance.

The Board shall work with the Superintendent to develop governance strategies to support each participating school's implementation of its improvement plan. These strategies may be based on reviews of the alignment of district and school site goals for student achievement, budget priorities, staff qualifications and professional development, the alignment of curriculum and instructional materials to academic standards, accountability mechanisms, opportunities for parent/guardian and community involvement, and/or other district operations that may impact achievement at the school site.

The Board shall closely monitor student performance in each participating school. The Superintendent or designee shall provide the Board with regular reports on the status and results of improvement efforts.

The Board recognizes that any school participating in the program will be subject to state sanctions if student performance fails to improve in a timely manner. Whenever a participating school fails to achieve established growth targets on the state's Academic Performance Index (API), the Board shall cooperate with the Superintendent of Public Instruction in accordance with law.

Legal Reference:
EDUCATION CODE
33126 School accountability report card
33400-33407 CDE evaluation of district programs
51041 Evaluation of the educational program
52050-52059 Public Schools Accountability Act, especially:
52053-52055.55 Immediate Intervention for Underperforming Schools Program
52055.600-52055.662 High Priority Schools Grant Program
52070-52075 High School Pupil Success Act
60640-60649 Standardized Testing and Reporting (STAR) program
CODE OF REGULATIONS, TITLE 5
3932 School site and community team; augmentation of school site council
UNITED STATES CODE, TITLE 20
6311 State plan
6316 Academic assessment
6511-6518 Comprehensive School Reform Program

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

SUBJECT: Intervention For Underperforming Schools

Implementation and Monitoring of the Action Plan

Any district school participating in the state's Immediate Intervention/Underperforming Schools Program (II/USP) shall implement the strategies established in its action plan with the goal of achieving its growth targets established by the State Board of Education (SBE).

The Superintendent or designee shall monitor the participating school's implementation of its action plan and shall report to the Governing Board regarding the effectiveness of the school's efforts in improving student achievement for each "numerically significant" student subgroup, including ethnic subgroups, socioeconomically disadvantaged students, English language learners, and students with disabilities.

A numerically significant subgroup is a subgroup that constitutes either of the following:

1. At least 15 percent of a school's total population of students who have valid test scores, with a minimum of 50 students with valid test scores

2. At least 100 students with valid test scores, even if the subgroup does not constitute 15 percent of the total enrollment at a school

A socioeconomically disadvantaged student is a student neither of whose parents/guardians has received a high school diploma or a student who participates in the free or reduced price lunch program.

As necessary, the Superintendent or designee shall work with the school to refine the strategies in the action plan in order to achieve desired results for each subgroup. Any significant revisions in the action plan shall be submitted to the Board for approval.

Consequences After 24 Months of Implementation

After 24 months of receiving funding to implement its action plan, if a participating school has not met its growth targets each year but demonstrates significant growth as determined by the SBE, the school shall continue to participate in the program for an additional year.

If a participating school has neither met its growth targets nor demonstrated significant growth each year, the Board shall, at a regularly scheduled meeting, inform parents/guardians that the school is a state-monitored school and is subject to the corrective actions, as determined by the Superintendent of Public Instruction (SPI) in consultation with the SBE.

When the SPI and SBE so determine, the district shall, as an alternative to the corrective actions, enter into a contract with a school assistance and intervention team (SAIT) to provide intensive support and expertise to implement the school reform initiatives in the school's action plan. In such a case:

1. School staff, site planning teams, administrators, and district staff shall work with the SAIT to improve student literacy and achievement by assessing the degree of implementation of the school's current action plan, refining and revising the action plan, and making recommendations to maximize the use of fiscal resources and personnel in achieving the goals of the plan. The Superintendent or designee shall provide support and assistance to enhance the work of the team at the targeted school site. A report of corrective actions shall be completed by the SAIT not later than 60 days after the team is assigned to the school.

2. Not later than 90 days after assignment of the team to the school, the Board shall adopt the team's initial recommendations at a regularly scheduled meeting. Any subsequent recommendations proposed by the team shall be adopted by the Board within 30 days of their submission. The adoption of recommendations shall not be placed on the consent agenda.

3. Following the Board's adoption of the recommendations, the Board may appeal to the SPI for relief from one or more of the recommendations.

4. If the SAIT does not fulfill its legal obligations, the Board may seek permission from the SPI, with the approval of the SBE, to contract with a different team.

5. No less than three times during the year, the Superintendent or designee and the school site shall present the SAIT with data regarding progress toward the goals established by the team's initial assessment. The data shall be presented to the Board at a regularly scheduled meeting.

With respect to a state-monitored school, the Board shall:

1. Make at least the same fiscal, human, and educational resources available to the school site as were available before the school's designation as a state-monitored school, excluding funding pursuant to Education Code 52054.5 and 52055.600, or if the total amount of resources available to the district differs from one year to another, then the same proportion of resources

2. Continue its current ownership status with respect to the school site

3. Continue to provide the same insurance coverage as before the school's designation as a state-monitored school

4. Name the SPI and the California Department of Education as additional insureds upon transfer of legal rights, duties and responsibilities to the SPI

5. Continue to provide facilities support, including maintenance if appropriate to the management arrangement, and full school-site participation in bond financing

6. Remain involved with the school throughout the sanction period

7. If the SBE so approves, retain its legal rights, duties and responsibilities with respect to the school

Consequences After 36 or More Months of Implementation

If a school has not met its growth targets within 36 months of receiving implementation funding but has shown significant growth, it shall continue to be monitored by the SPI until it meets its annual growth target or the statewide performance target.

If a school fails to make significant growth in any year between the third year of implementation funding and the first year the school meets its growth target, it shall be deemed a state-monitored school and shall be subject to the consequences described above for state-monitored schools.

Consequences After 36 Months as a State-Monitored School

If, within 36 months after the school has been assigned a SAIT, management team or trustee, the school makes significant growth on the Academic Performance Index in two consecutive years, the school shall exit the program.

If the school has not made significant growth within 36 months of becoming a state-monitored school, the school shall be subject to one or more of the consequences as determined by the SPI.

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

SUBJECT: High Priority Schools Grant Program

The Governing Board recognizes that schools demonstrating the lowest performance on state indicators of student achievement need to develop and implement a comprehensive approach to school improvement in order to improve student learning. The Board shall provide all necessary support and assistance to any such high priority district school to help ensure a quality education for all students.

The Board's decision to have a district school participate in the state's High Priority Schools Grant Program shall be voluntary.

Whenever the Superintendent of Public Instruction invites any district school to participate in the program, the Board shall hold a public hearing at a regularly scheduled meeting to discuss whether or not to apply for participation and how to address the needs of the school and its students. If it is determined that the school will not accept the invitation to participate, the Board shall hold a public hearing at a regularly scheduled meeting to discuss the reasons and rationale for the decision and to explain how the district intends to address the needs of the school and students. Neither of these discussions shall be placed on the consent calendar.

When the Board holds any public hearing required for this program, written notice shall be sent to representative parent organizations, including the parent-teacher association, parent-teacher clubs and school site councils, and may be sent directly to parents/guardians. Notice also shall be sent to all local major media outlets, the local mayor, all members of the city council, all members of the county board of supervisors, the county superintendent of schools, and the county board of education.

The Board shall, at a regularly scheduled meeting, approve an action plan for each participating school and certify that it contains all the essential components specified in Education Code 52055.625.

In reviewing the proposed school action plan, the Board shall also consider, at a minimum, the resources necessary to implement the plan, implications for the district's collective bargaining agreements, alignment of the action plan with the district's Title I plan and/or other improvement plans, and the extent to which strategies are focused on areas of greatest need as identified through achievement data and other district reports.

The Superintendent or designee shall coordinate all school improvement efforts to provide a coherent strategy addressing student needs.

The Board shall closely monitor the progress of any school participating in the program. The Superintendent or designee shall provide the Board with regular reports on the status and results of school improvement efforts.

Legal Reference:
EDUCATION CODE
17014 Facilities maintenance
17032.5 Facilities maintenance
17070.75 Facilities maintenance
17089 Facilities maintenance
33126 School accountability report card
33400-33407 CDE evaluation of district programs
44510-44517 Principal Training Program
45125.1 Criminal background checks for contractors
48985 Parental notifications, languages other than English
51041 Evaluation of the educational program
51101 Rights of parents/guardians
52050-52059 Public Schools Accountability Act, including:
52053-52055.55 Immediate Intervention/Underperforming Schools Program
52055.600-52055.662 High Priority Schools Grant Program
52070-52075 High School Pupil Success Act
60119 Sufficiency of textbooks and instructional materials
60640 Standardized Testing and Reporting Program
60810 English language development test
99220-99227 California Professional Development Institutes
99230-99242 Mathematics and Reading Professional Development Program
UNITED STATES CODE, TITLE 20
6301-6578 Academic achievement of the disadvantaged, including:
6318 Parent involvement
6319 Qualifications of highly qualified teachers
6511-6518 Comprehensive School Reform program

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PHILSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

SUBJECT: High Priority Schools Grant Program

Required Participation in Other Programs

Each district school participating in the High Priority Schools Grant (HPSG) Program shall also participate in the state's Immediate Intervention/Underperforming Schools Program (II/USP).

In each participating school, eligible teachers and administrators shall participate in the Mathematics and Reading Professional Development Program and the Principal Training Program.

Development of Action Plan

An action plan shall be developed, in partnership with the district, by the school site council or, if the school does not have one, by a schoolwide advisory group or school support group whose members are self-selected. If the school has already established a school action team for the II/USP, that action team may be used to develop an action plan for this program.

In developing a school action plan, the school and district shall use the technical assistance of district personnel, county offices of education, universities, or any other person or entity that has proven successful expertise specific to the challenges inherent in high-priority schools.

The district shall involve teachers in the development of the action plan and shall certify that it has met and consulted with the exclusive representative of certificated employees on the plan.

The action plan may include any existing plan that the school may have developed for another program, provided it addresses the components listed: pupil literacy and achievement; quality of staff; parent involvement; and curriculum, instructional materials, and support services.

If a decile 1 school completes an action plan as part of the federal Comprehensive School Reform application but there are insufficient funds to allow the school to participate in that program, the school shall be automatically approved for the HPSG program provided the action plan meets the following requirements.

Content of Action Plan

The action plan shall:

1. Be based on scientific research and effective practices and be data driven

2. Include ongoing data gathering in order to measure and verify progress and modify the plan as needed

3. Be based on findings from an initial needs assessment

4. Describe how the school community will show a commitment to implement the plan

5. Make clear that all school personnel must have heightened expectations that all students can learn and every school can succeed

6. Ensure that the school's environment is conducive to teaching and learning

7. Identify additional human, financial and other resources available to the school for implementation of the action plan

In addition, the action plan shall include strategies to address each of the following essential components:

1. Student literacy and achievement

The action plan shall include a strategy to increase student literacy and achievement, including necessary attention to the needs of English language learners. At a minimum, this strategy shall include a plan to achieve the following goals:

a. Provide each student at the school with appropriate instructional materials aligned with state academic content and performance standards

b. Increase achievement of each significant subgroup at the school on the Academic Performance Index by the end of the implementation period

c. Increase performance of English language learners at the school on the English language development test and the state achievement tests

2. Quality of staff, including highly qualified teachers as required by the federal No Child Left Behind Act and appropriately credentialed teachers for English learners

The action plan shall include a strategy to attract, retain and fairly distribute the highest quality staff at the school, including teachers, administrators and support staff. At a minimum, this strategy shall include a plan to:

a. Increase the number of credentialed teachers working at the school site

b. Increase or target professional development opportunities for teachers related to the goals of the action plan and state English language development standards, including

but not limited to, participation in professional development institutes

c. Ensure that school administrators successfully complete, by the end of the implementation period, a program designed to maximize leadership skills

The action plan shall include a strategy, jointly developed by the district and the exclusive bargaining representative of the district's certificated employees, for addressing the distribution of experienced, credentialed teachers throughout the district, including an agreement on how they are going to achieve a balance in that distribution. This collaboration shall take place outside of collective bargaining and shall include discussions on ways to maximize current options to recruit credentialed teachers, use regional recruitment centers, ensure that newly hired credentialed teachers are assigned in alignment with the goal of even distribution, and ensure that high-priority schools provide a teaching and learning environment conducive to retaining fully credentialed teachers.

3. Parental involvement

The action plan shall include a strategy to change the culture of the school community to recognize parents/guardians as partners in the education of their children and to prepare and educate parents/guardians in the learning and academic progress of their children. At a minimum, this strategy shall include:

a. For any school that offers any of grades K-5, a commitment to jointly develop with parents/guardians a school-parent compact

b. A plan to achieve the goal of maintaining or increasing the number and frequency of personal parent/guardian contacts each year at the school site and school-home communications designed to promote parent/guardian support for meeting state standards and core curriculum requirements

4. Facilities maintained in good repair; curriculum; instructional materials consistent with the requirements of Education Code 60119; and support services

The action plan shall include a strategy to provide an environment that is conducive to teaching and learning and that includes the development of high-quality curriculum and instruction aligned with state content and performance standards and English language development standards to measure progress toward achieving English language proficiency. At a minimum, this strategy shall include the goal of providing adequate logistical support including, but not limited to, curriculum, quality instruction, instructional materials, support services, and supplies for every student.

Progress Reports

Each year the Superintendent or designee shall submit a report to the Superintendent of Public Instruction (SPI) for each participating school. Before submitting the report the

Board shall review, at a regularly scheduled meeting, the school's progress toward achieving its goals.

The Board may require any participating school to use assessments of students' academic growth in core curriculum areas to annually review whether changes are needed in the school action plan.

Any school that uses assessments in this manner shall use the English language development test administered to measure progress toward achieving English language proficiency, where appropriate, and the tests that are part of the Standardized Testing and Reporting program. A school may use any additional curriculum-based achievement test to assess student growth if the test is proven to be valid and reliable. The results of these assessments shall be reported annually to the Board.

Consequences after 24 Months of Implementation

If a school has not met its growth targets on the state's Academic Performance Index (API) each year for 24 months after receiving program funding to implement the school's action plan, the Board may, if so directed by the State Board of Education (SBE), take appropriate action and adopt appropriate strategies to provide corrective assistance to the school in order to achieve the components and benchmarks established in the school's action plan.

Consequences after 36 Months of Implementation

After 36 months of receiving implementation funding, if a participating school has not met its growth targets each year but demonstrates significant growth as determined by the SBE, it shall continue to participate in the program.

If a participating school has neither met its growth targets each year nor demonstrated significant growth, it shall be subject to the actions as determined by the SPI and approved by the SBE.

In any case when the SPI and SBE determine that the district will enter into a contract with a school assistance and intervention team (SAIT) to provide intensive support and expertise to implement the school reform initiatives in the school's action plan:

1. School staff, site planning teams, administrators, and district staff shall work with the SAIT to improve student literacy and achievement by assessing the degree of implementation of the school's current action plan, refining and revising the action plan, and making recommendations to maximize the use of fiscal resources and personnel in achieving the goals of the plan. The Superintendent or designee shall provide support and assistance to enhance the work of the team at the targeted school site. A report of corrective actions shall be completed by the SAIT not later than 60 days after the school's API becomes public.

2. Not later than 90 days after the school's API becomes public, the Board shall adopt the team's initial recommendations at a regularly scheduled meeting. The adoption of recommendations shall not be placed on the consent agenda.

3. No less than three times during the year, the Superintendent or designee and the school site shall present the SAIT with data regarding progress toward the goals established by the team's initial assessment. The data shall be presented to the Board at a regularly scheduled meeting.

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

SUBJECT: Title I Program Improvement Schools

The Governing Board desires to assist all schools receiving federal Title I funds to achieve adequate yearly progress as defined by the State Board of Education.

Whenever a district school is identified as in need of program improvement, the Superintendent or designee shall coordinate improvement efforts with federal, state and local school improvement programs as appropriate and shall develop an improvement plan in accordance with law and as specified in administrative regulation.

Depending on the length of time a district school has been identified for program improvement, the Board and Superintendent or designee shall implement opportunities for student transfers, supplemental educational services, other corrective actions and/or restructuring in accordance with law.

The Superintendent or designee shall provide the Board with regular reports on the implementation of the school improvement plan and the effectiveness of program improvement efforts in raising student achievement.

Legal Reference:
EDUCATION CODE
60642.5 California Standards Tests
60850-60856 High School Exit Examination
CODE OF REGULATIONS, TITLE 5
13075-13075.4 Supplemental Services
UNITED STATES CODE, TITLE 20
6301 Title I program purpose
6311 Adequate yearly progress
6312 Local educational agency plan
6313 Eligibility of schools and school attendance areas; funding allocation
6316 School improvement
7912 Persistently dangerous schools
CODE OF FEDERAL REGULATIONS, TITLE 34
200.13-200.20 Adequate yearly progress
200.30-200.35 Identification of program improvement schools
200.36-200.38 Notification requirements
200.39-200.43 Requirements for program improvement, corrective action and restructuring
200.44 School choice option
200.45-200.47 Supplemental services
200.48 Funding for transportation and supplemental services
200.49-200.51 State responsibilities
200.52-200.53 District improvement

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

SUBJECT: Title I Program Improvement Schools

Definitions

Adequate yearly progress (AYP) encompasses the following four requirements:

1. Annual measurable objectives: Achievement of the statewide annual measurable objectives (AMOs) on English-language arts (ELA) and mathematics assessments (schoolwide/districtwide and subgroups). AMOs are the minimum required percentages of students at proficient or above in each content area.

2. Participation rate: Achievement of 95 percent student participation rate on ELA and mathematics assessments (schoolwide/districtwide and subgroups) or average of 95 percent over a three-year period.

3. Academic Performance Index (API): Growth in the API score of at least one point or a minimum growth API as defined annually by the State Board of Education (SBE) (schoolwide/districtwide).

4. Graduation Rate: Improvement in the graduation rate of at least .1 percent or a graduation rate of 100 percent (schoolwide/districtwide). This applies only to high schools and districts with high school students.

At or above the proficient level, for students in grades 2-8, means the percentage of students scoring at the proficient or advanced level on the California Standards Tests. At the high school level, proficiency is determined by equivalent levels on the California High School Exit Examination as determined by the SBE. For special education students, proficient is limited to the performance on the California Alternate Performance Assessment (CAPA).

Eligibility for supplemental education services is based on family income.

Numerically significant subgroups include economically disadvantaged students, students from major racial and ethnic groups, students with disabilities and students with limited English proficiency. For purposes of determining AYP, a significant subgroup is at least 100 students, or 50 students who represent at least 15 percent of the students to be tested.

Program improvement school is a school receiving federal Title I funds that has failed to make AYP for two or more consecutive school years on the same indicator (i.e., AMOs for ELA and mathematics, participation rate, API, graduation rate).

Year One Program Improvement

When any Title I school is identified for Year One Program Improvement:

1. The Superintendent or designee shall provide students enrolled in the school the option of transferring to another district school or charter school that has not been identified for program improvement, as described below under "Student Transfers."

2. The principal and school community shall develop or revise a two-year improvement plan in accordance with 20 USC 6316, for approval by the Governing Board.

Within 45 days of receiving the plan, the Board shall establish a peer review process to assist with the review of the plan, work with the school as necessary, and approve the plan if it meets the requirements of law.

The school shall implement the improvement plan no later than the beginning of the next full school year following the school's identification for program improvement, or, if the plan has not been approved prior to beginning the school year, immediately upon approval of the plan.

As the school develops and implements the school plan, the Superintendent or designee shall ensure that the school receives technical assistance either from the district, the California Department of Education, an institution of higher education, a private organization, an educational service agency or another entity with experience in helping schools improve academic achievement, including assistance in:

1. Analyzing state assessment data and other examples of student work to identify and address problems in instruction and/or problems in implementing Title I requirements pertaining to parent involvement, professional development, or school and district responsibilities identified in the school's Title I plan

2. Identifying and implementing professional development, instructional strategies and methods of instruction that are based on scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for school improvement

3. Analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student achievement and to remove the school from program improvement status

Year Two Program Improvement

For any Title I school that fails to make AYP by the end of the first full school year after being identified for Program Improvement, the Superintendent or designee shall:

1. Continue to provide all elements of Year One Program Improvement

2. Arrange for the provision of supplemental educational services to eligible students from low-income families by a provider with a demonstrated record of effectiveness, as described below under "Supplemental Educational Services"

3. Continue to provide for technical assistance

Year Three Program Improvement

When a school continues to fail to make AYP by the end of the second full school year after identification for program improvement (four consecutive years of failure to make AYP), the Superintendent or designee shall continue to provide all elements of Year One and Year Two Program Improvement. In addition, the Board shall take at least one of the following corrective actions:

1. Replace school staff relevant to the failure
2. Implement a new curriculum and related professional development
3. Significantly decrease management authority at the school level
4. Appoint an outside expert to advise the school
5. Extend the school year or school day for the school
6. Restructure the internal organization of the school

Year Four and Beyond Program Improvement

For any school that continues to fail to make AYP after one full year of corrective action, the Superintendent or designee shall continue to provide all elements of Year One and Year Two Program Improvement. In addition, the Board shall implement one of the following options for alternative governance and restructuring, consistent with California law:

1. Reopen the school as a charter school
2. Replace all or most of the school staff relevant to the failure
3. Enter into a contract with an entity with a demonstrated record of effectiveness to operate the school
4. Turn the operation of the school over to the California Department of Education
5. Institute any other major restructuring of the school's governance arrangements that makes fundamental reforms

Notifications

Whenever a school is identified for program improvement, corrective action or restructuring, the Superintendent or designee shall promptly notify parents/guardians of students enrolled in that school. The notification shall include:

1. An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools in the district and state

2. The reasons for the identification

3. An explanation of what the school is doing to address the problem of low achievement

4. An explanation of what the district or state is doing to help the school address the achievement problem

5. An explanation of how parents/guardians can become involved in addressing the academic issues that caused the school to be identified for program improvement

6. An explanation of the option to transfer to another district school or charter school or to obtain supplemental educational services

The Superintendent or designee shall disseminate information about corrective actions taken at any district school to the parents/guardians of each student in that school and to the public through such means as the Internet, the media and public agencies.

The Superintendent or designee shall promptly notify teachers and parents/guardians whenever a school is identified for restructuring and shall provide them adequate opportunities to comment before taking action and to participate in developing any plan for restructuring school governance.

All notifications pertaining to program improvement shall be written in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.

Student Transfers

All students enrolled in a Title I school that is identified for program improvement in Year One and beyond shall be provided an option to transfer to another district school or charter school that:

1. Has not been identified for program improvement, corrective action or restructuring

2. Has not been identified by the California Department of Education as a "persistently dangerous" school.

Among these students, priority shall be given to the lowest achieving students from low-income families, as defined by the district for purposes of allocating Title I funds.

If two or more district schools are eligible to accept transfers based on criteria listed in items #1-2 above, the district shall provide a choice of more than one such school and shall take into account parent/guardian preferences among the choices offered.

School capacity shall not be used to deny transfer opportunities to students. However,

the Superintendent or designee may consider capacity in selecting schools that will be offered as alternatives for school choice. The Board may increase capacity in eligible district schools to accommodate all students who wish to transfer.

The transfer option shall be offered not later than the first day of the school year following administration of the assessments that resulted in the identification of the school for program improvement, corrective action or restructuring.

An explanation of the option to transfer to another public school shall be promptly provided to parents/guardians of each student enrolled in an identified school. Such notice shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parents/guardians can understand.

Notice of the transfer option shall:

1. Inform parents/guardians that their child is eligible to attend another public school due to the identification of the current school as in need of improvement

2. Identify each public school or public charter school that the parent/guardian can select

3. Explain why the choices made available to them may have been limited

4. Provide information on the academic achievement of the school(s) to which the student may transfer

5. Explain the provision of transportation to the new school

The notice may include other information about the school(s) to which the student may transfer, such as a description of any special academic programs or facilities, the

availability of before- and after-school programs, the professional qualifications of teachers in the core academic subjects, and a description of parent involvement opportunities.

In addition to mailing notices directly to parents/guardians, the Superintendent or designee shall provide information about transfer options through broader means, such as the Internet, the media, and public agencies serving students and their families.

The Superintendent or designee may establish reasonable timelines for parents/guardians to indicate their intent to transfer their child and for the district to notify parents/guardians of the school assignment.

The Superintendent or designee may require parents/guardians to rank-order their preferences from among schools that are eligible to receive transfer students. Parents/guardians may decline their assigned school and remain in their school of origin.

The district shall provide, or shall pay for the provision of, transportation for the student to the public school that student chooses to attend.

To ensure that transportation may be reasonably provided, the Superintendent or designee may establish transportation zones based on geographic location. Transportation to schools within a zone shall be fully provided, while transportation outside the zone may be partially provided.

Any student who transfers to another school may remain in that school until he/she has completed the highest grade in that school. However, the district shall not be obligated to provide, or pay for the provision of, transportation for the student after the end of the school year that the school of origin is no longer identified for program improvement, corrective action or restructuring.

If all district schools are identified for program improvement, corrective action or restructuring, the Board shall, to the extent practicable, establish a cooperative agreement with other local educational agencies in the area for an interdistrict transfer.

Supplemental Educational Services

When required by law, supplemental educational services shall be provided outside the regular school day and shall be specifically designed to increase achievement of eligible students from low-income families on state academic assessments and to assist them in attaining state academic standards.

When a school is required to provide supplemental educational services, the Superintendent or designee shall annually notify parents/guardians of:

1. The availability of supplemental educational services

2. The identity of approved providers that are within the district or are reasonably available in neighboring local educational agencies

3. The identity of approved providers that are accessible through technology, such as distance learning

4. The services, qualifications and demonstrated effectiveness of each provider

5. The procedures and timelines that parents/guardians must follow to select a provider

When the district is an approved service provider, the Superintendent or designee shall be careful to provide parents/guardians with a balanced presentation of the options available to parents/guardians, and shall ensure that they understand their right to select the district or any other service provider.

Within a reasonable period of time established by the Superintendent or designee,

parents/guardians shall select a service provider from among those approved by the SBE. Upon request, the Superintendent or designee shall assist parents/guardians in choosing a provider.

The Superintendent or designee shall ensure that eligible students with disabilities, students covered under Section 504 and students with limited English proficiency receive appropriate supplemental educational services with any necessary accommodations or language assistance.

If no provider is able to make the services available to such students, the district shall provide these services with necessary accommodations or language assistance, either directly or through a contract. Supplemental educational services shall be consistent with a student's individualized education program or Section 504 plan.

If available funds are insufficient to provide supplemental educational services to each eligible student whose parents/guardians request those services, priority shall be given to the lowest achieving eligible students.

If the number of parents/guardians selecting a particular provider exceeds the capacity of that provider, priority shall be given to the lowest achieving eligible students.

Once a provider has been selected by a parent/guardian, the Superintendent or designee shall enter into an agreement with the provider. The agreement shall:

1. Require the district to develop, in consultation with the parents/guardians and the provider, a statement of specific achievement goals for the student, how the student's

progress will be measured, and a timetable for improving achievement. In the case of a student with disabilities, the statement shall be consistent with the student's individualized education program.

2. Describe how the student's parents/guardians and teacher(s) will be regularly informed of the student's progress.

3. Provide for the termination of the agreement if the provider is unable to meet such goals and timetables.

4. Contain provisions with respect to the district making payments to the provider.

5. Prohibit the provider, without written parent/guardian permission, from disclosing to the public the identity of any student eligible for or receiving supplemental educational services.

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

SUBJECT: Title I Program Improvement Districts

The Governing Board shall review and analyze districtwide performance in making adequate yearly progress toward student achievement standards, in accordance with criteria established by the State Board of Education. The Board's review shall include an evaluation of whether district improvement efforts are aligned and adequately focused on increasing achievement levels for all students. As necessary, the Board and the Superintendent shall take steps to improve district operations and programs to enable students to achieve proficiency.

Early Warning Program

In the event that the district is provided notice by the California Department of Education (CDE) that it is in danger of being identified for program improvement under the federal No Child Left Behind Act within two years, the Board shall determine whether to participate in the voluntary Early Warning Program. If the Board elects to participate in the program, the Superintendent or designee shall conduct a voluntary self-assessment using research-based criteria provided by the CDE and revise the district's Title I plan based on the results of that assessment.

Program Improvement

In the event that the district is identified for program improvement by the CDE, the Superintendent or designee shall administer a district self-assessment process, revise the district's Title I plan, notify parents/guardians, and set aside funds in accordance with law and administrative regulation.

The district's Title I plan shall be approved by the Board and submitted to the CDE.

The Superintendent or designee shall utilize state and local resources available to provide technical assistance and support. He/she also shall work closely with individual school sites to raise student achievement in accordance with school plans.

The Superintendent shall regularly report to the Board regarding the implementation of the district's Title I plan.

Legal Reference:
EDUCATION CODE
52055.57 Districts identified or at risk of identification for program improvement
52059 Statewide system of school support
UNITED STATES CODE, TITLE 20
6301 Title I program purpose
6311 Adequate yearly progress

6312 Local educational agency plan
6316 School and district improvement
6321 Fiscal responsibilities
CODE OF FEDERAL REGULATIONS, TITLE 34
200.13-200.20 Adequate yearly progress
200.30-200.35 Identification of program improvement schools
200.36-200.38 Notification requirements
200.52-200.53 District improvement

PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS

SUBJECT: Title I Program Improvement Districts

Program Improvement

Whenever the district is notified that it is identified for program improvement under the federal No Child Left Behind Act, the district shall complete all of the following actions:

1. Promptly notify parents/guardians of each district student regarding the district's program improvement status, the reasons for the identification, and how parents/guardians can participate in upgrading the quality of the district's programs. The notification shall be in a format and, to the extent practicable, in a language the parents/guardians can understand.

2. Conduct a self-assessment using materials and criteria based on current research and provided by the California Department of Education

3. No later than 90 days after the district is identified for program improvement, contract with a county office of education or another external entity after working with the County Superintendent of Schools, for all of the following purposes:

a. Verifying the fundamental teaching and learning needs in district schools as determined by the self-assessment and identifying the specific academic problems of low-achieving students, including a determination as to why the prior district Title I plan failed to increase student academic achievement

b. Ensuring that the district receives intensive support and expertise to implement reform initiatives in the district's Title I plan

4. Within three months after the district's identification for program improvement, develop or revise the district's Title I plan in consultation with parents/guardians, school staff, and others. This plan shall reflect the findings of the self-assessment and shall:

a. Incorporate scientifically-based research strategies that will strengthen the core academic program in district schools

b. Identify actions that have the greatest likelihood of improving student achievement in meeting the state's academic achievement standards

c. Address the professional development needs of the instructional staff by committing to spending at least 10 percent of the district's allocation of Title I, Part A, funds for professional development

d. Include specific measurable achievement goals and targets for each of the student

subgroups identified pursuant to 20 USC 6311, especially those that did not make adequate yearly progress

e. Address the fundamental teaching and learning needs in the district's schools and the specific academic problems of low-achieving students, including a determination of why the district's prior plan failed to bring about increased student academic achievement

f. Incorporate, as appropriate, student learning activities before school, after school, during the summer, and during any extension of the school year

g. Specify the responsibilities of the district and the state under the plan, including the district's fiscal responsibilities under 20 USC 6321 and the technical assistance to be provided by the state

h. Include strategies to promote effective parent/guardian involvement in district schools

5. After working with the County Superintendent of Schools or an external verifier, contract with an external provider to provide support and implement recommendations to assist the district in resolving shortcomings identified in the verified self-assessment

6. The district shall implement the Title I plan expeditiously, but not later than the beginning of the next school year after the school year in which the district administered the assessments that resulted in its identification for program improvement.

The district shall exit program improvement status when it makes adequate yearly progress for two consecutive years. If the district fails to make adequate yearly progress by the end of the second year in program improvement, it shall be subject to corrective actions determined by the State Board of Education.

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

SUBJECT: Disruptions

In order to help maintain an educational environment that provides for student safety, the Governing Board is committed to keeping the schools free from disruptions and to keeping unauthorized persons from entering school grounds. The Superintendent or designee shall provide for the prompt removal of any individual from school grounds who disrupts or threatens to disrupt normal school operations, threatens the health and safety of students or staff, or threatens to cause property damage in accordance with law, Board policy, or administrative regulation.

The Superintendent or designee shall establish a plan describing actions to be taken, including staff responsibilities, when an individual is causing a disruption. In developing such a plan, the Superintendent or designee shall consult with law enforcement to create guidelines for law enforcement support and intervention in the event of a disruption.

School staff shall be trained to recognize when an individual has committed acts that constitute a disruption in violation of Board policy or administrative regulation. Staff who believe that a disruption may occur shall immediately contact the principal.

Gun Free School Zone

Possession of unauthorized firearms, weapons, or other dangerous instruments is prohibited within 1,000 feet of school grounds without the written permission of school authorities.

Legal Reference:
EDUCATION CODE
32210 Willful disturbance of public school or meeting, misdemeanor
32211 Threatened disruption or interference with classes; misdemeanor
35160 Authority of governing boards
44810 Willful interference with classroom conduct
44811 Disruption of classwork or extracurricular activities
51512 Prohibited use of electronic listening or recording device
PENAL CODE
243.5 Assault or battery on school property
415.5 Disturbance of peace of school
626-626.11 Schools, crimes, especially:
626.7 Failure to leave campus or facility; wrongful return; penalties; notice; exceptions
626.8 Disruptive presence at schools
626.9 Gun Free School Zone Act
627-627.10 Access to school premises
653b Loitering about schools or public places
COURT DECISIONS
Reeves v. Rocklin Unified School District, (2003) 109 Cal.App.4th 652

F 99.24

In Re Joseph F., (2000) 85 Cal.App.4th 975
In Re Jimi A., (1989) 209 Cal. App.3d 482
In Re Oscar R., (1984) 161 Cal. App 3d 770
ATTORNEY GENERAL OPINIONS
79 Ops.Cal.Atty.Gen. 58 (1996)

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

SUBJECT: Disruptions

The principal or designee may direct a person to leave school grounds when there is a reasonable basis for concluding that the person is committing, or has entered campus with the purpose of committing, an act that is likely to interfere with the peaceful conduct, discipline, good order, or administration of school activities or with the intent to inflict damage on any person or property. He/she may also ask a person to leave who uses loud and/or offensive language which could provoke a violent reaction or a person who has otherwise established a continued pattern of unauthorized entry on school grounds. This shall not apply if that person is a student, school employee, or other person required by his employment to be on school grounds.

The principal or designee may also direct a specified drug offender to leave school grounds, unless that person is a student at the school, a parent/guardian of a child attending the school, or he/she has prior written permission for entry from the principal or designee.

When directing any person to leave school premises, the principal or designee shall inform the person that he/she will be guilty of a crime if he/she:

1. Remains after being directed to leave

2. Returns to the campus without following the school's posted registration requirements

3. Returns within seven days after being directed to leave

The principal or designee may direct a person who is required to register as a sex offender to immediately leave school grounds, unless he/she is on school grounds for lawful business or with the principal's permission. If such a person does not leave school grounds, the principal or designee shall inform the person that he/she may be guilty of a crime.

The principal or designee shall notify law enforcement as appropriate.

Appeal Procedure

Any person who is asked to leave a school building or grounds may appeal to the Superintendent or designee. This appeal shall be made no later than the second school day after the person has departed from the school building or grounds. After reviewing the matter with the principal or designee and the person making the appeal, the Superintendent or designee shall render his/her decision within 24 hours after the appeal is made, and this decision shall be binding.

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The decision of the Superintendent or designee may be appealed to the Governing Board. Such an appeal shall be made no later than the second school day after the Superintendent or designee has rendered his/her decision. The Board shall consider and decide the appeal at its next scheduled regular or adjourned regular public meeting. The Board's decision shall be final.

STUDENTS

SUBJECT: Residency for Homeless Children

Homeless students living in the district shall be admitted to district schools upon presentation of any of the following:

1. Hotel or motel receipts

2. A letter from a social service agency or homeless shelter verifying that the student lives within the district

3. An affidavit from the parent/guardian stating that the family lives within the district

A reasonable effort shall be made to secure an address, phone number and medical release from the parent/guardian when a student is placed in a classroom.

~~Children living in the district who do not reside in a permanent, fixed residence shall be admitted to district schools, upon completion of the "Declaration of Residency" form.~~

All health and immunization requirements shall apply to homeless children.

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

~~Legal Reference:~~
~~EDUCATION CODE:~~
~~1981 Enrollment of pupils~~
~~1981.2 Homeless children defined~~
~~1982 Administration; apportionments~~
~~2558.2 Use of revenue limits to determine average daily attendance of homeless children~~
~~TITLE VII, SUBTITLE B, THE MCKINNEY ACT OF 1987~~

~~Management Resources:~~
~~CDE LEGAL ADVISORIES~~
~~1115.88 Application of residency requirements for homeless children and youth, LO: 5-88~~

STUDENTS

SUBJECT: Intradistrict Open Enrollment

The Governing Board desires to provide enrollment options that meet the diverse needs and interests of district students. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy and administrative regulation.

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of residence within the district.

The Superintendent or designee shall determine the capacity of each school and the number of transfer students it can accept without exceeding that capacity.

A student on a continuing interdistrict transfer who requests to transfer to another school within the district must follow the intradistrict transfer process.

Once a transfer has been granted, it may be reversed only with the approval of the Superintendent or designee.

The District may reject a transfer request if it has to create a new program to serve a student.

The Board shall annually review this policy.

Enrollment Priorities

Priority for attendance outside a student's attendance area shall be given as follows:

1. If a district school receiving Title I funds is identified for program improvement, corrective action or restructuring, all students enrolled in that school shall be provided an option to transfer to another district school or district charter school.

2. Beginning in the 2003-04 school year, if while on school grounds a student becomes a victim of a violent criminal offense, as defined by the State Board of Education, or attends a school designated by the California Department of Education as persistently dangerous, he/she shall be provided an option to transfer to another district school or district charter school.

3. The Superintendent or designee may approve a student's transfer to a district school that is at capacity and otherwise closed to transfers upon finding that special circumstances exist that might be harmful or dangerous to the student in the current

attendance area, including, but not limited to, threats of bodily harm or threats to the emotional stability of the student.

To grant priority under these circumstances, the Superintendent or designee must have received either:

a. A written statement from a representative of an appropriate state or local agency, including but not limited to a law enforcement official or social worker, or a properly licensed or registered professional, including, but not limited to, a psychiatrist, psychologist or marriage and family therapist

b. A court order, including a temporary restraining order and injunction

4. Priority may be given to siblings of students already in attendance in that school.

5. Priority may be given to students whose parent/guardian is assigned to that school as his/her primary place of employment.

For all other applications for enrollment outside a school's attendance area, the Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever a school receives admission requests that are in excess of the school's capacity.

Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants. Academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. (Education Code 35160.5)

Transportation

The No Child Left Behind Act (20 USC 6316) requires that transportation be provided or paid for students transferring out of Title I schools identified for program improvement, corrective action or restructuring. These requirements are addressed in AR 0520.2 - Title I Program Improvement Schools.

Transportation may not be provided for a student who chooses through an intradistrict transfer to attend school outside of the designated attendance area of residence

Legal Reference:
EDUCATION CODE

35160.5 District policies; rules and regulations
35291 Rules
35351 Assignment of students to particular schools
48980 Notice at beginning of term
CODE OF REGULATIONS, TITLE 5
11992-11994 Definition of persistently dangerous schools
UNITED STATES CODE, TITLE 20
6316 Transfers from program improvement schools
7912 Transfers from persistently dangerous schools
CODE OF FEDERAL REGULATIONS, TITLE 34
200.36 Dissemination of information
200.37 Notice of program improvement status, option to transfer
200.39 Program improvement, transfer option
200.42 Corrective action, transfer option
200.43 Restructuring, transfer option
200.44 Public school choice, program improvement schools
200.48 Transportation funding for public school choice
COURT DECISIONS
Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275
ATTORNEY GENERAL OPINIONS
85 Ops.Cal.Atty.Gen. 95 (2002)

STUDENTS

SUBJECT: Intradistrict Open Enrollment

Enrollment under the No Child Left Behind Act

Within a reasonable amount of time, not to exceed 15 school days, after a student becomes the victim of a violent criminal offense while on school grounds, the student's parents/guardians shall be offered an option to transfer their child to an eligible school identified by the Superintendent or designee. The Superintendent or designee shall consider the student's needs and parent/guardian preferences in making the school assignment. If the parents/guardians choose to transfer their child, the transfer shall be completed as soon as practicable.

Within 15 school days after learning that a school has been designated as "persistently dangerous," the Superintendent or designee shall notify parents/guardians of the school's designation. Within 20 school days after learning of the school's designation, the Superintendent of designee shall notify parents/guardians of their option to transfer.

Parents/guardians who desire to transfer their child out of a "persistently dangerous" school shall provide written notification to the Superintendent or designee and shall rank-order their preferences from among all schools identified by the Superintendent or designee as eligible to receive transfer students. The Superintendent or designee may establish a reasonable timeline, not to exceed 15 school days, for the submission of parent/guardian requests.

The Superintendent or designee shall notify parents/guardians of their school assignment within 15 school days of the date that submissions are due. The Superintendent or designee shall consider the needs and preferences of students and parents/guardians before making an assignment, but is not obligated to accept the parent/guardian's preference if the assignment is not feasible due to space constraints or other considerations. Upon assignment, the transfer shall be completed as soon as practicable. If parents/guardians decline the assigned school, the student may remain in his/her current school.

The transfer shall remain in effect as long as the student's school of origin is identified as "persistently dangerous." The Superintendent or designee may choose to make the transfer permanent based on the educational needs of the student, parent/guardian preferences, and other factors affecting the student's ability to succeed if returned to the school of origin.

Other Intradistrict Enrollment

To implement intradistrict open enrollment pursuant to Education Code 35160.5:

1. The Superintendent or designee shall identify those schools which may have space available for additional students.

2. Students of parents/guardians who submit applications to the district by March 1 may be eligible for admission to their school of choice the following school year under the district's open enrollment policy.

3. Enrollment in a school of choice shall be determined by lot from the eligible applicant pool, and a waiting list shall be established to indicate the order in which applicants may be accepted if openings occur during the year. Late applicants shall not be added to the waiting list for the current year.

4. The Superintendent or designee shall inform applicants by mail as to whether their applications have been approved, denied or placed on a waiting list. If the application is denied, the reasons for denial shall be stated.

5. Approved applicants must confirm their enrollment within 10 school days.

Once enrolled, a student shall not be required to apply for readmission until the student is promoting to middle school or high school. However, the student may be subject to displacement due to excessive enrollment.

Any complaints regarding the selection process shall be submitted to the Superintendent or designee.

Notifications

Notifications shall be sent to parents/guardians at the beginning of each school year describing all current statutory attendance options and local attendance options available in the district. Such notification shall include:

1. All options for meeting residency requirements for school attendance

2. Program options offered within local attendance areas

3. A description of any special program options available on both an interdistrict and intradistrict basis

4. A description of the procedure for application for alternative attendance areas or programs and the appeals process available, if any, when a change of attendance is denied

5. A district application form for requesting a change of attendance

6. The explanation of attendance options under California law as provided by the California Department of Education

STUDENTS

SUBJECT: Interdistrict Attendance

The Governing Board recognizes that students who reside in one district may choose to attend school in another district and that such choices are made for a variety of reasons.

The Board desires to communicate with parents/guardians and students regarding the educational programs and services that are available in the district.

Interdistrict Attendance Agreements

The Superintendent or designee may approve interdistrict attendance agreements with other districts on a case-by-case basis to meet individual student needs.

A limited number of non-resident students may be accepted into the schools of the District upon release from the districts of residence when there appears to be a significant advantage to the student and where disadvantages do not accrue to the Jurupa Unified School District.

Non-resident students are enrolled with the understanding that acceptable attendance, scholarship and citizenship must be maintained, and that the District will not provide transportation from the district of residence. Moreover, space limitations constitute cause for limiting or revoking permits.

The District may release a limited number of resident students to attend schools of other districts where there is a clear demonstration that significant benefits will be gained which could not be obtained by attendance at schools of this District.

The interdistrict attendance agreement between school districts shall not exceed a term of five years and shall stipulate the terms and conditions under which interdistrict attendance shall be permitted or denied.

The Superintendent or designee may deny applications for interdistrict transfers because of overcrowding within district schools or limited district resources.

False information used as a basis for obtaining an Interdistrict Attendance Permit shall invalidate any permit granted and require the return of the pupil to the pupils district of residence.

Legal Reference:
EDUCATION CODE
46600-46611 Interdistrict attendance agreements
48204 Residency requirements for school attendance
48300-48315 Student attendance alternatives
48915 Expulsion; particular circumstances

48915.1 Expelled individuals: enrollment in another district
48918 Rules governing expulsion procedures
48980 Notice at beginning of term
52317 ROP, enrollment of students, interdistrict attendance
GOVERNMENT CODE
6250-6270 Public Records Act
ATTORNEY GENERAL OPINIONS
84 Ops.Cal.Atty.Gen. 198 (2001)
87 Ops.Cal.Atty.Gen. 132 (2004)
COURT DECISIONS
Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

STUDENTS

SUBJECT: Interdistrict Attendance

The Superintendent or designee may approve interdistrict attendance permits for the following reasons:

1. To meet the child care needs of a student

2. When a student has a sibling(s) attending school in the receiving district, to avoid splitting the family's attendance

3. To allow a student to complete a school year when his/her parents/guardians have moved out of the district during that year

4. To allow students to remain with a class graduating that year from an elementary, junior, or senior high school

5. To let high school seniors attend the same school they attended as juniors, even if their families moved out of the district during the junior year

6. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the district

7. When a student will be living out of the district for one year or less

8. When recommended by the School Attendance Review Board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence

9. When there is valid interest in a particular educational program not offered in the district of residence

10. To provide a change in school environment for reasons of personal and social adjustment

Every interdistrict attendance permit shall stipulate the terms and conditions under which the permit may be revoked.

The Superintendent or designee may deny initial requests for interdistrict attendance agreements if the school's facilities are overcrowded at the relevant grade level and based on other considerations that are not arbitrary. However, once a student is admitted based on child care needs, his/her continued attendance may not be denied because of overcrowding.

The Superintendent or designee shall notify the parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601.

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending, or during the term of the expulsion.

The district shall give priority for attendance to siblings of students already in attendance in the district.

Transportation

With the approval of the Superintendent or designee, transportation normally provided for students living within the district may be provided for students attending on an Interdistrict Attendance Permit when space is available.

STUDENTS

SUBJECT: Sexual Harassment

The Governing Board is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender

2. A clear message that students do not have to endure sexual harassment

3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained

4. Information about the person(s) to whom a report of sexual harassment should be made

Complaint Process

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint.

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation.

Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

Disciplinary Measures

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination on the basis of sex
48900.2 Additional grounds for suspension or expulsion; sexual harassment
48904 Liability of parent/guardian for willful student misconduct
48980 Notice at beginning of term
CIVIL CODE
51.9 Liability for sexual harassment; business, service and professional relationships
1714.1 Liability of parents/guardians for willful misconduct of minor
CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance
UNITED STATES CODE, TITLE 20
1681-1688 Title IX, Discrimination
UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964
UNITED STATES CODE, TITLE 42
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
CODE OF FEDERAL REGULATIONS, TITLE 34
106.1-106.71 Nondiscrimination on the basis of sex in education programs
COURT DECISIONS
Reese v. Jefferson School District, (2001) 208 F.3d 736
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989
Nabozny v. Podlesny, (1996, 7th Cir.) 92 F.3d 446
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447
Oona R.-S. etc. v. Santa Rosa City Schools et al, (1995) 890 F.Supp. 1452
Rosa H. v. San Elizario Ind. School District, (W.D. Tex. 1995) 887 F. Supp. 140, 143
Clyde K. v. Puyallup School District #3, (1994) 35 F.3d 1396
Patricia H. v. Berkeley Unified School District, (1993) 830 F.Supp. 1288
Franklin v. Gwinnet County Schools, (1992) 112 S. Ct. 1028
Kelson v. City of Springfield, Oregon, (1985, 9th Cir.) 767 F.2d 651

STUDENTS

SUBJECT: Sexual Harassment

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student

3. The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment

4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity

Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions

2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions

3. Graphic verbal comments about an individual's body, or overly personal conversation

4. Sexual jokes, notes, stories, drawings, pictures or gestures

5. Spreading sexual rumors

6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class

7. Massaging, grabbing, fondling, stroking or brushing the body

8. Touching an individual's body or clothes in a sexual way

9. Purposefully cornering or blocking normal movements

10. Displaying sexually suggestive objects

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures and standards of conduct are posted

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session

4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures and standards of conduct

5. Be provided to employees and employee organizations

Investigation of Complaints at School (Site-Level Grievance Procedure)

1. The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:

a. The student who is complaining

b. The person accused of harassment

c. Anyone who witnessed the conduct complained of

d. Anyone mentioned as having related information

2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.

3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:

a. The Superintendent or designee

b. The parent/guardian of the student who complained

c. If the alleged harasser is a student, his/her parent/guardian

d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth

e. Child protective agencies responsible for investigating child abuse reports

f. Legal counsel for the district

4. When the student who complained and the alleged harasser so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree.

5. In reaching a decision about the complaint, the principal or designee may take into account:

a. Statements made by the persons identified above

b. The details and consistency of each person's account

c. Evidence of how the complaining student reacted to the incident

d. Evidence of any past instances of harassment by the alleged harasser

e. Evidence of any past harassment complaints that were found to be untrue

6. To judge the severity of the harassment, the principal or designee may take into consideration:

a. How the misconduct affected one or more students' education

b. The type, frequency and duration of the misconduct

c. The number of persons involved

d. The age and gender of the person accused of harassment

e. The subject(s) of harassment

f. The place and situation where the incident occurred

g. Other incidents at the school, including incidents of harassment that were not

related to gender

7. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.

8. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If the principal or designee verifies that sexual harassment occurred, this report shall describe the actions taken to end the harassment, address the effects of the harassment on the student harassed, and prevent retaliation or further harassment.

9. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up.

Enforcement

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti.

2. Providing staff inservice and student instruction or counseling.

3. Notifying parents/guardians of the actions taken.

4. Notifying child protective services.

5. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

(6/96 2/97) 11/01

INSTRUCTION

SUBJECT: Evaluation of the Instructional Program

The Board has determined that all students in Jurupa Unified School District ~~must be~~ are expected to attain proficiency and be instructionally supported in meeting grade-level state curriculum standards in English/Language Arts and Mathematics.

INDICATORS OF PROGRAM EFFECTIVENESS

Evaluation of Services to All Students

1. Adequate yearly progress shall be ~~made~~ achieved by ~~toward~~ meeting NCLB Annual Measurable Objectives (AMOs) for ~~the goal of 90 percent of all~~ students in grades 2 - 12 at ~~in~~ each school site ~~meeting grade level curriculum standards~~ ~~for~~ in the content areas of ~~reading, writing,~~ English/Language Arts and Mathematics ~~in ten years or less~~. Adequate yearly progress for students in grades PreK-1 shall be achieved by attaining eighty percent mastery of state grade level standards in English/Language Arts, and Mathematics. The Board has determined that multiple measures for student ~~assessment~~ achievement in grades 2-12 will include 1) the State Testing and Reporting Program (STAR), 2) district-developed criterion-referenced tests which are aligned with ~~district curriculum~~ state content standards ~~(derived from State content standards)~~, and 3) ~~teacher direct assessments~~ curriculum-embedded assessments that are aligned with state content standards. For students in grades PreK-1, the ~~multiple~~ measures for student ~~assessment~~ achievement will include 1) district-developed criterion-referenced tests that are aligned with ~~district curriculum~~ state content standards ~~(derived from State content standards)~~, and 2) teacher direct assessments (portfolios, authentic assessment, grades, curriculum-embedded assessments, etc).

2. The district shall annually review the academic performance of all students as well as that of each numerically significant student subgroup at each school receiving Consolidated Application funds. Specific student achievement goals for meeting adequate yearly progress at each school site will ~~depend on the preceding year's assessment results~~ be determined by comparison of current data with baseline data from the previous year, analysis of academic achievement gaps and attainment of NCLB Annual Measurable Objectives (AMOs). The district shall utilize the CDE Accountability Progress Report (APR) that includes disaggregated data for each numerically significant student group, along with results from district criterion referenced tests, curriculum embedded assessments and site developed assessments, which include disaggregated data for numerically significant subgroups. ~~which are computed by dividing the number of students meeting the standards by the number assessed (summarized across all grade levels in both language arts and mathematics). The school goals will be reported in an administrative memorandum to each school no later than November 1 of each school year.~~

3. The effectiveness of Consolidated Programs shall be determined by the progress made toward attainment of federal Adequate Yearly Progress (AYP) targets as well as the state Academic Performance Index (API) growth targets established for identified student subgroups. The ~~results of the assessments~~ achievement results will be disaggregated by gender, ~~ethnic group~~ ethnicity, socio-economic status, English Learner, and Students with Disabilities. ~~and used for multi-funded students (i.e., special education, limited English proficient, gifted and talented, and compensatory education).~~ The district superintendent shall annually report these results to the Board and make them available to each school site council. Programs determined by the Assistant Superintendent of Education Services to be of low effectiveness longitudinally will be modified to increase their effectiveness.

4. For schools receiving Title I funds, the evaluation results will be used to identify and monitor program improvement schools.

5. As a required component of the School Title 1 Parent Involvement Policy, an annual parent survey will be conducted at sites to assess needs, determine barriers and evaluate the effectiveness of parent involvement activities, especially those ~~in all schools will reflect positive results in parental evaluation of the following~~ factors known to affect student achievement:
   - Home-school communication
   - ~~Parent training to support student achievement~~
   - ~~Parent participation in school activities~~
   - Training to empower parents to support and assist their children's education.
   - Explanation of the curriculum and state standards.
   - Assessment information reflecting student academic progress.

6. An annual review by each school staff of the nine essential program components (EPCs) of the Academic Program Survey (APS) will be conducted at each school. ~~staff survey in all schools will reflect positive results in~~ Staff evaluation of the following factors known to affect student achievement include:
   - Instructional Program
   - Instructional Time
   - Access to Standards Aligned Courses
   - Pacing
   - Instructional Leadership Training
   - Professional Development
   - Student Achievement Monitoring System
   - Ongoing Instructional Assistance
   - Collaboration
   - Intervention
   - Fiscal Support

~~• Quality of Instruction~~

~~• Appropriate Level of Instruction~~
~~• Incentive~~
~~• Time~~

Evaluation of Services to English Language Learners (EL)

English Language Development (ELD): ~~LEP~~ EL Students

1. Adequate yearly progress of English Learner students shall be measured through attainment of the three goals of the Annual Measurable Achievement Objectives (AMAOs) that include: 1. Progress in acquiring English, 2. Attainment of English language proficiency and 3. Adequate yearly academic progress (NCLB Annual Measurable Objective targets). ~~made towards the goal of 90 percent of all limited English proficient students in each school site meeting grade level English Language Development (ELD) Standards in ten years or less.~~ The multiple measures for English Learner student achievement ~~assessment~~ will include 1) California English Language Development Test (CELDT), 2) ~~the~~ English Language Development (ELD) ~~Continuum~~ Profile Cards with aligned ELD assessments, 3) the CDE Accountability Progress Report (APR), 4) District criterion referenced tests, curriculum embedded assessments and site developed assessments. ~~and teacher direct assessments (portfolios, authentic assessment, grades, etc.).~~

Re-designated Student Performance

1. The district will maintain an annual re-designation rate of 10 percent for ~~limited English proficient~~ English learner students who have received program services in the district.

2. Re-designated student performance will be reviewed using the same evaluation criteria as designated for all students with follow-up done at the 6 month, 1 year, and 2 year intervals.

Evaluation of ~~School~~ Program Improvement/School-Based Coordinated

The School Site Council shall annually assess the effectiveness of the ~~School~~ Program Improvement/School-Based Coordinated plans and make appropriate modifications to the ~~school plan~~ Single Plan for Student Achievement (SPSA) and the budget. ~~These plans~~ The SPSA should be modified to incorporate any ~~Program Quality Review or Western Association of Schools and Colleges self study~~ recommendations through Categorical Program Monitoring (CPM), Western Association of Schools and Colleges, or reform planning processes. This annual evaluation shall be presented to the Board of Education and shall serve as a measure of effectiveness of the program at each site.

Each school shall provide an annual evaluation ~~which~~ that indicates the extent to which the school has met or made adequate progress toward its student achievement goals as detailed in the SPSA. Improvement strategies and budget allocations to support program implementation must be presented for any ~~facet~~ component of program effectiveness where goals were not met.

~~Evaluation of Title VI Innovative Strategies~~

~~Results of an annual staff/parent survey will reflect satisfaction with the following:~~

- ~~Categories in which Title VI monies were spent~~
- ~~Actual services provided to students through the Title VI budget~~
- ~~Potential of the Title VI services to enhance student achievement~~

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Jurupa Unified School District

Course Plan

Course Title:	Advanced Equine Science	Adopted:
Department/Standards Group:	Agriculture	
Credits/Meets:	10 credits Meets UC "g" requirement	
Length of Course:	1 year	
Prerequisites:	Advanced Horsemanship	

Course Description:

This course is designed for the student interested in pursuing a career in animal science or the horse industry. Instruction provides a survey of the anatomical and physiological body systems and their relationship to conformation, soundness, exercise and performance, feeds and nutrition; breeding practices, disease and health management and facilities design. The student will be involved in an agriculture project as a "hands-o n" activity. Participation in FFA activities is an integral part of this course.

Textbook:

Equine Science, Rick Parker; Del Mar Publishing, 1998.
Official California FFA Record Book, Computer-based format

Course Outline:

1. FFA Orientation and Record Keeping
    a. FFA Program of Activities
    b. Student Data Sheets
    c. Record Books

2. Integumentary System
    a. Composition of skin hair, horn and feathers (lab)
    b. Management practices

i. Dehorning, tail docking, ear notching

3. Muscular System
    a. Issue types, identification and function (Lab)
    b. Physiology of contraction (Lab)

4. Skeletal system
    a. Bone types, identification and function (Lab)
    b. Types of fractures
    c. Physiology of bone growth and repair
    d. Diseases and unsoundnesses

5. Biomechanics
    a. Natural and artificial gaits

6. Conformation
    a. Variations in conformation
    b. Blemishes vs. unsoundness
    c. Evaluating horses Lab

7. Lymphatic System
    a. Inflammatory response
    b. Autoimmune diseases
    c. Blood
    d. count and typing (Lab)

8. Animal Restraint and Injections
    a. Restraint practices (Lab)
    b. Identify tools and equipment
    c. Intra-dermal, subcutaneous, intra-muscular, intra-venous injections (Lab)

9. Respiratory System
    a. Organs, tissues and function
    b. Respiratory System dissection (Lab)
    c. Blood gas exchange

10. Nervous System
    a. Organs, tissues and function
    b. Cranial nerves/spinal tracts (Lab)
    c. Physiology of nerve conduction
    d. Spinal reflexes (Lab)

11. FFA/SAE
    a. Degree applications
    b. SAE proficiency applications
    c. Record books

12. Digestive System
    a. Organs, tissues and function (Lab)
    b. Monogastric digestion
    c. Digestive enzymes
    d. Administering oral medication (Lab)

13. Nutrition and Feeding
    a. Seven major nutrients
    b. Function of micro and macro nutrients
    c. Deficiency and toxicity diseases
    d. Role of supplements and additives
    e. Common feed ingredients (Lab)
    f. Feed tags (Lab)
    g. Production data (Lab)
    h. ADG, Feed efficiency

14. Parasitology
    a. Identify common pests and parasites
    b. Life cycle of internal parasites
    c. Fecal sample (Lab)
    d. Prevention
    e. Anthelmentic Treatment (Lab)

15. Excretory system
    a. Organs, tissues and function
    b. Urinalysis (Lab)

16. Reproductive system
    a. Female anatomy
    b. Female tract dissection (Lab)
    c. Estrous Cycle
    d. Hormones of reproduction
    e. Estrus synchronization
    f. Male anatomy
    g. Castration (Lab)
    h. Testicle dissection (Lab)
    i. Hormones of reproduction
    j. Artificial insemination
    k. Semen evaluation (Lab)
    l. Ultrasound (Lab)
    m. Gestation and parturition

17. Animal Diseases
    a. Common diseases
    b. Etiology, symptoms, clinical signs, diagnosis, treatment, prognosis

c. Vaccination and worming (Lab)

18. Facilities
    a. Breeding and training facilities

Assessment:

20% FFA Activity Participation
20% Supervised Agriculture Experience Project
20% Laboratory activities and reports
20% Semester Projects
    Equine Disease Term Paper
    Mini-internship Report
10% Class notebook
10% Unit Exams

Jurupa Unified School District
Course Plan

Course Title:	Agricultural Government & Economics
Department/Standard Group:	Agriculture/History/Social Science
Credits/Meets:	10 credits Meets the UC "a" Admission Requirement H/S Economics graduation requirement
Length of Course:	One Year
Prerequisites:	U.S. History

Course Description:

America's agricultural industry is the mainstay of the United States economy. Understanding economics and regulations of this diverse industry is critical to its continued prosperity. Students will learn basic economic principles and the historical development of our government. Topics include macroeconomics, agriculture business organizations, agriculture credit, record keeping, record analysis, marketing, agriculture law, responsibilities and right of citizenship, voting, political parties, elections, campaigns, the Constitution, the Branches of government, and the Bill of Rights. Students will be expected to participate in work place learning experiences and interpersonal leadership skill development activities.

Texts & Supplemental Instructional Materials:

United States Government – Democracy in Action – Richard C. Remy, PhD

Agriculture Alert Magazine

Political Publications

Sacramento Bee

Course Goals:

Students will develop appreciation, knowledge, comprehension, and critical thinking in the following areas:

2. How government organizations affect agriculture and the characteristics of and differences between nation and international trade.
3. The basic economic principles including scarcity, choices, and efficiency as they relate to agriculture.
4. The elements of marketing and marketing concepts.
5. The importance of the utilization of our natural resources as they relate to economic growth.

Course Outline:

A. Foundations of American Government
    1. Principles of Government

B. The Formation of Government
    1. Types of Government
    2. Economic Theories

C. Origins of American Government
    1. The Colonial Period
    2. Uniting for Independence
    3. The Articles of confederation
    4. The Constitutional Convention

D. The Constitution
    1. Structure and Principles
    2. Three Branches of Government

E. Amending the Constitution
    1. The Amendments

F. The Federal System
    1. National and State Powers
    2. Relations Among the States
    3. Developing Federalism
    4. Federalism and Politics

G. The Legislative Branch
    1. The Organization of Congress
    2. Congressional Membership
    3. The House of Representatives
    4. The Senate
    5. Congressional Committees

6. Staff and Support Agencies
7. Development of congressional Powers
8. Constitutional Powers
9. Investigations and Oversight
10. Congress and the President

H. Congress at Work
1. How a Bill Becomes a Law
2. Taxing and Spending Bills
3. Influencing Congress
4. Helping Constituents

I. The Executive Branch
1. The Presidency
2. President and Vice President
3. Electing the President
4. The Cabinet
5. The Executive Office

J. Presidential Leadership
1. Presidential Powers
2. roles of the President
3. Styles of Leadership

K. The Federal Bureaucracy
1. Bureaucratic Organization
2. the Civil Service System
3. The bureaucracy at Work

L. The Judicial Branch
1. The Federal Court System
2. Powers of the Federal Courts
3. Lower Federal Courts
4. The Supreme Court
5. Supreme Court at Work
6. Shaping Public Policy
7. Influencing Court Decisions
8. Supreme Court Decision Making
9. Liberty and Justice for All

M. Constitutional Freedoms
1. Constitutional Rights
2. Freedom of Religion
3. Freedom of Speech
4. Freedom of the Press
5. Freedom of Assembly

6. Citizenship and Equal Justice
7. A Nation of Immigrants
8. the Basis of Citizenships
9. The Rights of the Accused
10. Equal Protection of the Accused
11. Challenges for Civil Liberties

N. Law in America
1. Sources of American Law
2. Civil Law
3. Criminal Law

O. Participating in Government
1. Political Parties
2. Development of Parties
3. Party Organization
4. Nominating Candidates

P. Elections and Voting
1. Election Campaigns
2. Expanding Voting Rights
3. Interest Groups and Public Opinion
4. Interest Group Organization
5. Affecting Public Policy
6. Shaping Public Opinion
7. Measuring Public Opinion

Q. The Mass Media
1. Structure of the Mass Media
2. How Media Impact Government
3. Regulation of the Media

R. Public Policies and Services
1. Taxing and Spending
2. Raising Money
3. Preparing the Federal Budget
4. Managing the Economy
5. Social and domestic Policy
6. Business and Labor Policy
7. Agricultural and Environmental Policy
8. Health and Public Assistance
9. Education, Housing, and Transportation

S. Foreign Policy and Defense
1. Development of Foreign Policy
2. Shared Foreign Policy Powers

3. State and Defense Departments
4. Foreign Policy in Action

T. State and Local Government
   1. Structure and Function of State Government
   2. State constitutions
   3. The Three Branches
   4. State Government Policy
   5. Financing state Government

U. Structure and Function of Local Government
   1. Structure of Local Government
   2. Serving Localities
   3. Challenges of Urban Growth

V. Political and Economic Systems
   1. Political Systems in Today's World
   2. consolidated Democracies
   3. Emerging Democracies
   4. Authoritarian States
   5. Global Security

W. Development of Economic Systems
   1. Capitalist and Mixed Systems
   2. Emerging Economies
   3. Collapse of Soviet Communism
   4. The Global Economy
   5. Agricultural Policy

X. Investigate current domestic and international issues in the context of J.S. Agricultural Policy.

Y. Understand how government organizations affect agriculture and agribusiness.

Key Assignments:

A. Mock Congress (that will include Bill writing, presentation, committee work and debate; term paper on the 20th century Presidential power; Courtroom simulations; local government participation and community service hours.

Instructional Methods and/or Strategies:

A. Project based learning, group work, readings, library, and internet research, interviewing and group seminar with lectures.

Career Performance Standards:

- Students will understand how personal skill development affects employability. They will exhibit positive attitudes, self-confidence, perseverance, and self-discipline. They will manage time and balance priorities, as well as demonstrate a capacity for life long learning.

- Students will understand key concepts in group dynamics, conflict resolution, and negotiation. They will work cooperatively, share responsibilities, and assume leadership roles. They will demonstrate cooperative working relationships across gender and cultural groups.

- Students will exhibit critical thinking skills, logical reasoning, and problem solving. They will apply numerical estimation, measurement, and calculation, as appropriate. They will communicate both orally and in writing. They will listen attentively to instructions and request clarification or additional information as needed.

- Students will understand career paths and strategies for obtaining employment within their chosen fields. They will assume responsibility for professional growth. They will understand and promote the role of their field within a productive society, including the professional organizations.

- Students will understand and adapt to changing technology by identifying, learning and applying new skills to improve job performance. They will effectively employ technologies relevant to their field.

Assessment Methods and/or Tools:

* District CRT

Content Exams	= 40%
Research Papers	= 10%
Assignments/Projects	= 40%
FFA Participation	=10%

Jurupa Unified School District

Course Plan

Course Title: Agriculture Chemistry **Adopted:**

Department / Standards Groups: Agriculture/Chemistry

Credits / Meet: Fulfills H/S Graduation Physical Science
Meets UC/CSU "d" admission requirement

Length of Course: One year

Prerequisite: Agriculture Biology with a grade of "C" or better, algebra, or instructor's permission.

Course Description:

Agriculture Chemistry is a laboratory science course designed for the college bound student with an interest in agriculture. Students will be involved in hands on laboratory study and receive an in-depth look at various concepts of chemistry including: chemistry and its relationship to agriculture, matter and energy, the periodic table, chemical bonding, chemical reactions, moles, gases and gas level.

Textbook: Chemistry
Authors: Holt, Rinehart, Winston

Course Goals:

Students will develop appreciation, knowledge, comprehension and critical thinking in the following:

1. The basic concepts of the structure of the atom and the Atomic Theory of Matter.
2. The conservation of atoms in chemical reactions leads to the principal of conservation of matter and the ability to calculate the mass of products and reactants.
3. The biological, chemical, and physical properties of matter resulting from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules, and the nomenclature of inorganic compounds.

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4. How the kinetic molecular theory describes the motion of atom and molecules and explains the properties of gases.

5. That acids, bases, and salts are three classes of compounds that form ions in water solutions.

6. That solutions are homogenous mixtures of two or more substances and of the nature or chemical solutions.

7. That energy is exchanged or transformed in all chemical reactions and changes of matter.

8. The concept of thermochemistry and chemical thermodynamics

9. That chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules.

10. That chemical equilibrium is a dynamic process at the molecular level.

11. Of oxidation, reduction, and electrochemical processes.

12. The basic concepts of measurement and mass.

13. The basic concepts of agriculture chemistry.

Exit Standards

1.1 Students will state the Law of Conservation of Mass, Constant Proportions, and Multiple Proportions and indicate how they relate to the atomic theory.

1.2 Given the results of Aristotle, Democritus, Dalton, Thomson, Millikan, Rutherford, and Chadwick, students will relate each scientists contribution to the atomic theory

1.3 Given the Periodic Table of Elements, students will identify each element by symbol and name and identify each element's atomic mass and atomic number.

1.4 Given the Periodic Table students will relate the position of an element to its atomic number and atomic mass.

1.5 Given t he Periodic Table students will identify metals, semimetals, nonmetals, and halogens.

1.6 Given the Periodic Table students will identify alkali metals, alkaline earth metals, and transition metals, trends in ionization energy, electronegativity, and the relative size of ions and atoms.

1.7 Given the Periodic Table students will determine the number of electrons available for bonding.

1.8 Given the Period Table students will relate the position of an element in the periodic table to its quantum electron configuration and to its reactivity with other elements in the table.

1.9 Given the Atomic notion of any element and/or the Periodic Table of Elements, students will calculate the number of subatomic particles present in any element.

1.10 Given the percentage abundance and isotopic masses of an element, students will calculate the average atomic mass of any element.

1.11 Given the complete electromagnetic spectrum, students will relate the visible spectrum to the other major divisions of the electromagnetic spectrum

1.12 Given Planck's equation relating light and energy)E=hf), students will recognize the duel nature of light and apply the results to the distribution of energy level in the electron cloud of a hydrogen-like atom.

1.13 Using Bohr's Equations and the Bohr theory of the distribution of principle energy levels in the atom, students will calculate energy of the principal energy levels of hydrogen and/or hydrogen-like atoms.

1.14 Given the electron configuration of an element, students will identify that element.

1.15 Given the Periodic Table of the Elements, students will identify the main periods, subperiods, and families of the table.

1.16 Given the Periodic Table of the elements, students will identify the valence electron of each family and the elements in that family and express that distribution by writing correct electron configurations for each element.

1.17 Given the identities of all but one of the reactants and products, students will balance equations for nuclear decay.

2.1 Given the term mole, students will recognize that it is equal to Avogadro's number of particles.

2.2 Given the atomic mass of an element, students will recognize it as the mass in grams equal to Avogadro's number of particles (1 mole).

2.3 Given the term molar mass, students will recognize it as the mass in grams equal to one mole of a substance.

2.4 Given the Periodic Table of Elements, students will identify each element and its molar mass.

2.5 Given the chemical formula for a compound and the Periodic Table of Elements, students will determine its molar mass.

2.6 Given the chemical formulas for several compounds, students will identify those which are empirical formulas and those which are molecular formulas.

2.7 Given appropriate data, students will calculate the molecular formula of a substance.

2.8 Given a balanced equation students will identify the reactants and products.

2.9 Given an unbalanced equation, students will balance the equation by inspection.

2.10 Given the reactants, products, and chemical formulas for a reaction, students will write and balance an equation for the described reaction.

2.11 Given a balances chemical equation, students will verify that it obeys the Law of Conservation of Mass.

2.12 Given a balanced equation, students will identify the equations as acid-base neutralization, precipitation, synthesis, decomposition, etc.

2.13 Given a chemical reaction students will identify reactions that involve oxidation and reductions and how to balance oxidation-reduction reactions.

3.1 Given the terms ionic, covalent, metallic, hydrogen bonding, and Van der Waals dispersion forces, students will describe how each type of bond is formed.

3.2 Given the Periodic Table of the Elements and/or the electronegativities of the elements, students will determine which elements are likely to combine to form ionic bonds and which elements are likely to combine to form covalent bonds.

3.3 Given the Periodic Table of the Elements and using the octet rule, students will write the Lewis electron dot structure of the representative elements.

3.4 Given the Periodic Table of the elements, students will write Lewis electron dot structure for simple molecules and polyatomic ions.

3.5 Using only the Periodic Table, students will describe electronegativity and ionization energy trends and compare the relative polarity of different bonds.

3.6 Given the definition of an acid, base, and salt, students will identify each form, their formula or their name.

3.7 Given the structural formula of a simple organic compound, students will classify it as a hydrocarbon, aromatic, alkylhalide, aldehyde, ketone, acid, amine, etc.

3.8 Given the molecular formula of a simple organic compound, students will write its structural formula

4.1 Given the physical characteristics of the gaseous state, students will classify a substance as a gas

4.2 Given the kinetic theory of matter, students will explain the observed physical characteristics of the gaseous state.

4.3 Given appropriate data and the kinetic theory of matter students will recognize the significance of absolute zero.

4.4 Given appropriate data, students will use Graham's Law to calculate the relative velocities of gaseous species and relate these to the kinetic theory of matter.

4.5 Given the Kelvin temperature scale, students will interconvert Celsius and Kelvin temperatures.

4.6 Given observable pressure on the surface, students will identify that random motion of molecules and their collisions with a surface create an observable pressure on that surface.

4.7 Given appropriate data, students will explain the random motion of molecules in correlation with the diffusion of gases.

4.8 Given the appropriate data, students will recognize the mathematical relationship between moles, pressure, volume, and temperature for gas (Boyles and Charles Laws, Avogadro's Hypothesis, etc.)

4.9 Given the standard temperature and pressure, students will define the values and meaning

4.10 Given the ideal gas law in the form PVU=nRT, students will solve problems

4.11 Given the physical properties of the liquid and solid states, students will identify a substance as a liquid or a solid.

4.12 Given the heat capacity of each state of matter and heats of fusion and vaporization for a pure substance, students will calculate the quantity of heat required for the conversion of a substance from one state to another.

5.1 Given the definition of equilibrium, students will relate the definition to the reversibility of chemical reactions and reaction rates.

5.2 Given a balanced chemical equation, students will recognize the relationship between equilibrium, the Law of Mass Action, and La Chatelier's principle.

5.3 Given balanced chemical equations, students will write an equilibrium law expression for each equilibrium system.

5.4 Given or having developed graphic data, students will recognize the relationship of the solubility of a substance to the Celsius temperature.

5.5 Given a solubility table, students will predict the solubility of a variety of compounds.

5.6 Given the formula for a slightly soluble ionic compound, students will write an equation for its dissociation in water to form ions.

5.7 Given an Arrhenius acid and base, students will write a balanced chemical reaction for their neutralization forming salt water.

5.8 Given the definition of an acid-base titration, students will recognize the relationship between reactants and products.

5.9 Given acids and bases, students will know that acids are hydrogen ion donating and bases are hydrogen ion accepting substances.

5.10 Given the formula for an acid or base, students will write the equation for their dissociation in water.

5.11 Given the pH scale, students will characterize acid and base solutions.

5.12 Given the relationship between pH and the hydrogen ion concentration of a solution, students will calculate the pH or the hydrogen ion concentration of a solution.

5.13 Given buffers students will stabilize pH in acid base reactions.

6.1 Given the definition of a mixture, students will identify solutions as mixtures.

6.2 Given the appropriate data, students will describe how to prepare a solution to a desired molarity, molality, mole fraction, and/or mass percentage concentration.

6.3 Given the concept of random molecular motion students will describe the dissolving process at the molecular level.

6.4 Given the equation of the molality of a solution and appropriate data, students will calculate the molality of the solution, mass of solute, moles of solute, or mass of solvent required to prepare the solution.

6.5 Given the appropriate data, students will describe how temperature, pressure, and surface area affect the dissolving process.

6.6 Given the appropriate data, students will describe how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.

6.7 Given the appropriate data, students will describe how molecules in a solution are separated or purified by the methods of chromatography and distillation.

6.8 Given the definition and chemical properties of electrolytes, students will identify several compounds as either electrolytes or non-electrolytes.

7.1 Given the appropriate data, students will describe temperature and heat flow in terms of the motion of molecules or atoms.

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7.2 Given the appropriate data, students will describe that chemical processes can either release or absorb thermal energy.

7.3 Given the appropriate data, students will describe that energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.

7.4 Given the appropriate values for specific heat and heat of phase change, students will solve problems involving heat flow and temperature changes.

7.5 Given Hess's law, students will calculate enthalpy change in a reaction.

8.1 Given the definition of heat, energy and temperature, students will relate each to a chemical system.

8.2 Given the definition of kinetic and potential energy, students will relate these definitions to chemical compounds and chemical processes and differentiate between specific examples of each.

8.3 Given the Law of conservation of Energy, students will apply the concept to chemical processes and verify its conclusion.

8.4 Given the appropriate data and chemical formulas, students will write a balanced thermochemical equation including the enthalpy of reaction.

9.1 Given the appropriate data, students will describe how reaction rates depend on such factors as concentration, temperature, and pressure.

9.2 Given the appropriate data, students will describe the role a catalyst plays in increasing the reaction rate.

9.3 Given the appropriate data, students will know the definition and role of activation energy in a chemical reaction.

9.4 Given the Collision Theory, students will relate each factor in the theory to its effect on the rate of chemical reaction.

10.1 Given the appropriate data, students will describe that forward and reverse reaction rates are equal when equilibrium is established.

11.1 Given the rules for assigning oxidation numbers, students will assign oxidation numbers to each element of a compound, ion, or polyatomic ion.

11.2 Given the definition of oxidation, students will identify the reducing agent in a chemical reaction.

11.3 Given the definition of reduction, students will identify the oxidizing agent in a chemical reaction.

11.4 Given the rules for balancing redox reactions, students will balance redox reactions by inspection or by the half-reaction method in acid, basic, and neutral solutions.

11.5 Given a table of standard electrode potentials, students will compare the relative strengths of substances as oxidizing and reducing agents.

11.6 Given a diagram of an electrochemical cell, students will label the important compounds

11.7 Given the appropriate data, students will write the bonding characteristics of carbon that results in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.

11.8 Students will develop an understanding of Nuclear processes, those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes nuclear fission and nuclear fusion.

12.1 Students will develop an understanding of systems of measurement, including metric conversions, Celsius to Fahrenheit conversions.

12.2 Given specific properties of elements or compounds, students will identify the properties as physical or chemical.

13.1 Students will develop an understanding of what agriculture chemistry is and why it is important.

13.2 Given appropriate data, students will describe how agriculture chemistry research is important.

Assessment: *(Must include District Criterion Reference Test)*

1. *District Criterion Reference Test - Chemistry*
2. *Quizzes and Tests*
3. *Lab Reports/written content based reports*

Revised 4/3/06

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Jurupa Unified School District

Recommendation for Textbook Adoption

School Site: Rubidoux High School

Title: Environment: The Science Behind the Stories 2nd Edition

Author: Jay Withgott and Scott Brennan

Publisher: Pearson/Benjamin Cummings

Copyright: 2007

Subject: Advanced Placement Environmental Science

Grade: 11-12

Cost: $96.00 student edition

Other Books Considered:

1. Title: Living in the Environment
   Author: George Tyler Miller
   Publisher: Thomson, Brooks/Cole
2. Title: Environment
   Author: Peter Raven and Linda Berg
   Publisher: Wiley Higher Education

Reasons for selecting this book:

We selected this book, Environment: The Science Behind the Stories published by Pearson/Benjamin Cumming, because it directly aligns to the AP College Board course description for AP Environmental Science. It covers all of the topics listed in the course description with sufficient depth to give our students a good understanding of environmental science. The book relates all major topics to current issues in today's world. It also presents several viewpoints about the critical issues discussed in the text which will provide opportunities for the students to engage in critical thinking exercises about these issues.

Recommending Committee: Jeni Williams, RHS; Jenelle Bensen, JVHS

Date: February 15, 2007

Legal Compliance Met by: Completed "Instructional Material Legal Compliance Evaluation Form" (attached)

High School Textbook Evaluation Form

Course: *Advanced Placement Environmental Science*
Publisher: *Pearson/ Benjamin Cummings*
Title: Environment: *The Science Behind the Stories, 2nd Edition by Withgott and Breman*
Rationale for selection of test:

The text directly aligns to the course description outline published by College Board. It has sufficient depth and a variety or relevant topics. It relates to students by providing case studies and alternative viewpoints in every chapter. It also had good instruction for creating and reading graphs and calculating ecological footprints.

California State Department of Education
Instructional Material Legal Compliance Evaluation Form

CF1M L1 (rev. 11/82)

Publisher	Pearson/ Benjamin Cummings		Adoption Code No	
Title	Environment: The Science Behind the Stories			
Reviewed by	J. Williams and J. Bensen	ISBN No. 0-13-134642-3	Date 2/15/07	
Circle Criterion Cited	**A. MALE AND FEMALE ROLES** (give page & paragraph or special non-print references and comments)			
			Compliance?	
1	Adverse reflection pg. 12 figure 1.9, pg. 74 public vs. private, pg. 75 figure 3.16		Yes	☒
			No	☐
			Compliance?	
2	Equal portrayal p. 12 figure 1.8, figure 1.9, pg. 74. pg. 75,		Yes	☒
			No	☐
3a	Occupations pg. 74, p. 427			
3b	Achievements p. 67, figure 3.8			
3c	Mental and physical activities p. 641			
3d	Traditional and nontraditional activities p. 74, p. 641		*Compliance?*	
3e	Emotions n/a		Yes	☒
3f	Sexually neutral language p. 596 and neutral throughout		No	☐
Circle Criterion Cited	**B. ETHNIC AND CULTURAL GROUPS** (give page & paragraph or special non-print references and comments)			
			Compliance?	
1	Adverse reflection p. 37, figure 2.8, pg. 62, figure 3.3, pg. 83, figure 3.19		Yes	☒
			No	☐
			Compliance?	
2	Proportion of portrayals p. 37, figure 2.8, pg. 62, figure 3.3, pg. 83 figure 3.19, p. 239, figure 8.23		Yes	☒
			No	☐
			Compliance?	
3	Customs and life-styles p. 217		Yes	☒
			No	☐
4a	Occupations p. 225, figure 8.1			
4b	Socioeconomic settings p. 227, figure 8.12, pg. 236, figure 8.19, 8.21			
4c	Achievements p. 218, firgure 8.1			
4d	Mental and physical activities p. 677, figure 23.1		*Compliance?*	
4e	Traditional and nontraditional activities p. 661		Yes	☒

4f	Root Culture n/a	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 n/a	Yes	☒
		No	☐
		Compliance?	
2	Proportion of portrayals n/a	Yes	☒
		No	☐
		Compliance?	
3	Roles n/a	Yes	☒
		No	☐
4	Aging Process n/a	*Compliance?*	
		Yes	☒
		No	☐
Circle Criterion Cited	**D. DISABLED PERSONS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection p. 409, figure 14.7	Yes	☒
		No	☐
		Compliance?	
2	Proportion of portrayals minimal representations	Yes	☐
		No	☒
		Compliance?	
3	Roles p. 409, figure 14.7	Yes	☒
		No	☐
		Compliance?	
4	Emotions n/a	Yes	☒
		No	☐
		Compliance?	
5	Achievements n/a	Yes	☒
		No	☐
Circle Criterion Cited	**E. ENTREPRENEUR AND LABOR** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection	Yes	☒
		No	☐
		Compliance?	
2	Roles n/a	Yes	☒
		No	☐
Circle Criterion Cited	**F. RELIGION** (give page & paragraph or special non-print references and comments)		
		Compliance?	

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1	Adverse reflection p. 29, 30	Yes	☒
		No	☐
		Compliance?	
2	Indoctrination p. 29, 30	Yes	☒
		No	☐
		Compliance?	
3	Diversity n/a	Yes	☒
		No	☐
Circle Criterion Cited	**G. ECOLOGY AND ENVIRONMENT** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Ecology p. 141-181, chapter 6: species interactions and community ecology	Yes	☒
		No	☐
		Compliance?	
2	Environmental protection p. 2-25, chapter 1: an introduction to enviornmental science	Yes	☒
		No	☐
		Compliance?	
3	Resource use p. 342-371, chapter 12: resource management, forestry, land use and protected areas	Yes	☒
		No	☐
Circle Criterion Cited	**H. DANGEROUS SUBSTANCES** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Discouragement of use p. 522, tobacco smoke and radon	Yes	☒
		No	☐
		Compliance?	
2	Hazards of use ditto	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 p. 646-673, chapter 22: Waste management	Yes	☒
		No	☐
		Compliance?	
2	Fire hazards p. 358-360 fire policy	Yes	☒
		No	☐
		Compliance?	
3	Inhumane treatment n/a	Yes	☒
		No	☐
		Compliance?	
4	Thrift p. 674-699: chapter 23: sustainable solutions	Yes	☒
		No	☐

		Compliance?	
5	Fire prevention p. 358-360 fire policy	Yes	☒
		No	☐
		Compliance?	
6	Humane treatment encouraged throughout book	Yes	☒
		No	☐
	J. DECLARATION OF INDEPENDENCE AND CONSTITUTION OF THE 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 p. 13, figure 1.9, pg. 53, figure 2.16	Yes	☒
		No	☐
		Compliance?	
2	Prominent use of any one depiction not evidenced	Yes	☒
		No	☐
		Compliance?	
3	Illustrative standards applicable when determined necessary for educational purpose	Yes	☒
		No	☐
Circle Criterion Cited	**L. FOODS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	High nutritive value n/a	Yes	☒
		No	☐
		Compliance?	
2	Low nutritive value n/a	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

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

Frame number: filmstrips; microforms

Slide number: slides

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

Identify Standard	Standard is Covered
Earth Science Concepts (Geologic time scale; plate tectonics, earthquakes, volcanism; seasons; solar intensity and latitude)	☐ Thoroughly ☐ Adequately ☑ Minimally ☐ Not at all
The Atmosphere (Composition; structure; weather and climate; atmospheric circulation and the Coriolis Effect; atmosphere- ocean interactions; ENSO)	☑ Thoroughly ☑ Adequately ☐ Minimally ☐ Not at all
Global Water Resources and Use (Freshwater/saltwater; ocean circulation; agricultural, industrial, and domestic use; surface and groundwater issues; global problems; conservation)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Soil and Soil Dynamics _(Rock cycle; formation; composition; physical and chemical properties; main soil types; erosion and other soil problems; soil conservation)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Ecosystem Structure _(Biological populations and communities; ecological niches; interactions among species; keystone species; species diversity and edge effects; major terrestrial and aquatic biomes)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Energy Flow _(Photosynthesis and cellular respiration; food webs and trophic levels; ecological pyramids)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Ecosystem Diversity _(Biodiversity; natural selection; evolution; ecosystem succession)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Natural Ecosystem Change _(Climate shifts; species movement; ecological succession)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Natural Biogeochemical Cycles _(Carbon, nitrogen, phosphorous, sulfur, water, conservation of matter)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Population Biology Concepts _(Population ecology; carrying capacity; reproductive strategies; survivorship)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Human Population_ 1. Human population dynamics (historical population sizes; distribution; fertility rates; growth rates and doubling times; demographic transition; age-structure diagrams) 2. Population size (strategies for sustainability; case studies; national policies) 3. Impacts of Population Growth (hunger; disease; economic effects; resource use; habitat destruction)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Agriculture 1. Feeding a growing population (human nutritional requirements; types of agriculture; Green revolution; genetic engineering and crop production; deforestation; irrigation; sustainable agriculture) 2. Controlling pests (types of pesticides; costs and benefits of pesticide use; integrated pest management; relevant laws)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all

Forestry (tree plantations; old growth forests; forest fires; forest management; national forests)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Rangelands (overgrazing; deforestation; desertification; rangeland management; federal rangelands)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Other Land Use 1. Urban Land Development (planned development; suburban sprawl; urbanization) 2. Transportation Infrastructure (federal highway system; canals and channels; road less areas, ecosystem impacts)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Mining (mineral formation; extraction; global reserves; relevant laws and treaties)	☐ Thoroughly ☐ Adequately ☑ Minimally ☐ Not at all
Fishing (fishing techniques; over fishing; aquaculture; relevant laws and treaties)	☐ Thoroughly ☑ Adequately ☐ Minimally ☐ Not at all
Global Economics (globalization; world bank; tragedy of the commons; relevant laws and treaties)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Energy Concepts (energy forms; power; units; conversions; Laws of Thermodynamics)	☐ Thoroughly ☑ Adequately ☐ Minimally ☐ Not at all
Energy Consumption 1. History (industrial revolution) 2. Present global energy use 3.Future energy needs	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Fossil Fuel Resources and Use (formation of coal, oil, and natural gas; extraction/purification methods; world reserves and global demands; synfuels; environmental advantages/disadvantages of sources)	☐ Thoroughly ☑ Adequately ☐ Minimally ☐ Not at all
Nuclear Energy (nuclear fission processes; nuclear fuel; electricity production; nuclear reactor types; environmental advantages/disadvantages; safety issues; radiation and human health; radioactive wastes; nuclear fission)	☐ Thoroughly ☑ Adequately ☐ Minimally ☐ Not at all
Hydroelectric Power (dams; flood control; salmon; silting; other impacts)	☐ Thoroughly ☑ Adequately ☐ Minimally ☐ Not at all
Energy Conservation (energy efficiency; CAFÉ standards; hybrid electric vehicles; mass transit)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Renewable Energy (solar energy; solar electricity; hydrogen fuel cells; biomass; wind energy; small-scale hydroelectric; ocean waves and tidal energy; geothermal; environmental advantages/disadvantages)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Air Pollution (sources- primary and secondary; major air pollutants; measurement units; smog; acid deposition- causes and effects; heat islands and temperature inversions; indoor air pollution; remediation and reduction strategies; Clean Air Act and other relevant laws)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Noise Pollution (sources; effects; control measures)	☐ Thoroughly ☐ Adequately ☐ Minimally ☑ Not at all

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Water Pollution (types; sources; causes and effects; cultural eutrophication; groundwater pollution; maintaining water quality; water purification; sewage treatment/septic systems; Clean Water Act and other relevant laws)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Solid Waste (types; disposal; reduction)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Impacts on the Environment and Human Health 1. Hazards to human health (environmental risk analysis; acute and chronic effects; dose-response relationships; air pollutants; smoking and other risks) 2. Hazardous Chemicals in the environment (types of hazardous waste; treatment/disposal of hazardous waste; cleanup of contaminated sites; biomagnification; relevant laws)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Economic Impacts (cost benefit analysis; externalities; marginal costs; sustainability)	☐ Thoroughly ☑ Adequately ☐ Minimally ☐ Not at all
Stratospheric Zone (formation of stratospheric ozone; ultraviolet radiation; causes of ozone depletion; strategies for reducing ozone depletion; relevant laws and treaties)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Global Warming (greenhouse gases and the greenhouse effect; impacts and consequences of global warming; reducing climate change; relevant laws and treaties)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Loss of biodiversity 1. habitat loss; overuse; pollution; introduced species; endangered and extinct species 2. maintenance through conservation 3. relevant laws and treaties	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all

Environmental Science: Example Textbook List





The list below represents examples of textbooks that meet the curricular requirements of AP Environmental Science. The list below is not exhaustive and the texts listed should not be regarded as endorsed, authorized, recommended, or approved by the College Board. Not using a book from this list does not mean that a course will not receive authorization. Syllabi submitted as part of the AP Course Audit process will be evaluated holistically, with textbooks along with supplementary, supporting resources to confirm that the course as a w students with the content delineated in the curricular requirements of the AP Cou discussions of the usefulness of these texts and other teaching materials in the A Science classroom, please consult the Teachers' Resources section of AP Centra

- Teachers' Resources

AP Course

- AP Course
- Environmen

More textbooks than those listed below may be appropriate for the AP Environme course. However, schools should make every effort to acquire textbooks no older old for use in this course.

Botkin, Daniel B., and Edward A. Keller. *Environmental Science: Earth as a Living* York: John Wiley & Sons.

Berg, Linda, and Peter H. Raven. *Environment*. New York: John Wiley & Sons.

Brennan, Scott R., and Jay H. Withgott. *Environment: The Science Behind the St* Francisco: Pearson Education/Benjamin Cummings.

Chiras, Daniel D. *Environmental Science*. Boston: Jones and Bartlett.

Cunningham, William P., Mary Ann Cunningham, and Barbara Woodward Saigo. *Environmental Science: A Global Concern*. New York: McGraw-Hill.

Enger, Eldon D., and Bradley F. Smith. *Environmental Science: A Study of Interre* New York: McGraw-Hill.

Miller, G. Tyler. *Living in the Environment: Principles, Connections, and Solutions* CA: Brooks/Cole Thomson Learning.

Miller, G. Tyler, Jr. *Environmental Science: Working with the Earth*. Pacific Grove Brooks/Cole Thomson Learning.

Wright, Richard. *Environmental Science*. Upper Saddle River, NJ: Pearson/Prenti

See also...

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Minutes for the review of textbooks and lab manuals for Advanced Placement Environmental Science.
Date: February 15, 2007
Evaluation Committee members present: Jeni Williams, RHS; Jenelle Bensen, JVHS

1. Evaluation committee gathered the textbooks and supplementary materials sent by the publishers for review.
2. Reviewed text entitled Environment by Raven and Berg. This book covered all standards required. It also had sufficient depth of topic needed to ensure student understanding. No supplementary material was submitted for review.
3. Reviewed text entitled Living in the Environment by Miller. This book covered all standards required. It also had sufficient depth of topic needed to ensure student understanding. The reading level of this text was at a very high level. It may be difficult for students to understand. No supplementary materials were submitted for review.
4. Reviewed text entitled Environment: The Science Behind the Stories. This book covered all standards required. This text went in depth on most of the required topics. The reading level is appropriate for teaching at the Junior/Senior level Advanced Placement class. The articles and viewpoints were especially interesting and would help to enrich the class by providing real life examples and controversy for the students to work with.
5. Reviewed supplementary material from Environment: The Science Behind the Stories. This material included computer software, lesson plans, outlines and transparencies.
6. We agreed that the Environment: The Science Behind the Stories text and supplementary material would best suit our Advanced Placement Environmental Science classes.
7. We reviewed Environment: The Science Behind the Stories text for legal compliance. We found that it was compliance in most of the categories on the Instructional Materials form.
8. We reviewed Laboratory Investigations for AP Environmental Science by Williams Molnar. We found that the lab and activities contained in the lab manual would greatly enhance the students experience in environmental science. The College Board requires that lab activities be completed during the class and a notebook or lab journal of the lab activities be kept for review by any future prospective universities the student may wish to attend. This particular lab manual would be an asset to the AP Environmental Science course.

Jurupa Unified School District

Recommendation for Textbook Adoption

School Site: Rubidoux High School

Title: Laboratory Investigations AP Environmental Science

Author: Williams Molnar

Publisher: People's Education

Copyright: 2005

Subject: Advanced Placement Environmental Science

Grade: 11-12

Cost: $56.00 student edition

Other Books Considered:

1. Title: None available
   Author:
   Publisher:
2. Title: None available
   Author:
   Publisher:

Reasons for selecting this book:

We selected this book, Laboratory Investigations AP Environmental Science published by People's Education, because it directly aligns to the AP College Board course description for AP Environmental Science. The manual goes in depth on variety of topics that are required in the AP course curriculum. This manual also has a variety of lab exercises and calculation activities that are necessary for the understanding of the process of studying the environment and will aid in student success on the AP test. This manual can be used by the students as proof to show future prospective colleges the quality of lab and field work they completed while taking the course.

Recommending Committee: Jeni Williams, RHS; Jenelle Bensen, JVHS

Date: February 15, 2007

Legal Compliance Met by: Completed "Instructional Material Legal Compliance Evaluation Form" (attached)

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High School Textbook Evaluation form

Course: *AP Environmental Science*

Publisher: *People's Education*

Title: *Laboratory Investigations AP Environmental Science by William Molnar 2005*

Rationale for Selection of Text: *This lab manual covers all of the recommended lab work from College Board. It also covers many quantitative activities that will help prepare students for the AP exam.*

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pg. 2

California State Department of Education
Instructional Material Legal Compliance Evaluation Form

CF1M L1 (rev. 11/82)

Publisher	People's Education		Adoption Code No	
Title	Laboratory Investigations AP Environmental Science			
Reviewed by	J. Williams and J. Bensen	ISBN No. 1-4138-0487-8, 978-1-4132-0487-4	Date February 15, 2007	
Circle Criterion Cited	**A. MALE AND FEMALE ROLES** (give page & paragraph or special non-print references and comments)			
			Compliance?	
1	Adverse reflection the text does not show any adverse reflection on any pages throughout the book		Yes	☒
			No	☐
			Compliance?	
2	Equal portrayal p. 16, 201, 133, 145		Yes	☒
			No	☐
3a	Occupations n/a			
3b	Achievements n/a			
3c	Mental and physical activities n/a			
3d	Traditional and nontraditional activities n/a		*Compliance?*	
3e	Emotions n/a		Yes	☒
3f	Sexually neutral language no biased language		No	☐
Circle Criterion Cited	**B. ETHNIC AND CULTURAL GROUPS** (give page & paragraph or special non-print references and comments)			
			Compliance?	
1	Adverse reflection p. 16, 133, 145, 201		Yes	☒
			No	☐
			Compliance?	
2	Proportion of portrayals All groups are portrayed equaly in the book		Yes	☒
			No	☐
			Compliance?	
3	Customs and life-styles n/a		Yes	☒
			No	☐
4a	Occupations n/a			
4b	Socioeconomic settings n/a			
4c	Achievements n/a			
4d	Mental and physical activities n/a		*Compliance?*	
4e	Traditional and nontraditional activities n/a		Yes	☒
4f	Root Culture n/a		No	☐
Circle Criterion Cited	**C. OLDER PERSONS AND THE AGING PROCESS** (give page & paragraph or special non-print references and comments)			
			Compliance?	

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1	Adverse reflection not mentioned or depticed	Yes	☒
		No	☐
		Compliance?	
2	Proportion of portrayals n/a	Yes	☒
		No	☐
		Compliance?	
3	Roles n/a	Yes	☒
		No	☐
4	Aging Process n/a	*Compliance?*	
		Yes	☒
		No	☐
Circle Criterion Cited	**D. DISABLED PERSONS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection n/a	Yes	☒
		No	☐
		Compliance?	
2	Proportion of portrayals n/a	Yes	☒
		No	☐
		Compliance?	
3	Roles n/a	Yes	☒
		No	☐
		Compliance?	
4	Emotions n/a	Yes	☒
		No	☐
		Compliance?	
5	Achievements n/a	Yes	☒
		No	☐
Circle Criterion Cited	**E. ENTREPRENEUR AND LABOR** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection n/a	Yes	☒
		No	☐
		Compliance?	
2	Roles n/a	Yes	☒
		No	☐
Circle Criterion Cited	**F. RELIGION** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection n/a	Yes	☒
		No	☐
		Compliance?	
2	Indoctrination n/a	Yes	☒
		No	☐

K-2 Pg. 4

		Compliance?	
3	Diversity n/a	Yes	☒
		No	☐
Circle Criterion Cited	**G. ECOLOGY AND ENVIRONMENT** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Ecology p. 115 eating at a lower trohpic level	Yes	☒
		No	☐
		Compliance?	
2	Environmental protection p. 197 auto and truck tires and the environment	Yes	☒
		No	☐
		Compliance?	
3	Resource use 9. 171 personal energy use audit	Yes	☒
		No	☐
Circle Criterion Cited	**H. DANGEROUS SUBSTANCES** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Discouragement of use n/a	Yes	☒
		No	☐
		Compliance?	
2	Hazards of use n/a	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 p. 193 solid waste collection	Yes	☒
		No	☐
		Compliance?	
2	Fire hazards p. 167 CO2 emissions from fossil fuel burning, p. 197 auto and truck tires and the environment	Yes	☒
		No	☐
		Compliance?	
3	Inhumane treatment no depiction of inhumane treatment can be found in the book	Yes	☒
		No	☐
		Compliance?	
4	Thrift p. 99 waer loss drip by drop	Yes	☒
		No	☐
		Compliance?	
5	Fire prevention p. 197 auto and truck tires and the environment	Yes	☒
		No	☐
		Compliance?	

6	Humane treatment not mentioned	Yes	☒
		No	☐
	J. DECLARATION OF INDEPENDENCE AND CONSTITUTION OF THE 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 There is no use of brand names or corporate logos in the text	Yes	☒
		No	☐
		Compliance?	
2	Prominent use of any one depiction	Yes	☒
		No	☐
		Compliance?	
3	Illustrative standards applicable when determined necessary for educational purpose	Yes	☒
		No	☐
Circle Criterion Cited	**L. FOODS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	High nutritive value n/a	Yes	☒
		No	☐
		Compliance?	
2	Low nutritive value n/a	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

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

Frame number: filmstrips; microforms

Slide number: slides

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

K-2 pg. 6

Signature:

Signature:

Signature:

K-2
Pg. 7

Identify Standard	Standard is Covered
Earth Science Concepts (Geologic time scale; plate tectonics, earthquakes, volcanism; seasons; solar intensity and latitude)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
The Atmosphere (Composition; structure; weather and climate; atmospheric circulation and the Coriolis Effect; atmosphere- ocean interactions; ENSO)	☐ Thoroughly ☑ Adequately ☐ Minimally ☐ Not at all
Global Water Resources and Use (Freshwater/saltwater; ocean circulation; agricultural, industrial, and domestic use; surface and groundwater issues; global problems; conservation)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Soil and Soil Dynamics _(Rock cycle; formation; composition; physical and chemical properties; main soil types; erosion and other soil problems; soil conservation)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Ecosystem Structure _(Biological populations and communities; ecological niches; interactions among species; keystone species; species diversity and edge effects; major terrestrial and aquatic biomes)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Energy Flow _(Photosynthesis and cellular respiration; food webs and trophic levels; ecological pyramids)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Ecosystem Diversity _(Biodiversity; natural selection; evolution; ecosystem succession)	☐ Thoroughly ☑ Adequately ☐ Minimally ☐ Not at all
Natural Ecosystem Change _(Climate shifts; species movement; ecological succession)	☐ Thoroughly ☐ Adequately ☑ Minimally ☐ Not at all
Natural Biogeochemical Cycles _(Carbon, nitrogen, phosphorous, sulfur, water, conservation of matter)	☐ Thoroughly ☐ Adequately ☑ Minimally ☐ Not at all
Population Biology Concepts _(Population ecology; carrying capacity; reproductive strategies; survivorship)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Human Population_ 1. Human population dynamics (historical population sizes; distribution; fertility rates; growth rates and doubling times; demographic transition; age-structure diagrams) 2. Population size (strategies for sustainability; case studies; national policies) 3. Impacts of Population Growth (hunger; disease; economic effects; resource use; habitat destruction)	☑ Thoroughly ☐ Adequately ☐ Minimally ☐ Not at all
Agriculture 1. Feeding a growing population (human nutritional requirements; types of agriculture; Green revolution; genetic engineering and crop production; deforestation; irrigation; sustainable agriculture) 2. Controlling pests (types of pesticides; costs and benefits of pesticide use; integrated pest management; relevant laws)	☐ Thoroughly ☐ Adequately ☑ Minimally ☐ Not at all

K-2
4.8

Forestry (tree plantations; old growth forests; forest fires; forest management; national forests)	☐ Thoroughly ☐ Adequately ☑ Minimally ☐ Not at all
Rangelands (overgrazing; deforestation; desertification; rangeland management; federal rangelands)	☐ Thoroughly ☐ Adequately ☑ Minimally ☐ Not at all
Other Land Use 1. Urban Land Development (planned development; suburban sprawl; urbanization) 2. Transportation Infrastructure (federal highway system; canals and channels; road less areas, ecosystem impacts)	☐ Thoroughly ☐ Adequately ☑ Minimally ☐ Not at all
Mining (mineral formation; extraction; global reserves; relevant laws and treaties)	☐ Thoroughly ☑ Adequately ☐ Minimally ☐ Not at all
Fishing (fishing techniques; over fishing; aquaculture; relevant laws and treaties)	☐ Thoroughly ☐ Adequately ☑ Minimally ☐ Not at all
Global Economics (globalization; world bank; tragedy of the commons; relevant laws and treaties)	☐ Thoroughly ☐ Adequately ☑ Minimally ☐ Not at all
Energy Concepts (energy forms; power; units; conversions; Laws of Thermodynamics)	☐ Thoroughly ☐ Adequately ☑ Minimally ☐ Not at all
Energy Consumption 1. History (industrial revolution) 2. Present global energy use 3.Future energy needs	☑ Thoroughly ☑ Adequately ☐ Minimally ☐ Not at all
Fossil Fuel Resources and Use (formation of coal, oil, and natural gas; extraction/purification methods; world reserves and global demands; synfuels; environmental advantages/disadvantages of sources)	☐ Thoroughly ☑ Adequately ☑ Minimally ☐ Not at all
Nuclear Energy (nuclear fission processes; nuclear fuel; electricity production; nuclear reactor types; environmental advantages/disadvantages; safety issues; radiation and human health; radioactive wastes; nuclear fission)	☐ Thoroughly ☐ Adequately ☑ Minimally ☐ Not at all
Hydroelectric Power (dams; flood control; salmon; silting; other impacts)	☐ Thoroughly ☐ Adequately ☑ Minimally ☐ Not at all
Energy Conservation (energy efficiency; CAFÉ standards; hybrid electric vehicles; mass transit)	☐ Thoroughly ☐ Adequately ☑ Minimally ☐ Not at all
Renewable Energy (solar energy; solar electricity; hydrogen fuel cells; biomass; wind energy; small-scale hydroelectric; ocean waves and tidal energy; geothermal; environmental advantages/disadvantages)	☐ Thoroughly ☑ Adequately ☑ Minimally ☐ Not at all
Air Pollution (sources- primary and secondary; major air pollutants; measurement units; smog; acid deposition- causes and effects; heat islands and temperature inversions; indoor air pollution; remediation and reduction strategies; Clean Air Act and other relevant laws)	☑ Thoroughly ☐ Adequately ☑ Minimally ☐ Not at all
Noise Pollution (sources; effects; control measures)	☐ Thoroughly ☐ Adequately ☐ Minimally ☑ Not at all

Water Pollution (types; sources; causes and effects; cultural eutrophication; groundwater pollution; maintaining water quality; water purification; sewage treatment/septic systems; Clean Water Act and other relevant laws)	☐ Thoroughly ☑ Adequately ☑ Minimally ☐ Not at all
Solid Waste (types; disposal; reduction)	☐ Thoroughly ☑ Adequately ☐ Minimally ☐ Not at all
Impacts on the Environment and Human Health 1. Hazards to human health (environmental risk analysis; acute and chronic effects; dose-response relationships; air pollutants; smoking and other risks) 2. Hazardous Chemicals in the environment (types of hazardous waste; treatment/disposal of hazardous waste; cleanup of contaminated sites; biomagnification; relevant laws)	☐ Thoroughly ☑ Adequately ☐ Minimally ☐ Not at all
Economic Impacts (cost benefit analysis; externalities; marginal costs; sustainability)	☐ Thoroughly ☑ Adequately ☐ Minimally ☐ Not at all
Stratospheric Zone (formation of stratospheric ozone; ultraviolet radiation; causes of ozone depletion; strategies for reducing ozone depletion; relevant laws and treaties)	☐ Thoroughly ☑ Adequately ☐ Minimally ☐ Not at all
Global Warming (greenhouse gases and the greenhouse effect; impacts and consequences of global warming; reducing climate change; relevant laws and treaties)	☐ Thoroughly ☑ Adequately ☐ Minimally ☐ Not at all
Loss of biodiversity 1. habitat loss; overuse; pollution; introduced species; endangered and extinct species 2. maintenance through conservation 3. relevant laws and treaties	☐ Thoroughly ☑ Adequately ☐ Minimally ☐ Not at all

Minutes for the review of textbooks and lab manuals for Advanced Placement Environmental Science.
Date: February 15, 2007
Evaluation Committee members present: Jeni Williams, RHS; Jenelle Bensen, JVHS

1. Evaluation committee gathered the textbooks and supplementary materials sent by the publishers for review.
2. Reviewed text entitled Environment by Raven and Berg. This book covered all standards required. It also had sufficient depth of topic needed to ensure student understanding. No supplementary material was submitted for review.
3. Reviewed text entitled Living in the Environment by Miller. This book covered all standards required. It also had sufficient depth of topic needed to ensure student understanding. The reading level of this text was at a very high level. It may be difficult for students to understand. No supplementary materials were submitted for review.
4. Reviewed text entitled Environment: The Science Behind the Stories. This book covered all standards required. This text went in depth on most of the required topics. The reading level is appropriate for teaching at the Junior/Senior level Advanced Placement class. The articles and viewpoints were especially interesting and would help to enrich the class by providing real life examples and controversy for the students to work with.
5. Reviewed supplementary material from Environment: The Science Behind the Stories. This material included computer software, lesson plans, outlines and transparencies.
6. We agreed that the Environment: The Science Behind the Stories text and supplementary material would best suit our Advanced Placement Environmental Science classes.
7. We reviewed Environment: The Science Behind the Stories text for legal compliance. We found that it was compliance in most of the categories on the Instructional Materials form.
8. We reviewed Laboratory Investigations for AP Environmental Science by Williams Molnar. We found that the lab and activities contained in the lab manual would greatly enhance the students experience in environmental science. The College Board requires that lab activities be completed during the class and a notebook or lab journal of the lab activities be kept for review by any future prospective universities the student may wish to attend. This particular lab manual would be an asset to the AP Environmental Science course.

Jurupa Unified School District
Education Services

Recommendation For Textbook Adoption

School Site:	JVHS and RHS
Title:	Chemistry
Author:	Myers, Oldham, Tocci
Publisher:	Holt, Rinehart, Winston
Copyright:	2007
Subject:	Chemistry
Grade:	9-12
Cost:	$81.73
Other Books Considered:	
1. Title:	Chemistry: Matter and Change
Authors:	Dingrando, Tallman, Hainen, Wistrom
Publisher:	Glencoe
2. Title:	Chemistry
Authors:	Wilbraham, STaley, Matta, Waterman
Publisher:	Prentice Hall
Reasons for Selecting This Book:	Alignment with standards and power standards
Recommending Committee:	Leonard Fisher and Janelle Benson
Date:	FEbruary 15, 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)	☒

ccoder 7/25/06

K-3 Pg. 1

Recommendation for Chemistry Textbook

The Holt chemistry (California edition) textbook provides effective support for the California standards. The book has incorporated the California standards into the chapter and provided a breakdown of what each standard means in student friendly language. The chemistry book also incorporates 19 basic skill labs into the appendix of the textbook along with a variety of study and note taking techniques. The book provides ample resources, including a California standards tests review packet and testing materials. The Holt chemistry book is currently the best text available to support the California standards in Chemistry.

California State Department of Education
Instructional Material Legal Compliance Evaluation Form

CF1M L1 (rev. 11/82)

Publisher	Holt, Rinehart and Winston	Adoption Code No	
Title	Chemistry		
Reviewed by	Leonard Fisher and Janelle Benson / ISBN No. 0-03-092204-6	Date 2-15-07	
Circle Criterion Cited	A. MALE AND FEMALE ROLES (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection pg. 406 food scientist	Yes	☒
		No	☐
		Compliance?	
2	Equal portrayal pg. 312 Homecoming prep	Yes	☒
		No	☐
3a	Occupations p. 454/455		
3b	Achievements pg. 148/748 scientists		
3c	Mental and physical activities pg. 736 runner/ pg 353 football		
3d	Traditional and nontraditional activities	*Compliance?*	
3e	Emotions pg. 225/519	Yes	☒
3f	Sexually neutral language pg. 382 Figure 6	No	☐
Circle Criterion Cited	B. ETHNIC AND CULTURAL GROUPS (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection pg. 264/225/193/50	Yes	☒
		No	☐
		Compliance?	
2	Proportion of portrayals pg. 352/622	Yes	☒
		No	☐
		Compliance?	
3	Customs and life-styles pg. 481	Yes	☒
		No	☐
4a	Occupations pg. 406		
4b	Socioeconomic settings pg. 4		
4c	Achievements pg. 199		
4d	Mental and physical activities pg. 19/ 752/753	*Compliance?*	
4e	Traditional and nontraditional activities pg. 390	Yes	☒
4f	Root Culture pg. 191/353/312/499	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 pg. 378	Yes	☒

K-3 pg. 3

		No	☐
		Compliance?	
2	Proportion of portrayals pg. 512	Yes	☒
		No	☐
		Compliance?	
3	Roles pg. 199	Yes	☒
		No	☐
4	Aging Process pg. 733	*Compliance?*	
		Yes	☒
		No	☐
Circle Criterion Cited	**D. DISABLED PERSONS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection not applicable	Yes	☒
		No	☐
		Compliance?	
2	Proportion of portrayals not applicable	Yes	☒
		No	☐
		Compliance?	
3	Roles not applicable	Yes	☒
		No	☐
		Compliance?	
4	Emotions not applicable	Yes	☒
		No	☐
		Compliance?	
5	Achievements not applicable	Yes	☒
		No	☐
Circle Criterion Cited	**E. ENTREPRENEUR AND LABOR** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection pg. 518/619/625	Yes	☒
		No	☐
		Compliance?	
2	Roles pg. 665/698/75	Yes	☒
		No	☐
Circle Criterion Cited	**F. RELIGION** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection not applicable	Yes	☒
		No	☐
		Compliance?	
2	Indoctrination not applicable	Yes	☒
		No	☐
		Compliance?	

3	Diversity not applicable	Yes	☒
		No	☐
Circle Criterion Cited	G. ECOLOGY AND ENVIRONMENT (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Ecology pg. 362 avalance/ pg 21 garden/ pg 336 forest fire	Yes	☒
		No	☐
		Compliance?	
2	Environmental protection pg. 393/368	Yes	☒
		No	☐
		Compliance?	
3	Resource use pg. 368 hydrogen fuel cells	Yes	☒
		No	☐
Circle Criterion Cited	H. DANGEROUS SUBSTANCES (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Discouragement of use pg. 24	Yes	☒
		No	☐
		Compliance?	
2	Hazards of use pg. 42/ pg 306	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 not applicable	Yes	☒
		No	☐
		Compliance?	
2	Fire hazards pg. 748/751/754/lab safety	Yes	☒
		No	☐
		Compliance?	
3	Inhumane treatment not applicable	Yes	☒
		No	☐
		Compliance?	
4	Thrift not applicable	Yes	☒
		No	☐
		Compliance?	
5	Fire prevention pg. 290/748/751/754 lab safety	Yes	☒
		No	☐
		Compliance?	
6	Humane treatment pg. 625/406	Yes	☒
		No	☐
	J. DECLARATION OF INDEPENDENCE AND CONSTITUTION OF THE UNITED SATES (give page & paragraph or special non-print references and Comments)		

K-3 pg.5

		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 pg. 478 gatorade/ pg. 75 antifreeze and car	Yes	☒
		No	☐
		Compliance?	
2	Prominent use of any one depiction pg. 51	Yes	☒
		No	☐
		Compliance?	
3	Illustrative standards applicable when determined necessary for educational purpose not applicable	Yes	☒
		No	☐
Circle Criterion Cited	L. FOODS (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	High nutritive value pg. 697/702/735/678/676	Yes	☒
		No	☐
		Compliance?	
2	Low nutritive value pg. 697/714/680	Yes	☒
		No	☐

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

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

Frame number: filmstrips; microforms

Slide number: slides

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

Signature:

Signature:

Signature:

K-3 pg. 6

Reply Reply to all Forward | | Close | Help

From: Vincent Rosse Sent: Sat 2/10/2007 7:07 AM

To: Mike Chalmers; Charles Stevens; Josh Lewis; Roberta Pace; Dennis Kroeger

Cc:

Subject: Science textbook adoption

Attachments:

View As Web Page

Hi

As you know, the deadline for selecting the new textbooks is fast approaching. We have received quite a selection of Earth Science (GeoPhy) and Chemistry books for review. Part of the process is that each site needs to review and recommend a book for adoption when that book is appropriate to their site. I thought that a way to stream line the process is that we meet together as the committee and each school sends one or two people to review the books and supplementary material.This way we can fill out the required paperwork and submit it to instructional council.

I was looking at Thursday, 2/15 as a good date. I think it will take 3-4 hours to complete the process. I would suggest that we start at 1st period and get either period subs or complete day subs for the teachers. Will this work for everyone?

Thanks for your help

Vince Rosse
Science chair, Rubidoux

K-3 RJ.7

Publisher:	Holt, Rinehart and Winston
Program Title:	**Holt Chemistry California © 2007**
Components:	Student Edition = SE Chapter Resource Files = CRF (Includes Skills Worksheets, Labs and Activities, Assessments, and Teaching Resources)
Grade Level(s):	High School Grades 9-12
Intended Audience:	Students in grades 9-12

Standards Map - Basic Comprehensive Program
Grades Nine Through Twelve - Science

Pursuant to the State Board approved, *Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve*
Standards that all students are expected to achieve in the course of their studies are unmarked.
Standards that all students should have the opportunity to learn are marked with an asterisk (*).

			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		**CHEMISTRY**						
		Atomic and Molecular Structure The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure. As a basis for understanding this concept:						
9-12	1a	Students know how to relate the position of an element in the periodic table to its atomic number and atomic mass.	SE 116-118	SE 122, 150-153, CRF Ch. 3 (17, 23), CRF Ch. 4 (1, 2, 11, 19, 32-35)	SE 119-131			

SE = Student Edition, TE = Teacher's Edition, CRF = Chapter Resource File

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS**			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
DISCIPLINE		**CHEMISTRY**						
9-12	1b	Students know how to use the periodic table to identify metals, semimetals, non-metals, and halogens.	SE 120-122	SE 131, 150-153, CRF Ch. 4 (3-5, 12-14, 20, 21, 24, 25, 32-35)	SE 124-131			
9-12	1c	Students know how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.	SE 124, 132	SE 131, 141, 150-154, CRF Ch. 4 (3-8, 11-16, 20-23, 32-35)	SE 125-131, 133-141, 194			
9-12	1d	Students know how to use the periodic table to determine the number of electrons available for bonding.	SE 119	SE 122, 131, 150-153, 165, 183-185, CRF Ch. 4 (3, 4, 11, 13, 20), CRF Ch. 5 (1, 2)	SE 122, 124-131, 160-163			
9-12	1e	Students know the nucleus of the atom is much smaller than the atom yet contains most of its mass.	SE 81	SE 89, 107-112, CRF Ch. 3 (2, 4, 13)	SE 82, 83, 642			
9-12	1f*	Students know how to use the periodic table to identify the lanthanide, actinide, and transactinide elements and know that the transuranium elements were synthesized and identified in laboratory experiments through the use of nuclear accelerators.	SE 130, 145	SE 131, 147, 150, 151, 153, CRF Ch. 4 (9, 10, 14, 17, 18, 22, 23)	SE 130, 145-147			
9-12	1g*	Students know how to relate the position of an element in the periodic table to its quantum electron configuration and to its reactivity with other elements in the table.	SE 119, 132	SE 122, 141, 165, 183, CRF Ch. 4 (2-4, 12-14, 20, 21), CRF Ch. 5 (1, 2)	SE 120-122, 132, 158, 159			

SE = Student Edition, TE = Teacher's Edition, CRF = Chapter Resource File

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS**			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	N	Local Education Agency Evaluator Notes
DISCIPLINE		**CHEMISTRY**						
9-12	1h*	Students know the experimental basis for Thomson's discovery of the electron, Rutherford's nuclear atom, Millikan's oil drop experiment, and Einstein's explanation of the photoelectric effect.	SE 79, 81, 92	SE 89, 99, 107-111, CRF Ch. 3 (2-6, 12, 14, 19, 20, 22)	SE 79-81, 92, 93			
9-12	1i*	Students know the experimental basis for the development of the quantum theory of atomic structure and the historical importance of the Bohr model of the atom.	SE 90	SE 99, CRF Ch. 3 (5-7, 22)	SE 90-93			
9-12	1j*	Students know that spectral lines are the result of transitions of electrons between energy levels and that these lines correspond to photons with a frequency related to the energy spacing between levels by using Planck's relationship ($E = hv$).	SE 93	SE 99, CRF Ch. 3 (5-7, 14, 15, 23, 24, 26-28)	SE 93, 94			
		Chemical Bonds Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules. As a basis for understanding this concept:						
9-12	2a	Students know atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.	SE 24, 25	SE 175, 183-186, 189, 198, 217-220, CRF Ch. 5 (3-5, 11, 16, 17, 21, 22), CRF Ch. 6 (1, 3-5, 10, 22-25)	SE 166-175, 189-198			

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
DISCIPLINE		CHEMISTRY						
9-12	2b	Students know chemical bonds between atoms in molecules such as H_2, CH_4, NH_3, H_2CCH_2, N_2, Cl_2 , and many large biological molecules are covalent.	SE 191, 680	SE 198, 207, 213, 217-219, 716, CRF Ch. 6 (1, 2, 4-6, 10, 11, 17)	SE 191-213, 712-729			
9-12	2c	Students know salt crystals, such as NaCl, are repeating patterns of positive and negative ions held together by electrostatic attraction.	SE 167	SE 175, 183-186, CRF Ch. 5 (3-5, 11, 12, 16)	SE 170-175			
9-12	2d	Students know the atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.	SE 6, 7	SE 9, 384, 392, 408-411, CRF Ch. 11 (3, 11)	SE 379-384, 385-392			
9-12	2e	Students know how to draw Lewis dot structures.	SE 199	SE 202, 203, 205, 207, 216-219, CRF Ch. 6 (5, 6, 8, 12, 13, 17, 20, 21)	SE 200-207			
9-12	2f*	Students know how to predict the shape of simple molecules and their polarity from Lewis dot structures.	SE 208	SE 213, 216-219, CRF Ch. 6 (8, 13-15, 17, 19-21)	SE 209-213			
9-12	2g*	Students know how electronegativity and ionization energy relate to bond formation.	SE 133, 137	SE 175, 198, CRF Ch. 6 (11, 17-20)	SE 134, 138, 167, 195, 196			
9-12	2h*	Students know how to identify solids and liquids held together by Van der Waals forces or hydrogen bonding and relate these forces to volatility and boiling/melting point temperatures.	SE 382, 383	SE 392, 398, 408-411, CRF Ch. 11 (3, 4, 11, 12, 18, 46-52)	SE 385-392, 393-398			

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DISCIPLINE		**CHEMISTRY**						
		Conservation of Matter and Stoichiometry The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants. As a basis for understanding this concept:						
9-12	3a	Students know how to describe chemical reactions by writing balanced equations.	SE 263	SE 266, 269, 271, 273, 274, 292-297, CRF Ch. 7 (4-24, 31-39)	SE 264-274			
9-12	3b	Students know the quantity one mole is set by defining one mole of carbon 12 atoms to have a mass of exactly 12 grams.	SE 101	SE 104, 107-111, CRF Ch. 3 (8, 9, 16, 17, 21, 22)	SE 102-104			
9-12	3c	Students know one mole equals 6.02×10^{23} particles (atoms or molecules).	SE 101	SE 104, 107-111, 228, 229, 231, 232, 233, CRF Ch. 3 (8, 17, 21), CRF Ch. 7 (15, 20-26, 29, 30, 36-39, 64, 65, 70-72)	SE 224-233			
9-12	3d	Students know how to determine the molar mass of a molecule from its chemical formula and a table of atomic masses and how to convert the mass of a molecular substance to moles, number of particles, or volume of gas at standard temperature and pressure.	SE 101	SE 233, 240, 251-255, 859, 860, CRF Ch. 3 (9), CRF Ch. 7 (3, 4, 9-39, 64, 65, 67, 69, 71, 75-83)	SE 230-233, 234-240			

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DISCIPLINE		**CHEMISTRY**						
9-12	3e	Students know how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses.	SE 301, 302	SE 304, 307, 309, 310, 311, 317, 319, 322, 324, 327, 329-333, 863, CRF Ch. 9 (1-5, 10-12, 16, 17, 20-25, 30-35, 53, 59)	SE 302-327			
9-12	3f*	Students know how to calculate percent yield in a chemical reaction.	SE 316	SE 317, 319, CRF Ch. 9 (6-8, 36-48, 51)	SE 316-318			
9-12	3g*	Students know how to identify reactions that involve oxidation and reduction and how to balance oxidation-reduction reactions.	SE 604	SE 610, 611, 615, 624, 631, 633-637, CRF Ch. 17 (1, 2, 4, 8-22, 25, 26, 29, 30, 38, 40)	SE 605-631			
		Gases and their Properties The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases. As a basis for understanding this concept:						
9-12	4a	Students know the random motion of molecules and their collisions with a surface create the observable pressure on that surface.	SE 419	SE 422, 425, 432, 445-450, CRF Ch. 12 (1, 63)	SE 418-422, 423, 424, 429-432			
9-12	4b	Students know the random motion of molecules explains the diffusion of gases.	SE 436	SE 438, 445, 447, CRF Ch. 12 (7, 67, 71)	SE 436-438			
9-12	4c	Students know how to apply the gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.	SE 423	SE 432, 442, 445-449, CRF Ch. 12 (36-62)	SE 423-432, 433-435			

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DISCIPLINE		**CHEMISTRY**						
9-12	4d	Students know the values and meanings of standard temperature and pressure (STP).	SE 420	SE 421, 446, 865, 866, CRF Ch. 12 (2, 63)	SE 432			
9-12	4e	Students know how to convert between the Celsius and Kelvin temperature scales.	SE 43	SE 45, CRF Ch. 2 (12, 37, 42)	SE 43			
9-12	4f	Students know there is no temperature lower than 0 Kelvin.	SE 43	SE 45	SE 43			
9-12	4g*	Students know the kinetic theory of gases relates the absolute temperature of a gas to the average kinetic energy of its molecules or atoms.	SE 422	SE 422, 432, CRF Ch. 12 (1)	SE 422, 429			
9-12	4h*	Students know how to solve problems by using the ideal gas law in the form $PV = nRT$.	SE 434	SE 435, 441, 442, 447, 865-867, CRF Ch. 12 (36-40, 47-48, 56-62, 73)	SE 434			
9-12	4i*	Students know how to apply Dalton's law of partial pressures to describe the composition of gases and Graham's law to predict diffusion of gases.	SE 437, 439	SE 438, 445-449, 865-867, CRF Ch. 12 (7, 12, 28-32, 35, 65, 67, 71)	SE 437, 439			
		Acids and Bases Acids, bases, and salts are three classes of compounds that form ions in water solutions. As a basis for understanding this concept:						
9-12	5a	Students know the observable properties of acids, bases, and salt solutions.	SE 478, 530, 533	SE 486, 488-492, 538, 566-571, CRF Ch. 13 (9), CRF Ch. 15 (2, 54, 62, 67-68, 87-93)	SE 479-486, 531, 532, 534			

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DISCIPLINE		**CHEMISTRY**						
9-12	5b	Students know acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances.	SE 535, 536	SE 538, CRF Ch. 15 (1, 54)	SE 535-536			
9-12	5c	Students know strong acids and bases fully dissociate and weak acids and bases partially dissociate.	SE 532, 533	SE 538, CRF Ch. 15 (1, 2, 8, 54, 62)	SE 532, 533			
9-12	5d	Students know how to use the pH scale to characterize acid and base solutions.	SE 542	SE 544, 545, 547, 566-571, CRF Ch. 15 (2, 3, 56, 63)	SE 543, 546, 547, 561			
9-12	5e*	Students know the Arrhenius, Brønsted-Lowry, and Lewis acid–base definitions.	SE 532, 535	SE 538, 566-571, CRF Ch. 15 (1, 2, 54, 62, 66)	SE 533-537, 557, 558			
9-12	5f*	Students know how to calculate pH from the hydrogen-ion concentration.	SE 543	SE 544, 545, 547, 566-571, 872, CRF Ch. 15 (3-5, 10-11, 14-16, 19-22, 56, 63, 87)	SE 543			
9-12	5g*	Students know buffers stabilize pH in acid–base reactions.	SE 561	SE 563, 566-571, CRF Ch. 15 (9, 61, 65, 99-104)	SE 562, 563			
		Solutions Solutions are homogenous mixtures of two or more substances. As a basis for understanding this concept:						
9-12	6a	Students know the definitions of solute and solvent.	SE 455	SE 459, 488-491, CRF Ch. 13 (1, 57)	SE 456-459			
9-12	6b	Students know how to describe the dissolving process at the molecular level by using the concept of random molecular motion.	SE 470	SE 477, CRF Ch. 13 (5, 53, 59)	SE 471			

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DISCIPLINE		**CHEMISTRY**						
9-12	6c	Students know temperature, pressure, and surface area affect the dissolving process.	SE 471	SE 477, CRF Ch. 13 (5, 7, 53, 54, 58, 60, 84-90)	SE 471-473			
9-12	6d	Students know how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.	SE 460	SE 465, 466, 467, 488-491, 870, 871, CRF Ch. 13 (3, 4, 11-19, 23-34, 51-52, 57, 61-62)	SE 460-464, 466			
9-12	6e*	Students know the relationship between the molality of a solute in a solution and the solution's depressed freezing point or elevated boiling point.	SE 481	SE 486, 488-491, CRF Ch. 13 (9-10, 20-24, 35-48, 55, 56, 60, 61)	SE 481-483			
9-12	6f*	Students know how molecules in a solution are separated or purified by the methods of chromatography and distillation.	SE 457	SE 459, 488-491, CRF Ch. 13 (50, 61, 63-76)	SE 458, 459			
		Chemical Thermodynamics Energy is exchanged or transformed in all chemical reactions and physical changes of matter. As a basis for understanding this concept:						
9-12	7a	Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms).	SE 43	SE 344, 370-373, CRF Ch. 2 (1, 2, 45), CRF Ch. 10 (1, 33)	SE 338-340			
9-12	7b	Students know chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.	SE 40	SE 45, CRF Ch. 2 (1, 4, 36, 42), CRF Ch. 10 (3, 5, 7, 24-26, 30, 31)	SE 41, 168, 169, 347, 514			

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DISCIPLINE		**CHEMISTRY**						
9-12	7c	Students know energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.	SE 381	SE 384, 398, 408-411, CRF Ch. 11 (6, 33-45)	SE 381-384, 393, 398			
9-12	7d	Students know how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.	SE 45	SE 61, 63, 405, CRF Ch. 2 (2, 37, 41, 61-71), CRF Ch. 10 (2, 3, 21-23, 29, 30, 33)	SE 60, 343, 402-405			
9-12	7e*	Students know how to apply Hess's law to calculate enthalpy change in a reaction.	SE 353	SE 356, 357, CRF Ch. 10 (3-5, 9-15, 18-20, 23, 25, 26, 30, 31)	SE 353-355			
9-12	7f*	Students know how to use the Gibbs free energy equation to determine whether a reaction would be spontaneous.	SE 362	SE 364, 365, 367, 370-373, 864, 865, CRF Ch. 10 (6-8, 10, 16, 17, 19, 20, 28, 30, 31)	SE 362, 363, 366, 367			
		Reaction Rates Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules. As a basis for understanding this concept:						
9-12	8a	Students know the rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time.	SE 577	SE 581, 597-599, CRF Ch. 16 (1, 9)	SE 577-580			
9-12	8b	Students know how reaction rates depend on such factors as concentration, temperature, and pressure.	SE 582	SE 585, 597-599, CRF Ch. 16 (1-3, 9-10, 14-16, 18, 21-26)	SE 583-585			

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DISCIPLINE		**CHEMISTRY**						
9-12	8c	Students know the role a catalyst plays in increasing the reaction rate.	SE 593	SE 595, 597, CRF Ch. 16 (8, 11, 13-16)	SE 594, 595, 722, 723			
9-12	8d*	Students know the definition and role of activation energy in a chemical reaction.	SE 590	SE 595, 597-599, CRF Ch. 16 (7, 11, 12)	SE 590-592, 594			
		Chemical Equilibrium Chemical equilibrium is a dynamic process at the molecular level. As a basis for understanding this concept:						
9-12	9a	Students know how to use LeChatelier's principle to predict the effect of changes in concentration, temperature, and pressure.	SE 512	SE 518, 521-525, 871, CRF Ch. 14 (8, 9, 38, 39, 46-50, 59)	SE 513-516			
9-12	9b	Students know equilibrium is established when forward and reverse reaction rates are equal.	SE 502, 503	SE 511, CRF Ch. 14 (1-3, 10, 34, 36, 43, 46)	SE 503			
9-12	9c*	Students know how to write and calculate an equilibrium constant expression for a reaction.	SE 503	SE 504, 506, 509, 510, 511, 521-525, 871, CRF Ch. 14 (5-7, 10-33, 37, 40, 42, 44-45, 51-59)	SE 505, 507, 508, 511			
		Organic Chemistry and Biochemistry The bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes, and chemical properties and provide the bio-chemical basis of life. As a basis for understanding this concept:						

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DISCIPLINE		**CHEMISTRY**						
9-12	10a	Students know large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.	SE 698	SE 701, 704-707, 724, CRF Ch. 19 (9, 14, 15, 18, 19, 21-25), CRF Ch. 20 (1, 3-7, 14, 15, 18-21)	SE 699-701, 714, 717, 718			
9-12	10b	Students know the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.	SE 680-686	SE 686, 716, 724, CRF Ch. 19 (1-4, 10, 11, 17, 18, 20, 28-34), CRF Ch. 20 (3)	SE 687, 712-726			
9-12	10c	Students know amino acids are the building blocks of proteins.	SE 717	SE 724, 741-744, CRF Ch. 20 (3, 4, 12, 13, 19, 24)	SE 718-724			
9-12	10d*	Students know the system for naming the ten simplest linear hydrocarbons and isomers that contain single bonds, simple hydrocarbons with double and triple bonds, and simple molecules that contain a benzene ring.	SE 687	SE 690, 692, 694, 695, CRF Ch. 19 (2-5, 12-13, 16-17, 20)	SE 687-689, 691			
9-12	10e*	Students know how to identify the functional groups that form the basis of alcohols, ketones, ethers, amines, esters, aldehydes, and organic acids.	SE 683	SE 686, 704-707, CRF Ch. 19 (3, 5, 6, 11-13, 16-18)	SE 684-686			
9-12	10f*	Students know the R-group structure of amino acids and know how they combine to form the polypeptide backbone structure of proteins.	SE 718	SE 724, 741, CRF Ch. 20 (3, 4, 12, 13, 18, 19, 21)	SE 719			

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DISCIPLINE		**CHEMISTRY**						
		Nuclear Processes Nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion. As a basis for understanding this concept:						
9-12	11a	Students know protons and neutrons in the nucleus are held together by nuclear forces that overcome the electromagnetic repulsion between the protons.	SE 83	SE 647, 669-673, CRF Ch. 18 (1, 2, 14, 23, 24)	SE 643-647			
9-12	11b	Students know the energy release per gram of material is much larger in nuclear fusion or fission reactions than in chemical reactions. The change in mass (calculated by $E = mc^2$) is small but significant in nuclear reactions.	SE 143, 655	SE 657, CRF Ch. 18 (4, 8, 9)	SE 655, 656			
9-12	11c	Students know some naturally occurring isotopes of elements are radioactive, as are isotopes formed in nuclear reactions.	SE 642	SE 647, 657, CRF Ch. 18 (22, 30-35)	SE 642-647			
9-12	11d	Students know the three most common forms of radioactive decay (alpha, beta, and gamma) and know how the nucleus changes in each type of decay.	SE 648	SE 653, 657, 669-673, CRF Ch. 18 (6, 10, 11, 16, 21, 23-29)	SE 648-652			
9-12	11e	Students know alpha, beta, and gamma radiation produce different amounts and kinds of damage in matter and have different penetrations.	SE 648	SE 653, 657, 669-673, CRF Ch. 18 (7, 22, 25 29)	SE 648-652			

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DISCIPLINE		**CHEMISTRY**						
9-12	11f*	Students know how to calculate the amount of a radioactive substance remaining after an integral number of half lives have passed.	SE 658	SE 641, 660, 662, 666, 670-673, CRF Ch. 18 (10, 11, 13, 18, 19, 21, 22)	SE 659, 661			
9-12	11g*	Students know protons and neutrons have substructures and consist of particles called quarks.	SE 643	SE 669, CRF Ch. 18 (14)	SE 643			
DISCIPLINE		**INVESTIGATION AND EXPERIMENTATION** Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:						

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DISCIPLINE		**CHEMISTRY**						
9-12	1a	Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.	SE 57	SE 34, 70, 112, 154, 186, 220, 256, 298, 334, 374, 412, 450, 492, 526, 572, 600, 638, 674, 708, 744, 765, CRF Ch. 1 (65-73), CRF Ch. 2 (47-57), CRF Ch. 4 (32-35), CRF Ch. 10 (34-51), CRF Ch. 11 (46-62), CRF Ch. 12 (88-94), CRF Ch. 13 (84-90), CRF Ch. 15 (94-104), CRF Ch. 16 (27-33), CRF Ch. 17 (57-62)	SE 856, 857			
9-12	1b	Identify and communicate sources of unavoidable experimental error.	SE 54	SE 63, 771, 785, 789, 791, 817, CRF Ch. 2 (5, 40, 41, 43)	SE 54-57			
9-12	1c	Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.	SE 54	SE 63, 771, 785, 789, 791, 817, CRF Ch. 2 (5, 40, 41, 43)	SE 54-57			
9-12	1d	Formulate explanations by using logic and evidence.	SE 50	SE 53, 759, 769, 775, 779, 783, 789, 798, 799, 803, 807, 811, 817, 821, 827, CRF Ch. 2 (3, 4)	SE 50-53			

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DISCIPLINE		**CHEMISTRY**						
9-12	1e	Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.	SE 62	SE 63, 66-69, CRF Ch. 2 (6, 22-35, 41, 44, 45), CRF Ch. 14 (57)	SE 62, 63			
9-12	1f	Distinguish between hypothesis and theory as scientific terms.	SE 50	SE 53, 66-69, CRF Ch. 2 (3, 4, 38, 39, 46)	SE 50-53			
9-12	1g	Recognize the usefulness and limitations of models and theories as scientific representations of reality.	SE 53	SE 53, 66, CRF Ch. 2 (3, 4, 39, 45)	SE 24, 53, 90, 91			
9-12	1h	Read and interpret topographic and geologic maps.	SE 853	CRF Ch. 2 (47-57), CRF Ch. 4 (32-35), CRF Ch. 10 (34-51), CRF Ch. 11 (46-52), CRF Ch. 12 (88-94), CRF Ch. 13 (84-90), CRF Ch. 15 (94-104), CRF Ch. 16 (27-33), CRF Ch. 17 (57-62)				
9-12	1i	Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).	SE 658	SE 660, 662, 666, 669-673	SE 658, 659, 661, 663			
9-12	1j	Recognize the issues of statistical variability and the need for controlled tests.	SE 51	SE 53, 66-70, CRF Ch. 2 (3, 38, 39)	SE 51, 52			
9-12	1k	Recognize the cumulative nature of scientific evidence.	SE 52	SE 78, 99, 107-11, CRF Ch. 3 (17, 23)	SE 77-82, 90-95			

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DISCIPLINE		**CHEMISTRY**						
9-12	1l	Analyze situations and solve problems that require combining and applying concepts from more than one area of science.	SE 711	SE 716, 724, 732, 738, 741-744, CRF Ch. 20 (22-28)	SE 712-738			
9-12	1m	Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.	SE 46	SE 297, 491, 637, 673, 707, 743, CRF Ch. 2 (38, 43-45), CRF Ch. 18 (30-35)	SE 249, 368, 519, 625			
9-12	1n	Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).	SE 50, 51	SE 53, CRF Ch. 2 (38, 43-45)	SE 51, 52, 78			

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Publisher:	Holt, Rinehart and Winston
Program Title:	**Holt Chemistry California © 2007**
Components:	Student Edition = SE Chapter Resource Files = CRF (Includes Skills Worksheets, Labs and Activities, Assessments, and Teaching Resources)
Grade Level(s):	High School Grades 9-12
Intended Audience:	Students in grades 9-12

Standards Map - Basic Comprehensive Program
Grades Nine Through Twelve - Science

Pursuant to the State Board approved, *Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve*
Standards that all students are expected to achieve in the course of their studies are unmarked.
Standards that all students should have the opportunity to learn are marked with an asterisk (*).

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DISCIPLINE		CHEMISTRY						
		Atomic and Molecular Structure The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure. As a basis for understanding this concept:						
9-12	1a	Students know how to relate the position of an element in the periodic table to its atomic number and atomic mass.	SE 116-118	SE 122, 150-153, CRF Ch. 3 (17, 23), CRF Ch. 4 (1, 2, 11, 19, 32-35)	SE 119-131	X		Ch. 4

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DISCIPLINE		**CHEMISTRY**						
9-12	1b	Students know how to use the periodic table to identify metals, semimetals, non-metals, and halogens.	SE 120-122	SE 131, 150-153, CRF Ch. 4 (3-5, 12-14, 20, 21, 24, 25, 32-35)	SE 124-131	X		Ch. 4
9-12	1c	Students know how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.	SE 124, 132	SE 131, 141, 150-154, CRF Ch. 4 (3-8, 11-16, 20-23, 32-35)	SE 125-131, 133-141, 194	X		Ch. 4 Ch. 6
9-12	1d	Students know how to use the periodic table to determine the number of electrons available for bonding.	SE 119	SE 122, 131, 150-153, 165, 183-185, CRF Ch. 4 (3, 4, 11, 13, 20), CRF Ch. 5 (1, 2)	SE 122, 124-131, 160-163	X		Ch. 4 Ch. 5
9-12	1e	Students know the nucleus of the atom is much smaller than the atom yet contains most of its mass.	SE 81	SE 89, 107-112, CRF Ch. 3 (2, 4, 13)	SE 82, 83, 642	X		Ch. 3, Ch. 18
9-12	1f*	Students know how to use the periodic table to identify the lanthanide, actinide, and transactinide elements and know that the transuranium elements were synthesized and identified in laboratory experiments through the use of nuclear accelerators.	SE 130, 145	SE 131, 147, 150, 151, 153, CRF Ch. 4 (9, 10, 14, 17, 18, 22, 23)	SE 130, 145-147	X		Ch. 3, Ch. 4
9-12	1g*	Students know how to relate the position of an element in the periodic table to its quantum electron configuration and to its reactivity with other elements in the table.	SE 119, 132	SE 122, 141, 165, 183, CRF Ch. 4 (2-4, 12-14, 20, 21), CRF Ch. 5 (1, 2)	SE 120-122, 132, 158, 159	X		Ch. 4, Ch. 5

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DISCIPLINE		CHEMISTRY						
9-12	1h*	Students know the experimental basis for Thomson's discovery of the electron, Rutherford's nuclear atom, Millikan's oil drop experiment, and Einstein's explanation of the photoelectric effect.	SE 79, 81, 92	SE 89, 99, 107-111, CRF Ch. 3 (2-6, 12, 14, 19, 20, 22)	SE 79-81, 92, 93	X		Ch. 3
9-12	1i*	Students know the experimental basis for the development of the quantum theory of atomic structure and the historical importance of the Bohr model of the atom.	SE 90	SE 99, CRF Ch. 3 (5-7, 22)	SE 90-93	X		Ch. 3
9-12	1j*	Students know that spectral lines are the result of transitions of electrons between energy levels and that these lines correspond to photons with a frequency related to the energy spacing between levels by using Planck's relationship ($E = hv$).	SE 93	SE 99, CRF Ch. 3 (5-7, 14, 15, 23, 24, 26-28)	SE 93, 94	X		Ch. 3
		Chemical Bonds Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules. As a basis for understanding this concept:						
9-12	2a	Students know atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.	SE 24, 25	SE 175, 183-186, 189, 198, 217-220, CRF Ch. 5 (3-5, 11, 16, 17, 21, 22), CRF Ch. 6 (1, 3-5, 10, 22-25)	SE 166-175, 189-198	X		Ch. 5, Ch. 6

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DISCIPLINE		**CHEMISTRY**						
9-12	2b	Students know chemical bonds between atoms in molecules such as H_2, CH_4, NH_3, H_2CCH_2, N_2, Cl_2 , and many large biological molecules are covalent.	SE 191, 680	SE 198, 207, 213, 217-219, 716, CRF Ch. 6 (1, 2, 4-6, 10, 11, 17)	SE 191-213, 712-729	X		Ch. 6, Ch. 19, Ch. 20
9-12	2c	Students know salt crystals, such as NaCl, are repeating patterns of positive and negative ions held together by electrostatic attraction.	SE 167	SE 175, 183-186, CRF Ch. 5 (3-5, 11, 12, 16)	SE 170-175	X		Ch. 5
9-12	2d	Students know the atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.	SE 6, 7	SE 9, 384, 392, 408-411, CRF Ch. 11 (3, 11)	SE 379-384, 385-392	X		Ch. 1, Ch. 11
9-12	2e	Students know how to draw Lewis dot structures.	SE 199	SE 202, 203, 205, 207, 216-219, CRF Ch. 6 (5, 6, 8, 12, 13, 17, 20, 21)	SE 200-207	X		Ch. 5 Ch. 6
9-12	2f*	Students know how to predict the shape of simple molecules and their polarity from Lewis dot structures.	SE 208	SE 213, 216-219, CRF Ch. 6 (8, 13-15, 17, 19-21)	SE 209-213	X		Ch. 5
9-12	2g*	Students know how electronegativity and ionization energy relate to bond formation.	SE 133, 137	SE 175, 198, CRF Ch. 6 (11, 17-20)	SE 134, 138, 167, 195, 196	X		Ch. 4, 5, 6
9-12	2h*	Students know how to identify solids and liquids held together by Van der Waals forces or hydrogen bonding and relate these forces to volatility and boiling/melting point temperatures.	SE 382, 383	SE 392, 398, 408-411, CRF Ch. 11 (3, 4, 11, 12, 18, 46-52)	SE 385-392, 393-398	X		Ch. 5, Ch. 6 Ch. 11

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DISCIPLINE		CHEMISTRY						
		Conservation of Matter and Stoichiometry The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants. As a basis for understanding this concept:						
9-12	3a	Students know how to describe chemical reactions by writing balanced equations.	SE 263	SE 266, 269, 271, 273, 274, 292-297, CRF Ch. 7 (4-24, 31-39)	SE 264-274	X		Ch. 8
9-12	3b	Students know the quantity one mole is set by defining one mole of carbon 12 atoms to have a mass of exactly 12 grams.	SE 101	SE 104, 107-111, CRF Ch. 3 (8, 9, 16, 17, 21, 22)	SE 102-104	X		Ch. 3, Ch. 7
9-12	3c	Students know one mole equals 6.02×10^{23} particles (atoms or molecules).	SE 101	SE 104, 107-111, 228, 229, 231, 232, 233, CRF Ch. 3 (8, 17, 21), CRF Ch. 7 (15, 20-26, 29, 30, 36-39, 64, 65, 70-72)	SE 224-233	X		Ch. 3, Ch. 7
9-12	3d	Students know how to determine the molar mass of a molecule from its chemical formula and a table of atomic masses and how to convert the mass of a molecular substance to moles, number of particles, or volume of gas at standard temperature and pressure.	SE 101	SE 233, 240, 251-255, 859, 860, CRF Ch. 3 (9), CRF Ch. 7 (3, 4, 9-39, 64, 65, 67, 69, 71, 75-83)	SE 230-233, 234-240	X		Ch. 7, Ch. 12

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DISCIPLINE		CHEMISTRY						
9-12	3e	Students know how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses.	SE 301, 302	SE 304, 307, 309, 310, 311, 317, 319, 322, 324, 327, 329-333, 863, CRF Ch. 9 (1-5, 10-12, 16, 17, 20-25, 30-35, 53, 59)	SE 302-327	X		Ch. 9
9-12	3f*	Students know how to calculate percent yield in a chemical reaction.	SE 316	SE 317, 319, CRF Ch. 9 (6-8, 36-48, 51)	SE 316-318	X		Ch. 9
9-12	3g*	Students know how to identify reactions that involve oxidation and reduction and how to balance oxidation-reduction reactions.	SE 604	SE 610, 611, 615, 624, 631, 633-637, CRF Ch. 17 (1, 2, 4, 8-22, 25, 26, 29, 30, 38, 40)	SE 605-631	X		Ch. 17
		Gases and their Properties The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases. As a basis for understanding this concept:						
9-12	4a	Students know the random motion of molecules and their collisions with a surface create the observable pressure on that surface.	SE 419	SE 422, 425, 432, 445-450, CRF Ch. 12 (1, 63)	SE 418-422, 423, 424, 429-432	X		Ch. 11, 12
9-12	4b	Students know the random motion of molecules explains the diffusion of gases.	SE 436	SE 438, 445, 447, CRF Ch. 12 (7, 67, 71)	SE 436-438	X		Ch. 12
9-12	4c	Students know how to apply the gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.	SE 423	SE 432, 442, 445-449, CRF Ch. 12 (36-62)	SE 423-432, 433-435	X		Ch. 12

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DISCIPLINE		**CHEMISTRY**						
9-12	4d	Students know the values and meanings of standard temperature and pressure (STP).	SE 420	SE 421, 446, 865, 866, CRF Ch. 12 (2, 63)	SE 432	X		Ch. 12
9-12	4e	Students know how to convert between the Celsius and Kelvin temperature scales.	SE 43	SE 45, CRF Ch. 2 (12, 37, 42)	SE 43	X		Ch. 2
9-12	4f	Students know there is no temperature lower than 0 Kelvin.	SE 43	SE 45	SE 43	X		Ch. 2
9-12	4g*	Students know the kinetic theory of gases relates the absolute temperature of a gas to the average kinetic energy of its molecules or atoms.	SE 422	SE 422, 432, CRF Ch. 12 (1)	SE 422, 429	X		Ch. 12
9-12	4h*	Students know how to solve problems by using the ideal gas law in the form $PV = nRT$.	SE 434	SE 435, 441, 442, 447, 865-867, CRF Ch. 12 (36-40, 47-48, 56-62, 73)	SE 434	X		Ch. 12
9-12	4i*	Students know how to apply Dalton's law of partial pressures to describe the composition of gases and Graham's law to predict diffusion of gases.	SE 437, 439	SE 438, 445-449, 865-867, CRF Ch. 12 (7, 12, 28-32, 35, 65, 67, 71)	SE 437, 439	X		Ch. 12
		Acids and Bases Acids, bases, and salts are three classes of compounds that form ions in water solutions. As a basis for understanding this concept:				X		
9-12	5a	Students know the observable properties of acids, bases, and salt solutions.	SE 478, 530, 533	SE 486, 488-492, 538, 566-571, CRF Ch. 13 (9), CRF Ch. 15 (2, 54, 62, 67-68, 87-93)	SE 479-486, 531, 532, 534	X		Ch. 13, 15

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DISCIPLINE		**CHEMISTRY**						
9-12	5b	Students know acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances.	SE 535, 536	SE 538, CRF Ch. 15 (1, 54)	SE 535-536	X		Ch. 15
9-12	5c	Students know strong acids and bases fully dissociate and weak acids and bases partially dissociate.	SE 532, 533	SE 538, CRF Ch. 15 (1, 2, 8, 54, 62)	SE 532, 533	X		Ch. 15
9-12	5d	Students know how to use the pH scale to characterize acid and base solutions.	SE 542	SE 544, 545, 547, 566-571, CRF Ch. 15 (2, 3, 56, 63)	SE 543, 546, 547, 561	X		Ch. 15
9-12	5e*	Students know the Arrhenius, Brønsted-Lowry, and Lewis acid–base definitions.	SE 532, 535	SE 538, 566-571, CRF Ch. 15 (1, 2, 54, 62, 66)	SE 533-537, 557, 558	X		Ch. 15
9-12	5f*	Students know how to calculate pH from the hydrogen-ion concentration.	SE 543	SE 544, 545, 547, 566-571, 872, CRF Ch. 15 (3-5, 10-11, 14-16, 19-22, 56, 63, 87)	SE 543	X		Ch. 15
9-12	5g*	Students know buffers stabilize pH in acid–base reactions.	SE 561	SE 563, 566-571, CRF Ch. 15 (9, 61, 88, 99-104)	SE 562, 563	X		Ch. 15
		Solutions Solutions are homogenous mixtures of two or more substances. As a basis for understanding this concept:						
9-12	6a	Students know the definitions of solute and solvent.	SE 455	SE 459, 488-491, CRF Ch. 13 (1, 57)	SE 456-459	X		Ch. 13
9-12	6b	Students know how to describe the dissolving process at the molecular level by using the concept of random molecular motion.	SE 470	SE 477, CRF Ch. 13 (5, 53, 59)	SE 471	X		Ch. 13

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DISCIPLINE		**CHEMISTRY**						
9-12	6c	Students know temperature, pressure, and surface area affect the dissolving process.	SE 471	SE 477, CRF Ch. 13 (5, 7, 53, 54, 58, 60, 84-90)	SE 471-473	X		Ch. 13
9-12	6d	Students know how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.	SE 460	SE 465, 466, 467, 488-491, 870, 871, CRF Ch. 13 (3, 4, 11-19, 23-34, 51-52, 57, 61-62)	SE 460-464, 466	X		Ch. 13
9-12	6e*	Students know the relationship between the molality of a solute in a solution and the solution's depressed freezing point or elevated boiling point.	SE 481	SE 486, 488-491, CRF Ch. 13 (9-10, 20-24, 35-48, 55, 56, 60, 61)	SE 481-483	X		Ch. 13
9-12	6f*	Students know how molecules in a solution are separated or purified by the methods of chromatography and distillation.	SE 457	SE 459, 488-491, CRF Ch. 13 (50, 61, 63-76)	SE 458, 459	X		Ch. 13
		Chemical Thermodynamics Energy is exchanged or transformed in all chemical reactions and physical changes of matter. As a basis for understanding this concept:						
9-12	7a	Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms).	SE 43	SE 344, 370-373, CRF Ch. 2 (1, 2, 45), CRF Ch. 10 (1, 33)	SE 338-340	X		Ch. 2, Ch. 10
9-12	7b	Students know chemical processes can either release (exothermic) or absorb (endothermic) thermal energy.	SE 40	SE 45, CRF Ch. 2 (1, 4, 36, 42), CRF Ch. 10 (3, 5, 7, 24-26, 30, 31)	SE 41, 168, 169, 347, 514	X		Ch. 1, 2, 10, and 14

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DISCIPLINE		**CHEMISTRY**						
9-12	7c	Students know energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.	SE 381	SE 384, 398, 408-411, CRF Ch. 11 (6, 33-45)	SE 381-384, 393, 398	X		Ch. 11
9-12	7d	Students know how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.	SE 45	SE 61, 63, 405, CRF Ch. 2 (2, 37, 41, 61-71), CRF Ch. 10 (2, 3, 21-23, 29, 30, 33)	SE 60, 343, 402-405	X		Ch. 10, 11
9-12	7e*	Students know how to apply Hess's law to calculate enthalpy change in a reaction.	SE 353	SE 356, 357, CRF Ch. 10 (3-5, 9-15, 18-20, 23, 25, 26, 30, 31)	SE 353-355	X		Ch. 10
9-12	7f*	Students know how to use the Gibbs free energy equation to determine whether a reaction would be spontaneous.	SE 362	SE 364, 365, 367, 370-373, 864, 865, CRF Ch. 10 (6-8, 10, 16, 17, 19, 20, 28, 30, 31)	SE 362, 363, 366, 367	X		Ch. 10, 11
		Reaction Rates Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules. As a basis for understanding this concept:						
9-12	8a	Students know the rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time.	SE 577	SE 581, 597-599, CRF Ch. 16 (1, 9)	SE 577-580	X		Ch. 16
9-12	8b	Students know how reaction rates depend on such factors as concentration, temperature, and pressure.	SE 582	SE 585, 597-599, CRF Ch. 16 (1-3, 9-10, 14-16, 18, 21-26)	SE 583-585	X		Ch. 16

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DISCIPLINE		**CHEMISTRY**						
9-12	8c	Students know the role a catalyst plays in increasing the reaction rate.	SE 593	SE 595, 597, CRF Ch. 16 (8, 11, 13-16)	SE 594, 595, 722, 723	X		Ch. - 16, - 20
9-12	8d*	Students know the definition and role of activation energy in a chemical reaction.	SE 590	SE 595, 597-599, CRF Ch. 16 (7, 11, 12)	SE 590-592, 594	X		Ch. - 16
		Chemical Equilibrium Chemical equilibrium is a dynamic process at the molecular level. As a basis for understanding this concept:						
9-12	9a	Students know how to use LeChatelier's principle to predict the effect of changes in concentration, temperature, and pressure.	SE 512	SE 518, 521-525, 871, CRF Ch. 14 (8, 9, 38, 39, 46-50, 59)	SE 513-516	X		Ch. - 14
9-12	9b	Students know equilibrium is established when forward and reverse reaction rates are equal.	SE 502, 503	SE 511, CRF Ch. 14 (1-3, 10, 34, 36, 43, 46)	SE 503	X		Ch. - 11, - 14
9-12	9c*	Students know how to write and calculate an equilibrium constant expression for a reaction.	SE 503	SE 504, 506, 509, 510, 511, 521-525, 871, CRF Ch. 14 (5-7, 10-33, 37, 40, 42, 44-45, 51-59)	SE 505, 507, 508, 511	X		Ch. - 14
		Organic Chemistry and Biochemistry The bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes, and chemical properties and provide the bio-chemical basis of life. As a basis for understanding this concept:						

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DISCIPLINE		CHEMISTRY						
9-12	10a	Students know large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.	SE 698	SE 701, 704-707, 724, CRF Ch. 19 (9, 14, 15, 18, 19, 21-25), CRF Ch. 20 (1, 3-7, 14, 15, 18-21)	SE 699-701, 714, 717, 718	X		Ch. 19, 20
9-12	10b	Students know the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.	SE 680-686	SE 686, 716, 724, CRF Ch. 19 (1-4, 10, 11, 17, 18, 20, 28-34), CRF Ch. 20 (3)	SE 687, 712-726	X		Ch. 19, 20
9-12	10c	Students know amino acids are the building blocks of proteins.	SE 717	SE 724, 741-744, CRF Ch. 20 (3, 4, 12, 13, 19, 24)	SE 718-724	X		Ch. 20
9-12	10d*	Students know the system for naming the ten simplest linear hydrocarbons and isomers that contain single bonds, simple hydrocarbons with double and triple bonds, and simple molecules that contain a benzene ring.	SE 687	SE 690, 692, 694, 695, CRF Ch. 19 (2-5, 12-13, 16-17, 20)	SE 687-689, 691	X		Ch. 19
9-12	10e*	Students know how to identify the functional groups that form the basis of alcohols, ketones, ethers, amines, esters, aldehydes, and organic acids.	SE 683	SE 686, 704-707, CRF Ch. 19 (3, 5, 6, 11-13, 16-18)	SE 684-686	X		Ch. 19
9-12	10f*	Students know the R-group structure of amino acids and know how they combine to form the polypeptide backbone structure of proteins.	SE 718	SE 724, 741, CRF Ch. 20 (3, 4, 12, 13, 18, 19, 21)	SE 719	X		Ch. 20

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DISCIPLINE		**CHEMISTRY**						
		Nuclear Processes Nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion. As a basis for understanding this concept:						
9-12	11a	Students know protons and neutrons in the nucleus are held together by nuclear forces that overcome the electromagnetic repulsion between the protons.	SE 83	SE 647, 669-673, CRF Ch. 18 (1, 2, 14, 23, 24)	SE 643-647	X		Ch. 18
9-12	11b	Students know the energy release per gram of material is much larger in nuclear fusion or fission reactions than in chemical reactions. The change in mass (calculated by $E = mc^2$) is small but significant in nuclear reactions.	SE 143, 655	SE 657, CRF Ch. 18 (4, 8, 9)	SE 655, 656	X		Ch. 18
9-12	11c	Students know some naturally occurring isotopes of elements are radioactive, as are isotopes formed in nuclear reactions.	SE 642	SE 647, 657, CRF Ch. 18 (22, 30-35)	SE 642-647	X		Ch. 18
9-12	11d	Students know the three most common forms of radioactive decay (alpha, beta, and gamma) and know how the nucleus changes in each type of decay.	SE 648	SE 653, 657, 669-673, CRF Ch. 18 (6, 10, 11, 16, 21, 23-29)	SE 648-652	X		Ch. 18
9-12	11e	Students know alpha, beta, and gamma radiation produce different amounts and kinds of damage in matter and have different penetrations.	SE 648	SE 653, 657, 669-673, CRF Ch. 18 (7, 22, 25 29)	SE 648-652	X		Ch. 18

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DISCIPLINE		CHEMISTRY						
9-12	11f*	Students know how to calculate the amount of a radioactive substance remaining after an integral number of half lives have passed.	SE 658	SE 641, 660, 662, 666, 670-673, CRF Ch. 18 (10, 11, 13, 18, 19, 21, 22)	SE 659, 661	X		Ch. 18
9-12	11g*	Students know protons and neutrons have substructures and consist of particles called quarks.	SE 643	SE 669, CRF Ch. 18 (14)	SE 643	X		Ch. 18
DISCIPLINE		INVESTIGATION AND EXPERIMENTATION Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:						

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DISCIPLINE		CHEMISTRY						
9-12	1a	Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.	SE 57	SE 34, 70, 112, 154, 186, 220, 256, 298, 334, 374, 412, 450, 492, 526, 572, 600, 638, 674, 708, 744, 765, CRF Ch. 1 (65-73), CRF Ch. 2 (47-57), CRF Ch. 4 (32-35), CRF Ch. 10 (34-51), CRF Ch. 11 (46-62), CRF Ch. 12 (88-94), CRF Ch. 13 (84-90), CRF Ch. 15 (94-104), CRF Ch. 16 (27-33), CRF Ch. 17 (57-62)	SE 856, 857	X		Ch. 2, Ch. 13
9-12	1b	Identify and communicate sources of unavoidable experimental error.	SE 54	SE 63, 771, 785, 789, 791, 817, CRF Ch. 2 (5, 40, 41, 43)	SE 54-57	X		Ch. 2
9-12	1c	Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.	SE 54	SE 63, 771, 785, 789, 791, 817, CRF Ch. 2 (5, 40, 41, 43)	SE 54-57	X		Ch. 3
9-12	1d	Formulate explanations by using logic and evidence.	SE 50	SE 53, 759, 769, 775, 779, 783, 789, 798, 799, 803, 807, 811, 817, 821, 827, CRF Ch. 2 (3, 4)	SE 50-53	X		Ch. 3

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DISCIPLINE		CHEMISTRY						
9-12	1e	Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.	SE 62	SE 63, 66-69, CRF Ch. 2 (6, 22-35, 41, 44, 45), CRF Ch. 14 (57)	SE 62, 63	X		Ch. 6, 7, 15
9-12	1f	Distinguish between hypothesis and theory as scientific terms.	SE 50	SE 53, 66-69, CRF Ch. 2 (3, 4, 38, 39, 46)	SE 50-53	X		Ch. 2
9-12	1g	Recognize the usefulness and limitations of models and theories as scientific representations of reality.	SE 53	SE 53, 66, CRF Ch. 2 (3, 4, 39, 45)	SE 24, 53, 90, 91	X		Ch. 2, 3
9-12	1h	Read and interpret topographic and geologic maps.	SE 853	CRF Ch. 2 (47-57), CRF Ch. 4 (32-35), CRF Ch. 10 (34-51), CRF Ch. 11 (46-52), CRF Ch. 12 (88-94), CRF Ch. 13 (84-90), CRF Ch. 15 (94-104), CRF Ch. 16 (27-33), CRF Ch. 17 (57-62)			X	
9-12	1i	Analyze the locations, sequences, or time. intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).	SE 658	SE 660, 662, 666, 669-673	SE 658, 659, 661, 663	X		Ch. 18
9-12	1j	Recognize the issues of statistical variability and the need for controlled tests.	SE 51	SE 53, 66-70, CRF Ch. 2 (3, 38, 39)	SE 51, 52	X		Ch. 2
9-12	1k	Recognize the cumulative nature of scientific evidence.	SE 52	SE 78, 99, 107-11, CRF Ch. 3 (17, 23)	SE 77-82, 90-95	X		Ch. 3

SE = Student Edition, TE = Teacher's Edition, CRF = Chapter Resource File

			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		CHEMISTRY						
9-12	1l	Analyze situations and solve problems that require combining and applying concepts from more than one area of science.	SE 711	SE 716, 724, 732, 738, 741-744, CRF Ch. 20 (22-28)	SE 712-738	X		Ch. 9
9-12	1m	Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.	SE 46	SE 297, 491, 637, 673, 707, 743, CRF Ch. 2 (38, 43-45), CRF Ch. 18 (30-35)	SE 249, 368, 519, 625	X		Ch. 10, 14, and 17
9-12	1n	Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).	SE 50, 51	SE 53, CRF Ch. 2 (38, 43-45)	SE 51, 52, 78	X		Ch. 2

SE = Student Edition, TE = Teacher's Edition, CRF = Chapter Resource File

Chemistry Textbook Adoption Committee
Meeting: February 15, 2007
RHS Library
9:00am-12:00pm
Minutes

Members Present: Janelle Benson (JVHS), Leonard Fisher (RHS)
Members Absent:

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6 Textbook samples were available to examine, however after discussing with our departments, each school brought their selection to the committee.

RHS had selected the Prentice Hall Edition
JVHS had selected the Holt Edition

The committee evaluated the pros and cons of each textbook.

The committee selected the Holt edition based on the following criteria:

1) California state standards are listed in the beginning of the book, separated and unpacked for student comprehension.
2) Each chapter and section lists the complete California state standard being addressed.
3) Each chapter has a standardized assessment to practice for the CST.
4) Practice problems are numbered separately by section, not in consecutive order to reduce confusion among students.
5) Skill labs are provided in the back of each book so that every student has a copy.
6) Examples and concepts are succinct and easy to understand.
7) Each chapter includes a graphing section to help students with graphing skills.

Jurupa Unified School District
Education Services

Recommendation For Textbook Adoption

School Site:	Jurupa Valley High School
Title:	Physics
Author:	Raymond A. Serway, Jerry S. Faughn
Publisher:	Holt, Rinehart and Winston
Copyright:	2007
Subject:	Physics
Grade:	11/12
Cost:	80.00
Other Books Considered:	
1. Title:	Conceptual Physics
Authors:	Paul G. Hewitt
Publisher:	Prentice Hall
2. Title:	Physics: Principles and Problems
Authors:	Zitzewitz, Elliot, Haase, Harper, Herzog, Nelson, Nelson, Schuler, & Zorn
Publisher:	Glencoe/McGraw Hill
Reasons for Selecting This Book:	We selected the Physics book published by Holt, Rinehart, and Winston, because the textbook incorporates the California standards in an understandable format for students. The book provides information that will help students prepare for the California Standardized tests in Physics along with providing sufficient depth to prepare students for later educational courses.
Recommending Committee:	Jenelle Benson, JVHS; Andrew Carey, JVHS; Pat Monaco, JVHS; Paul Binns, RHS
Date:	February 15, 2007; February 20, 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)	☒

ccoder 7/25/06

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

Publisher	Holt, Rinehart and Winston		Adoption Code No	
Title	Physics			
Reviewed by	J. Benson, C. Carey, P. Binns, & P. Monaco	ISBN No. 0-03-092211-9	Date February 15th & 20th, 2007	
Circle Criterion Cited	**A. MALE AND FEMALE ROLES** (give page & paragraph or special non-print references and comments)			
			Compliance?	
1	Adverse reflection Pg. 260, Images show males and females in a variety of roles. All images portray males and females in equivalent roles.		Yes	☒
			No	☐
			Compliance?	
2	Equal portrayal Pg. 4, 106, 130, 160, 193		Yes	☒
			No	☐
3a	Occupations Pg. 66, 182, 624			
3b	Achievements Pg. 373, 421-422, 427			
3c	Mental and physical activities Pg. 589, 590, 624			
3d	Traditional and nontraditional activities Pg. 35, 140, 212		*Compliance?*	
3e	Emotions Pg. 193, 123, 788 Emotional range is appropriate for concepts addressed.		Yes	☒
3f	Sexually neutral language Pg. 82, 123 Lanuage is unbiased throughout text.		No	☐
Circle Criterion Cited	**B. ETHNIC AND CULTURAL GROUPS** (give page & paragraph or special non-print references and comments)			
			Compliance?	
1	Adverse reflection Pg. 66, 788, 546 All images portray ethnic and cultural groups in equavilant roles.		Yes	☒
			No	☐
			Compliance?	
2	Proportion of portrayals Pg. 373, 389, 486, 704, 523		Yes	☒
			No	☐
			Compliance?	
3	Customs and life-styles Pg. 788, 203, 312 Customs and lifestyles displayed in the text are appropriate for the concepts being learned.		Yes	☒
			No	☐
4a	Occupations Pg. 66, 106, 182, 320, 512			

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Pg. 2

4b	Socioeconomic settings Pg. 788, 203, 312, 350 Socioeconomic images displaying individuals from other countries and cultures are appropriate for addressing the concept being learned.		
4c	Achievements Pg. 196, 212, 546		
4d	Mental and physical activities Pg. 342, 373, 618, 646	*Compliance?*	
4e	Traditional and nontraditional activities Pg. 596, 734, 373	Yes	☒
4f	Root Culture Pg. 371, 788, 312	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 Pg. 748-749 Pictures photographs depicting older persons are appropriately used in a historical context of physics accomplishments.	Yes	☒
		No	☐
		Compliance?	
2	Proportion of portrayals Pg. 294-295, 786-787 Timelines are used throughout text to highlight physics accomplishments.	Yes	☒
		No	☐
		Compliance?	
3	Roles Pg. 294, 295, 786, 787	Yes	☒
		No	☐
4	Aging Process N/A	*Compliance?*	
		Yes	☒
		No	☐
Circle Criterion Cited	**D. DISABLED PERSONS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection Pg. 135, 66 The images in the book are in such a manner that it is difficult to conclude whether a person is disabled or not. All images are depicted in a simliar manner so as not to exclude any group of people.	Yes	☒
		No	☐
		Compliance?	
2	Proportion of portrayals N/A	Yes	☒
		No	☐
		Compliance?	
3	Roles N/A	Yes	☒
		No	☐
		Compliance?	
4	Emotions N/A	Yes	☒

		No	☐
		Compliance?	
5	Achievements N/A	Yes	☒
		No	☐

Circle Criterion Cited	**E. ENTREPRENEUR AND LABOR** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection Pg. 135, 66, 182 Males and females are portrayed equally with respect to occupation.	Yes	☒
		No	☐
		Compliance?	
2	Roles Pg. 135, 133, 512	Yes	☒
		No	☐

Circle Criterion Cited	**F. RELIGION** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection N/A	Yes	☒
		No	☐
		Compliance?	
2	Indoctrination N/A	Yes	☒
		No	☐
		Compliance?	
3	Diversity N/A	Yes	☒
		No	☐

Circle Criterion Cited	**G. ECOLOGY AND ENVIRONMENT** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Ecology Pg. 358, 332 The text portrays ecological and environmental issues in an appropriate way supporting the concepts being learned.	Yes	☒
		No	☐
		Compliance?	
2	Environmental protection Pg. 332, 333, 312	Yes	☒
		No	☐
		Compliance?	
3	Resource use Pg. 332, 312	Yes	☒
		No	☐

Circle Criterion Cited	**H. DANGEROUS SUBSTANCES** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Discouragement of use Pg xv -xvii Lab safety	Yes	☒
		No	☐
		Compliance?	

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2	Hazards of use Pg. xv-xvii Lab safety	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 Pg. xv, 332 Conservation	Yes	☒
		No	☐
		Compliance?	
2	Fire hazards Pg. xv-xvii Lab safety	Yes	☒
		No	☐
		Compliance?	
3	Inhumane treatment N/A	Yes	☒
		No	☐
		Compliance?	
4	Thrift Pg. xv-xvii, 180, 316 Energy usage	Yes	☒
		No	☐
		Compliance?	
5	Fire prevention Pg. xv-xvii lab safety	Yes	☒
		No	☐
		Compliance?	
6	Humane treatment Pg. 407, 787, 403	Yes	☒
		No	☐
	J. DECLARATION OF INDEPENDENCE AND CONSTITUTION OF THE 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 Pg. 28. Portrayal of brand names and logos in most instances are unidentifiable.	Yes	☒
		No	☐
		Compliance?	
2	Prominent use of any one depiction N/A	Yes	☒
		No	☐
		Compliance?	
3	Illustrative standards applicable when determined necessary for educational purpose N/A	Yes	☒
		No	☐
Circle Criterion Cited	**L. FOODS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	High nutritive value Pg. 305, 308, 350	Yes	☒
		No	☐

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		Compliance?	
2	Low nutritive value Pg. 298, 297 Use of images portraying food with low nutritive values are used to reinforce concepts being learned.	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

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

Frame number: filmstrips; microforms

Slide number: slides

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

Signature:

Signature:

Signature:

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Publisher:	Holt, Rinehart and Winston
Program Title:	Holt Physics California © 2007
Components:	Student Edition = SE, Laboratory Experiments Guide includes Discovery Labs and Invention Labs
Grade Level(s):	High School Grades 9-12
Intended Audience:	Students in Grades 9-12

Standards Map - Basic Comprehensive Program
Grades Nine Through Twelve - Science

Pursuant to the State Board approved, *Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve* Standards that all students are expected to achieve in the course of their studies are unmarked.

			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		PHYSICS						
		Motion and Forces Newton's laws predict the motion of most objects. As a basis for understanding this concept:						
9-12	1a	Students know how to solve problems that involve constant speed and average speed.	SE 43-44	SE 44, 47, 68-69 Discovery Lab 8	SE 45-46, 67	x		This standard has sufficient coverage
9-12	1b	Students know that when forces are balanced, no acceleration occurs; thus an object continues to move at a constant speed or stays at rest (Newton's first law).	SE 125	SE 128, 129, 145	SE 125-129, 144	x		This standard has sufficient coverage
9-12	1c	Students know how to apply the law $F = ma$ to solve one-dimensional motion problems that involve constant forces (Newton's second law).	SE 130	SE 132, 134, 146 Discovery Lab 20, 21, 25-27; Invention Lab 39	SE 130-131, 144	x		This standard has sufficient coverage and depth
9-12	1d	Students know that when one object exerts a force on a second object, the second object always exerts a force of equal magnitude and in the opposite direction (Newton's third law).	SE 132-134	SE 134, 146 Discovery Lab 21	SE 132-134, 144	x		This standard has adequate coverage
9-12	1e	Students know the relationship between the universal law of gravitation and the effect of gravity on an object at the surface of Earth.	SE 240-242	SE 242, 247, 263-264 Discovery Lab 32, 33	SE 240-242, 244-247, 262	x		This standard has sufficient coverage and depth

Grade	Standard	Text of Standard	PUBLISHER CITATIONS**			FOR LEA USE ONLY		
						Meets Standard		
			Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	1f	Students know applying a force to an object perpendicular to the direction of its motion causes the object to change direction but not speed (e.g., Earth's gravitational force causes a satellite in a circular orbit to change direction but not speed).	SE 234-238	SE 236, 238, 239, 263 Discovery Lab 31-34	SE 238-239, 262	x		This standard has sufficient coverage and depth
9-12	1g	Students know circular motion requires the application of a constant force directed toward the center of the circle.	SE 234-238	SE 236, 238, 239, 263	SE 234-239, 262	x		This standard has sufficient coverage
9-12	1h	Students know Newton's laws are not exact but provide very good approximations unless an object is moving close to the speed of light or is small enough that quantum effects are important.	SE 243, 245	SE 263	SE 921	** x		** The asterisk's designate concepts appropriate for honors or advanced students and are tested on the California State standardized test
9-12	1i	Students know how to solve two-dimensional trajectory problems.	SE 95-99	SE 98, 101, 109-110 Invention Lab 16, 17	SE 95-101	** x		
9-12	1j	Students know how to resolve two-dimensional vectors into their components and calculate the magnitude and direction of a vector from its components.	SE 86-88	SE 89, 92, 94, 109	SE 86-94, 107	** x		
9-12	1k	Students know how to solve two-dimensional problems involving balanced forces (statics).	SE 125, 129, 136-139	SE 129, 139, 143, 146, 147	SE 136-139	** x		
9-12	1l	Students know how to solve problems in circular motion by using the formula for centripetal acceleration in the following form: $a = v^2/r$.	SE 234-235	SE 236, 239, 263 Discovery Lab 33, 34	SE 234-239, 262	** x		
9-12	1m	Students know how to solve problems involving the forces between two electric charges at a distance (Coulomb's law) or the forces between two masses at a distance (universal gravitation).	SE 240-242, 564-65, 573-574	SE 242, 247, 263, 264, 566, 568, 570, 571, 579, 581, 582, 583	SE 244-247, 262, 564-571, 573-574, 580	** x		

Grade	Standard	Text of Standard	PUBLISHER CITATIONS**			FOR LEA USE ONLY		
						Meets Standard		
			Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
		Conservation of Energy and Momentum The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects. As a basis for understanding this concept:						
9-12	2a	Students know how to calculate kinetic energy by using the formula $E = (1/2)mv^2$.	SE 164-165	SE 166, 177	SE 164-168, 183	x		This standard has adequate coverage
9-12	2b	Students know how to calculate changes in gravitational potential energy near Earth by using the formula (change in potential energy) = mgh (h is the change in the elevation).	SE 169-171	SE 172, 184-185	SE 169-172, 183	x		This standard has sufficient coverage
9-12	2c	Students know how to solve problems involving conservation of energy in simple systems, such as falling objects.	SE 173-177	SE 177, 178, 186, 187	SE 173-178, 183	x		This standard has sifficient coverage
9-12	2d	Students know how to calculate momentum as the product mv.	SE 198-199	SE 199, 204, 223	SE 198-204, 222	x		This standard has adequate coverage
9-12	2e	Students know momentum is a separately conserved quantity different from energy.	SE 205-207	SE 209, 211, 214, 216, 219-220, 224	SE 209-210, 212-220, 222	x		This standard has sufficient depth
9-12	2f	Students know an unbalanced force on an object produces a change in its momentum.	SE 200	SE 201, 204, 223	SE 200-204, 222	x		This standard has adequate coverage
9-12	2g	Students know how to solve problems involving elastic and inelastic collisions in one dimension by using the principles of conservation of momentum and energy.	SE 212-214, 216-219	SE 214, 216, 219, 220, 224-225	SE 220, 222	x		This standard has sufficient coverage and depth
9-12	2h	Students know how to solve problems involving conservation of energy in simple systems with various sources of potential energy, such as capacitors and springs.	SE 170, 173-178, 605-606	SE 178, 186, 375, 607, 626-627	SE 173-178, 183, 371, 625	** X		

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Grade	Standard	Text of Standard	PUBLISHER CITATIONS**			FOR LEA USE ONLY		
						Meets Standard		
			Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
		Heat and Thermodynamics Energy cannot be created or destroyed, although in many processes energy is transferred to the environment as heat. As a basis for understanding this concept:						
9-12	3a	Students know heat flow and work are two forms of energy transfer between systems.	SE 336-338	SE 341, 360	SE 336-341, 359	x		This standard has sufficient coverage
9-12	3b	Students know that the work done by a heat engine that is working in a cycle is the difference between the heat flow into the engine at high temperature and the heat flow out at a lower temperature (first law of thermodynamics) and that this is an example of the law of conservation of energy.	SE 346-347	SE 349, 360-361	SE 348, 350-351, 359	x		This standard has sufficient coverage
9-12	3c	Students know the internal energy of an object includes the energy of random motion of the object's atoms and molecules, often referred to as thermal energy. The greater the temperature of the object, the greater the energy of motion of the atoms and molecules that make up the object.	SE 299, 305, 306	SE 304, 311, 322, 323 Discovery Lab 42, 43	SE 305-311, 321	x		This standard has sufficient coverage and depth
9-12	3d	Students know that most processes tend to decrease the order of a system over time and that energy levels are eventually distributed uniformly.	SE 355-357	SE 357, 361-362	SE 355-357, 359	x		This standard has sufficient coverage
9-12	3e	Students know that entropy is a quantity that measures the order or disorder of a system and that this quantity is larger for a more disordered system.	SE 355-357	SE 357, 361-362	SE 355-357, 359	x		This standard has sufficient coverage

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						Meets Standard		
Grade	Standard	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	3f	Students know the statement "Entropy tends to increase" is a law of statistical probability that governs all closed systems (second law of thermodynamics).	SE 355-357	SE 357, 361-362	SE 355-357, 359	** x		
9-12	3g	Students know how to solve problems involving heat flow, work, and efficiency in a heat engine and know that all real engines lose some heat to their surroundings.	SE 346, 347-348, 352-354, 356	SE 349, 355, 357, 360-363	SE 346, 347-348, 352-354, 356, 359	** x		
		Waves Waves have characteristic properties that do not depend on the type of wave. As a basis for understanding this concept:						
9-12	4a	Students know waves carry energy from one place to another.	SE 382	SE 388, 396 Discovery Lab 49	SE 382, 388, 395	x		This standard has adequate coverage
9-12	4b	Students know how to identify transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves).	SE 384, 385	SE 388, 397 Discovery Lab 49	SE 384, 385, 395	x		This standard has sufficient coverage
9-12	4c	Students know how to solve problems involving wavelength, frequency, and wave speed.	SE 385-387, 448	SE 387, 388, 397-398, 449	SE 384, 386-387, 395, 448, 475	x		This standard has sufficient coverage
9-12	4d	Students know sound is a longitudinal wave whose speed depends on the properties of the medium in which it propagates.	SE 408-409	SE 434 Discovery Lab 55	SE 408-409, 433	x		This standard has sufficient coverage
9-12	4e	Students know radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately 3x108 m/s (186,000 miles/second).	SE 446-449	SE 449, 476	SE 446-449, 475	x		This standard has adequate coverage

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Grade	Standard	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	4f	Students know how to identify the characteristic properties of waves: interference (beats), diffraction, refraction, Doppler effect, and polarization.	SE 389-391, 412-413, 472-474, 488-493, 526-531, 532-534	SE 394, 397-398, 413, 434, 474, 478, 493, 514, 531, 538, 540, 548	SE 395, 412-413, 433, 472-474, 475, 488-493, 513, 526-531, 534-537, 547	x		This standard has sufficient coverage and depth
		Electric and Magnetic Phenomena Electric and magnetic phenomena are related and have many practical applications. As a basis for understanding this concept:						
9-12	5a	Students know how to predict the voltage or current in simple direct current (DC) electric circuits constructed from batteries, wires, resistors, and capacitors.	SE 647-656, 657-662	SE 650, 655, 656, 659, 662, 663, 666-671 Discovery Lab 83-85, 87, 88	SE 657-659, 665	x		This standard has sufficient coverage and depth
9-12	5b	Students know how to solve problems involving Ohm's law.	SE 612-614	SE 615, 616, 627, 628 Discovery Lab 77-79, 83-85, 87, 88	SE 612-616, 625	x		This standard has sufficient coverage
9-12	5c	Students know any resistive element in a DC circuit dissipates energy, which heats the resistor. Students can calculate the power (rate of energy dissipation) in any resistive circuit element by using the formula Power = IR (potential difference) x I (current) = I2R.	SE 619-621	SE 621, 623, 628 Discovery Lab 77, 78	SE 623, 625	x		This standard has sufficient coverage
9-12	5d	Students know the properties of transistors and the role of transistors in electric circuits.	SE 646	SE 646	SE 646	x		This standard has adequate coverage
9-12	5e	Students know charged particles are sources of electric fields and are subject to the forces of the electric fields from other charges.	SE 572-573	SE 576, 579, 582, 583 Discovery Lab 72, 73	SE 574-575, 580	x		This standard has sufficient coverage

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Grade	Standard	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	5f	Students know magnetic materials and electric currents (moving electric charges) are sources of magnetic fields and are subject to forces arising from the magnetic fields of other sources.	SE 680-682, 684-686	SE 682, 686, 695, 696 Discovery Lab 90, 91, 95-97	SE 680-683, 684-686, 694	x		This standard has sufficient coverage and depth
9-12	5g	Students know how to determine the direction of a magnetic field produced by a current flowing in a straight wire or in a coil.	SE 684-685	SE 686, 695	SE 685-686, 694	x		This standard has adequate coverage
9-12	5h	Students know changing magnetic fields produce electric fields, thereby inducing currents in nearby conductors.	SE 708-710, 713	SE 714-715 Discovery Lab 97	SE 710-712, 738	x		This standard has sufficient coverage
9-12	5i	Students know plasmas, the fourth state of matter, contain ions or free electrons or both and conduct electricity.	SE 593, 606	SE 607	SE 908	x		This standard has adequate coverage
9-12	5j	Students know electric and magnetic fields contain energy and act as vector force fields.	SE* 570, 574-575, 680-682	SE* 575, 579, 582, 682, 695	SE* 576-577, 580, 680-682, 694	** x		
9-12	5k	Students know the force on a charged particle in an electric field is qE, where E is the electric field at the position of the particle and q is the charge of the particle.	SE 572	SE 582	SE 573, 580	** x		
9-12	5l	Students know how to calculate the electric field resulting from a point charge.	SE 573-575	SE 575, 579, 582	SE 573-575, 580	** x		
9-12	5m	Students know static electric fields have as their source some arrangement of electric charges.	SE 572-573	SE 576, 577, 582-583 Discovery Lab 72, 73, 90, 91	SE 574-575, 580	** x		
9-12	5n	Students know the magnitude of the force on a moving particle (with charge q) in a magnetic field is qvB sin (a), where a is the angle between v and B (v and B are the magnitudes of vectors v and B, respectively), and students use the right-hand rule to find the direction of this force.	SE 687-689	SE 689, 693, 696	SE 687-693, 694	** x		

			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
9-12	5o	Students know how to apply the concepts of electrical and gravitational potential energy to solve problems involving conservation of energy.	SE 173-175, 374, 594-595, 599	SE 177, 186, 599, 601, 626	SE 183, 625	** x		
DISCIPLINE		**INVESTIGATION AND EXPERIMENTATION** Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:						
9-12	1a	Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.	SE 10-20	SE 34, 76, 116, 152, 192, 230, 270, 328, 402, 440, 484, 522, 554, 588, 634, 674, 702, 746, 784, 826, 932, 934, 936, 938, 940, Discovery Lab 3, 8, 9, 15, 48, 77-79	SE 10-20	x		The standards under Investigation and Experimentation are incorporated throughout the text. These standards are covered in depth.
9-12	1b	Identify and communicate sources of unavoidable experimental error.	SE 16-17, 845-846	SE 20, 28	SE 16-17, 845-846	x		
9-12	1c	Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.	SE 16-17, 845-846	SE 20, 28	SE 16-17, 845-846	x		

			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
9-12	1d	Formulate explanations by using logic and evidence.	SE 6-9	SE 9, 27, 37, 78-79, 117, 154-155, 194-195, 231, 271, 330-331, 403, 441, 485, 523, 555, 591, 635, 675, 703, 747, 785, 827, 933, 935, 937, 941 Discovery Lab 2, 3, 8, 9, 14, 15, 19-21, 26, 27, 33, 34, 36, 37, 41-43, 55, 67, 73, 84, 85, 90	SE 6-9, 27	x		
9-12	1e	Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.	SE 23-25	SE 25, 29	SE 23-25, 27, 854-865	x		
9-12	1f	Distinguish between hypothesis and theory as scientific terms.	SE 8-9	SE 9, 27	SE 8-9	x		
9-12	1g	Recognize the usefulness and limitations of models and theories as scientific representations of reality.	SE 8-9	SE 9, 27 Invention Lab 28, 29	SE 8-9, 23	x		
9-12	1h	Read and interpret topographic and geologic maps.	not covered			x		
9-12	1i	Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).	SE 801-806	SE 806, 817, 820, 821, 826-827	SE 801-806	x		
9-12	1j	Recognize the issues of statistical variability and the need for controlled tests.	SE 8-9	SE 9, 27 Invention Lab 45, 46	SE 8-9	x		
9-12	1k	Recognize the cumulative nature of scientific evidence.	SE 4-9	SE 9, 27	SE 156-157, 294-295, 404-405, 748-749, 786-787	x		

			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
9-12	1l	Analyze situations and solve problems that require combining and applying concepts from more than one area of science.	SE 752 762 771 790 797 807 811	SE 761, 770, 777, 796, 806, 810, 817, 779-781, 820-823 Discovery Lab 97	SE 752-760, 762-770, 771-777, 790-796, 797-806, 807-810, 811-817	X		
9-12	1m	Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.	SE 332 442 636 704 828	SE 333, 443, 637, 705, 829	SE 332-333, 442-443, 636-637, 704-705, 828-829	X		
9-12	1n	Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).	SE 8-9	SE 9, 27	SE 8-9	X		

** - Honors or advanced topics
Adequate - standard meet the requirements of California State standards at an appropriate level
Sufficient - standard meet the requirements of California State standards at an appropriate level with more indepth materials
Depth - standard meet the requirements of California State standards and provide materials that allow exploration at a more advanced level

Minutes for the review of textbooks for Physics

Date: February 13, 2006

Evaluation Committee members present: Jenelle Benson, Pat Monaco, Andrew Carey

This meeting took place at JVHS after school for the purpose of choosing one textbook to present to Rubidoux High School's evaluation committee

1. Reviewed the Prentice Hall Physics book and the Holt, Rinehart and Winston Physics book.
2. No decision was made because we had not received the Glencoe Physics book to evaluate. This is the current book being used by the Physics departments at both high schools.

Minutes for the review of textbooks for Physics

Date: February 15, 2006

Evaluation Committee members present: Jenelle Benson, Paul Binns

Teachers from Nueva Vista, Rubidoux Academy, and the Learning Center were notified of meetings by email (see attached).

1. Reviewed the Prentice Hall Physics book and the Holt, Rinehart and Winston Physics book.
2. No decision was made because we had not received the Glencoe Physics book to evaluate. This is the current book being used by the Physics departments at both high schools.

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Minutes for the review of textbooks for Physics

Date: February 20, 2006

Evaluation Committee members present: Jenelle Benson, Pat Monaco, Andrew Carey, Paul Binns

1. Reviewed the Prentice Hall Physics book, the Holt, Rinehart and Winston Physics book, and the Glencoe Physics book.
2. The Prentice Hall Physics book was eliminated because the California standards were not incorporated in a user-friendly manner.
3. Reviewed supplementary materials for Prentice Hall. The teacher resources did not support student learning as well as other publishers and amount of problems offered for student practice did not meet student needs.
4. The Glencoe Physics book was eliminated because they did not incorporate the California standards into the text.
5. Reviewed supplementary materials for Glencoe. The supplementary materials did not provide California standards to help student review for tests.
6. The Holt, Rinehart and Winston Physics books was agreed upon because it incorporated the California standards in a student friendly manner and provided resources that supported student achievement.
7. We then reviewed the Holt book for legal compliance. We found the book and instructional materials to be compliant with all applicable categories.

Reply | Reply to all | Forward | Close | Help

From: Vincent Rosse
Sent: Sat 2/10/2007 7:07 AM
To: Mike Chalmers; Charles Stevens; Josh Lewis; Roberta Pace; Dennis Kroeger
Cc:
Subject: Science textbook adoption
Attachments:

View As Web Page

Hi

As you know, the deadline for selecting the new textbooks is fast approaching. We have received quite a selection of Earth Science (GeoPhy) and Chemistry books for review. Part of the process is that each site needs to review and recommend a book for adoption when that book is appropriate to their site. I thought that a way to stream line the process is that we meet together as the committee and each school sends one or two people to review the books and supplementary material.This way we can fill out the required paperwork and submit it to instructional council.

I was looking at Thursday, 2/15 as a good date. I think it will take 3-4 hours to complete the process. I would suggest that we start at 1st period and get either period subs or complete day subs for the teachers. Will this work for everyone?

Thanks for your help

Vince Rosse
Science chair, Rubidoux

K4
09.19

Jurupa Unified School District

Recommendation for Textbook Adoption

School Site: Rubidoux High School

Title: Earth Science

Author: Mead Allison, Arthur DeGaetano, Jay Pasachoff

Publisher: Holt, Rinehart and Winston

Copyright: 2007

Subject: Geophysical Science/ AG Geophysical Science

Grade: 9

Cost: $66.50 student edition

Other Books Considered:

1. Title: Earth Science
   Author: Edward Tarbuck, Frederick Lutgens
   Publisher: Pearson, Prentice Hall
2. Title: Earth Science
   Author: Micheal Feather
   Publisher: Glencoe/McGraw Hill

Reasons for Selecting this book:

We selected this book, Earth Science published by Holt, Rinehart, and Winston, because it directly aligns to the California State Science Standards for Earth Science. It covers all of these standards with sufficient depth to give our students a good understanding of earth science. Our students are tested by the state every spring on the CA Earth Science Standards. This book will directly support our efforts in increasing our students' understanding of earth science.

Recommending Committee: Jeni Williams, RHS; Brady Kocher, JVHS

Date: February 15, 2007

Legal Compliance Met by: Completed "Instructional Material Legal Compliance Evaluation Form" (attached)

California State Department of Education
Instructional Material Legal Compliance Evaluation Form

CF1M L1 (rev. 11/82)

Publisher	Holt, Rinehart and Winston		Adoption Code No	
Title	Earth Science			
Reviewed by	J. Williams, Brady Kocher	ISBN No. 0-03-092207-0	Date February 15, 2007	
Circle Criterion Cited	A. MALE AND FEMALE ROLES (give page & paragraph or special non-print references and comments)			
			Compliance?	
1	Adverse reflection pg. 123 Images show males and females in a variety of roles. All images portray male and female in equivalent roles.		Yes	☒
			No	☐
			Compliance?	
2	Equal portrayal pg. 48/ 113/ 150/194		Yes	☒
			No	☐
3a	Occupations pg. 25/123/317/373/491/629/717			
3b	Achievements pg. 7/11			
3c	Mental and physical activities pg. 22/67/74/150			
3d	Traditional and nontraditional activities N/A		*Compliance?*	
3e	Emotions N/A		Yes	☒
3f	Sexually neutral language pg. 153/151/215 Language is unbiased throughout text.		No	☐
Circle Criterion Cited	B. ETHNIC AND CULTURAL GROUPS (give page & paragraph or special non-print references and comments)			
			Compliance?	
1	Adverse reflection pg. 22/ 398/ 392/514		Yes	☒
			No	☐
			Compliance?	
2	Proportion of portrayals pg. 22/398/392/514		Yes	☒
			No	☐
			Compliance?	
3	Customs and life-styles N/A		Yes	☒
			No	☐
4a	Occupations pg. 25/317/373/491/629/717			
4b	Socioeconomic settings N/A			
4c	Achievements N/A			
4d	Mental and physical activities pg. 22/392/398/514		*Compliance?*	
4e	Traditional and nontraditional activities pg. 48/ 373/491		Yes	☒
4f	Root Culture N/A		No	☐
Circle Criterion	**C. OLDER PERSONS AND THE AGING PROCESS** (give page & paragraph or special non-print references and comments)			

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Cited		*Compliance?*	
1	Adverse reflection pg. 25/317	Yes	☒
		No	☐
		Compliance?	
2	Proportion of portrayals N/A	Yes	☒
		No	☐
		Compliance?	
3	Roles N/A	Yes	☒
		No	☐
4	Aging Process N/A	*Compliance?*	
		Yes	☒
		No	☐

Circle Criterion Cited	D. DISABLED PERSONS (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection pg. 88 (TE)/ 550 (SE)	Yes	☒
		No	☐
		Compliance?	
2	Proportion of portrayals pg. 550	Yes	☒
		No	☐
		Compliance?	
3	Roles pg. 550	Yes	☒
		No	☐
		Compliance?	
4	Emotions N/A	Yes	☒
		No	☐
		Compliance?	
5	Achievements pg. 550	Yes	☒
		No	☐

Circle Criterion Cited	E. ENTREPRENEUR AND LABOR (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection pg. 25/ 317/373/491/629/717	Yes	☒
		No	☐
		Compliance?	
2	Roles pg. 25/123/317/37/491/629/717	Yes	☒
		No	☐

Circle Criterion Cited	F. RELIGION (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection N/A	Yes	☒
		No	☐
		Compliance?	

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2	Indoctrination N/A	Yes	☒
		No	☐
		Compliance?	
3	Diversity N/A	Yes	☒
		No	☐
Circle Criterion Cited	G. ECOLOGY AND ENVIRONMENT (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Ecology pg. 417	Yes	☒
		No	☐
		Compliance?	
2	Environmental protection pg. 209	Yes	☒
		No	☐
		Compliance?	
3	Resource use pg. 181	Yes	☒
		No	☐
Circle Criterion Cited	H. DANGEROUS SUBSTANCES (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Discouragement of use pg. xx-xxi safety	Yes	☒
		No	☐
		Compliance?	
2	Hazards of use pg. xx-xxi lab safety	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 pg xix	Yes	☒
		No	☐
		Compliance?	
2	Fire hazards pg xxi	Yes	☒
		No	☐
		Compliance?	
3	Inhumane treatment pg. xvii - xix	Yes	☒
		No	☐
		Compliance?	
4	Thrift xvii-xix	Yes	☒
		No	☐
		Compliance?	
5	Fire prevention pg. xxi	Yes	☒
		No	☐
		Compliance?	
6	Humane treatment	Yes	☒
		No	☐
	J. DECLARATION OF INDEPENDENCE AND CONSTITUTION OF THE		

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	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 pg. 519	Yes	☒
		No	☐
		Compliance?	
2	Prominent use of any one depiction pg. 474	Yes	☒
		No	☐
		Compliance?	
3	Illustrative standards applicable when determined necessary for educational purpose	Yes	☒
		No	☐
Circle Criterion Cited	L. FOODS (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	High nutritive value pg. 507	Yes	☒
		No	☐
		Compliance?	
2	Low nutritive value N/A	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

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

Frame number: filmstrips; microforms

Slide number: slides

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

Signature:

Signature:

Signature:

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Publisher:	Holt, Rinehart and Winston
Program Title:	Holt Earth Science California © 2007
Components:	Student Edition = SE, CRF = Chapter Resource File (Includes Skills Worksheets, Assessments, and Labs and Activities)
Grade Level(s):	High School Grades 9-12
Intended Audience:	High School Students Grades 9-12

Standards Map - Basic Comprehensive Program
Grades Nine Through Twelve - Science

Pursuant to the State Board approved, *Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve*
Standards that all students are expected to achieve in the course of their studies are unmarked.

			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		**EARTH SCIENCES**						
		Earth's Place in the Universe Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept:						
9-12	1a	Students know how the differences and similarities among the sun, the terrestrial planets, and the gas planets may have been established during the formation of the solar system.	SE 695-700, 701-708, 755-760	SE 700, 708, 710-711, 760, 766-767 CRF Ch.27 (CT) 3–6 CRF Ch.27 (DR) 7–11 CRF Ch.27 (Ch. Test A) 34–35 CRF Ch.27 (Ch. Test B) 36–39	SE 695-700, 701-708, 755-760			

SE = Student Edition, CRF = Chapter Resource File, DR = Directed Reading, CT = Critical Thinking, DS = Datasheets, Section Quiz = SQ, Internet Activity = IA, Concept Review = CR

			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
9-12	1b	Students know the evidence from Earth and moon rocks indicates that the solar system was formed from a nebular cloud of dust and gas approximately 4.6 billion years ago.	SE 685-688	SE 690, 710-71 CRF Ch.27 (DR) 7–11 CRF Ch.27 (SQ) 30 CRF Ch.27 (Ch. Test A) 34–35 CRF Ch.27 (Ch. Test B) 36–39 CRF Ch.28 (DR) 7–13 CRF Ch.28 (SQ) 38 CRF Ch.28 (Ch. Test A) 42–43 CRF Ch.28 (Ch. Test B) 44–47	SE 685-690			
9-12	1c	Students know the evidence from geological studies of Earth and other planets suggest that the early Earth was very different from Earth today.	SE 688-689	SE 690, 710 CRF Ch.27 (DR) 7–11 CRF Ch.27 (Ch. Test A) 34–35 CRF Ch.27 (Ch. Test B) 36–39	SE 688-689			
9-12	1d	Students know the evidence indicating that the planets are much closer to Earth than the stars are.	SE 691, 779	SE 780 CRF Ch.30 (DR) 7–11	SE 691, 779			
9-12	1e	Students know the Sun is a typical star and is powered by nuclear reactions, primarily the fusion of hydrogen to form helium.	SE 755-760	SE 760, 766-767 CRF Ch.29 (CR) 1–2 CRF Ch.29 (CT) 3–6 CRF Ch.29 (DR) 7–15 CRF Ch.29 (SQ) 27 CRF Ch.29 (Ch. Test A) 29–30 CRF Ch.29 (Ch. Test B) 29–30	SE 755-760, 761-764			

SE = Student Edition, CRF = Chapter Resource File, DR = Directed Reading, CT = Critical Thinking, DS = Datasheets, Section Quiz = SQ, Internet Activity = IA, Concept Review = CR

			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
9-12	1f	Students know the evidence for the dramatic effects that asteroid impacts have had in shaping the surface of planets and their moons and in mass extinctions of life on Earth.	SE 739-740	SE 747 CRF Ch.28 (CR) 1–2 CRF Ch.28 (CT) 3–6 CRF Ch.28 (DR) 7–13, 21–27 CRF Ch.28 (SQ) 38, 40 CRF Ch.28 (Ch. Test A) 42–43 CRF Ch.28 (Ch. Test B) 44–47	SE 739-740			
9-12	1g	Students know the evidence for the existence of planets orbiting other stars.	SE* 660	SE* 666	SE* 660			
9-12	2	Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time. As a basis for understanding this concept:						
9-12	2a	Students know the solar system is located in an outer edge of the disc-shaped Milky Way galaxy, which spans 100,000 light years.	SE 660, 791	SE 666, 792, 798 CRF Ch.30 (DR) 17–21	SE 791			
9-12	2b	Students know galaxies are made of billions of stars and comprise most of the visible mass of the universe.	SE 660, 790-791, 794-795	SE 666, 792, 798-799 CRF Ch.26 (DR) 7–14 CRF Ch.26 (Ch. Test A) 29–30 CRF Ch.30 (DR) 17–21	SE 790-791, 794-795			

SE = Student Edition, CRF = Chapter Resource File, DR = Directed Reading, CT = Critical Thinking, DS = Datasheets, Section Quiz = SQ, Internet Activity = IA, Concept Review = CR

			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
9-12	2c	Students know the evidence indicating that all elements with an atomic number greater than that of lithium have been formed by nuclear fusion in stars.	SE* 794-795	SE* 796	SE* 775, 783			
9-12	2d	Students know that stars differ in their life cycles and that visual, radio, and X-ray telescopes may be used to collect data that reveal those differences.	SE 775-780, 781-788	SE 780, 788, 798-799 CRF Ch.26 (CR) 1–2 CRF Ch.26 (CT) 3–6 CRF Ch.26 (DR) 7–14 CRF Ch.26 (SQ) 27 CRF Ch.26 (Ch. Test A) 29–30 CRF Ch.26 (Ch. Test B) 31–34 CRF Ch.30 (CR) 1–2 CRF Ch.30 (CT) 3–6 CRF Ch.30 (DR) 7–11, 12–16 CRF Ch.30 (SQ) 29, 30 CRF Ch.30 (Ch. Test A) 33–34 CRF Ch.30 (Ch. Test B) 35–38	SE 775-780, 781-788			
9-12	2e	Students know accelerators boost subatomic particles to energy levels that simulate conditions in the stars and in the early history of the universe before stars formed.	SE* 782					

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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
9-12	2f	Students know the evidence indicating that the color, brightness, and evolution of a star are determined by a balance between gravitational collapse and nuclear fusion.	SE 775-776, 781-788	SE 788, 798-799 CRF Ch.30 (DR) 12–16 CRF Ch.30 (SQ) 30 CRF Ch.30 (Ch. Test A) 33–34 CRF Ch.30 (Ch. Test B) 35–38	SE 781-788			
9-12	2g	Students know how the red shift from distant galaxies and the cosmic background radiation provide evidence for the "big bang" model that suggests that the universe has been expanding for 10 to 20 billion years.	SE 793-794	SE 796, 798-799 CRF Ch.30 (CR) 1–2 CRF Ch.30 (CT) 3–6 CRF Ch.30 (DR) 22–24 CRF Ch.30 (SQ) 32 CRF Ch.30 (Ch. Test A) 33–34 CRF Ch.30 (Ch. Test B) 35–38	SE 793-796			
		Dynamic Earth Processes Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept:						

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SE = Student Edition, CRF = Chapter Resource File, DR = Directed Reading, CT = Critical Thinking, DS = Datasheets, Section Quiz = SQ, Internet Activity = IA, Concept Review = CR

			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
9-12	3a	Students know features of the ocean floor (magnetic patterns, age, and sea-floor topography) provide evidence of plate tectonics.	SE 247-254, 475-478	SE 254, 478, 484-485 CRF Ch.10 (CR) 1–2 CRF Ch.10 (CT) 3–6 CRF Ch.10 (DR) 7–12, 13–18 CRF Ch.10 (SQ) 29 CRF Ch.10 (Ch. Test A) 32–33 CRF Ch.10 (Ch. Test B) 34–37 CRF Ch.19 (DR) 14–19 CRF Ch.19 (Ch. Test A) 32–33 CRF Ch.19 (Ch. Test B) 34–37	SE 247-254, 255-260, 475-478			
9-12	3b	Students know the principal structures that form at the three different kinds of plate boundaries.	SE 249-251	SE 254, 262-263 CRF Ch.10 (CR) 1–2 CRF Ch.10 (CT) 3–6 CRF Ch.10 (DR) 13–18 CRF Ch.10 (SQ) 30 CRF Ch.10 (Ch. Test A) 32–33 CRF Ch.10 (Ch. Test B) 34–37 CRF Ch.10 (DS) 46–49 CRF Ch.11 (CR) 1–2 CRF Ch.11 (CT) 3–6 CRF Ch.11 (DR) 7–14, 15–22 CRF Ch.11 (SQ) 28 CRF Ch.11 (Ch. Test A) 29–30 CRF Ch.11 (Ch. Test B) 31–34 CRF Ch.11 (DS) 35–37	SE 249-251, 253			

SE = Student Edition, CRF = Chapter Resource File, DR = Directed Reading, CT = Critical Thinking, DS = Datasheets, Section Quiz = SQ, Internet Activity = IA, Concept Review = CR

			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
9-12	3c	Students know how to explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonic processes.	SE 127-128, 249-251, 255-260	SE 128, 134, 140, 144, 146-147 CRF Ch.6 (CR) 1–2 CRF Ch.6 (CT) 3–6 CRF Ch.6 (DR) 7–10, 11–16, 17–21, 22–24 CRF Ch.6 (SQ) 30, 31, 32 CRF Ch.6 (Ch. Test A) 33–34 CRF Ch.6 (Ch. Test B) 35–38 CRF Ch.6 (DS) 43–44 CRF Ch.10 (DR) 13–18	SE 127-128, 129-134, 135-140, 141-144, 249-251, 255-260			
9-12	3d	Students know why and how earthquakes occur and the scales used to measure their intensity and magnitude.	SE 295-296, 303-304	SE 296, 304, 310-311 CRF Ch.12 (CR) 1–2 CRF Ch.12 (CT) 3–6 CRF Ch.12 (DR) 7–14, 15–18 CRF Ch.12 (SQ) 29, 30 CRF Ch.12 (Ch. Test A) 32–33 CRF Ch.12 (Ch. Test B) 34–37	SE 295-300, 301-304			
9-12	3e	Students know there are two kinds of volcanoes: one kind with violent eruptions producing steep slopes and the other kind with voluminous lava flows producing gentle slopes.	SE 325-327	330, 332, 333 CRF Ch.13 (CR) 1–2 CRF Ch.13 (DR) 13–17 CRF Ch.13 (SQ) 23 CRF Ch.13 (Ch. Test A) 24–25 CRF Ch.13 (Ch. Test B) 26–29 CRF Ch.13 (DS) 34	SE 325-330			

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	For LEA Use Only: Local Education Agency Evaluator Notes
9-12	3f	Students know the explanation for the location and properties of volcanoes that are due to hot spots and the explanation for those that are due to subduction.	SE* 320-324	SE* 324, 332, 333 CRF Ch.13 (DR) 7–12 CRF Ch.13 (SQ) 22 CRF Ch.13 (Ch. Test A) 24–25 CRF Ch.13 (Ch. Test B) 26–29	SE* 320-324, 325-330			
		Energy in the Earth System Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept:						
9-12	4a	Students know the relative amount of incoming solar energy compared with Earth's internal energy and the energy used by society.	SE 34-35	SE 38, 44, 45 CRF Ch.2 (DR) 19–21 CRF Ch.7 (CT) 3–6 CRF Ch.7 (DR) 18–21	SE 34-35, 38			
9-12	4b	Students know the fate of incoming solar radiation in terms of reflection, absorption, and photosynthesis.	SE 548, 557-558	SE 560, CRF Ch.2 (DR) 19–21 CRF Ch.2 (Graphing Skills) 24–25, CRF Ch.2 (SQ) 28 CRF Ch.2 (Ch. Test A) 29–30, CRF Ch.2 (Ch. Test B) 31–34 CRF Ch.2 (DS) 38, CRF Ch.22 (CR) 1–2 CRF Ch.22 (DR) 15–23, CRF Ch.22 (SQ) 34 CRF Ch.22 (Ch. Test A) 36–37, CRF Ch.22 (Ch. Test B) 38–41	SE 557-558, 570-571, 572			

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						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	4c	Students know the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.	SE 557-558	SE 560, 567 CRF Ch.22 (DR) 15–23 CRF Ch.22 (SQ) 34 CRF Ch.22 (Ch. Test B) 38–41	SE 557-558			
9-12	4d	Students know the differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.	SE 558, 696	SE 560, 567, 700 CRF Ch.22 (DR) 15–23 CRF Ch.27 (DR) 15–19 CRF Ch.27 (SQ) 32	SE 558, 696			
9-12	5	Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents. As a basis for understanding this concept:						

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	5a	Students know how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.	SE 555-557, 561-562	SE 560, 564, 566, 567, CRF Ch.21 (DR) 7–11 CRF Ch.21 (DS) 45–48, CRF Ch.22 (DR) 15–23, 24–28 CRF Ch.22 (SQ) 34, CRF Ch.22 (Ch. Test A) 36–37 CRF Ch.22 (Ch. Test B) 38–41, CRF Ch.22 (DS) 53–56 CRF Ch.24 (DR) 7–11, 12–17, CRF Ch.24 (SQ) 31, 32 CRF Ch.24 (Ch. Test A) 35–36, CRF Ch.24 (Ch. Test B) 37–40 CRF Ch.24 (DS) 50–53, CRF Ch.25 (DR) 7–11	SE 555-560, 561-564			
9-12	5b	Students know the relationship between the rotation of Earth and the circular motions of ocean currents and air in pressure centers.	SE 519-520, 550-551	SE 524, 554 CRF Ch.21 (CR) 1–2 CRF Ch.21 (DR) 7–11 CRF Ch.21 (SQ) 26 CRF Ch.21 (Ch. Test A) 29–30 CRF Ch.21 (Ch. Test B) 31–34 CRF Ch.22 (CR) 1–2 CRF Ch.22 (DR) 24–28 CRF Ch.22 (SQ) 35 CRF Ch.22 (Ch. Test A) 36–37 CRF Ch.22 (Ch. Test B) 38–41 CRF Ch.22 (DS) 53–56	SE 519-524, 550-551			

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	5c	Students know the origin and effects of temperature inversions.	SE 554	SE 554 CRF Ch.22 (DR) 7–14 CRF Ch.22 (SQ) 33 CRF Ch.22 (Ch. Test B) 38–41	SE 554			
9-12	5d	Students know properties of ocean water, such as temperature and salinity, can be used to explain the layered structure of the oceans, the generation of horizontal and vertical ocean currents, and the geographic distribution of marine organisms.	SE 493-496, 501-502	SE 500, 504, 510, 511, CRF Ch.20 (CR) 1–2 CRF Ch.20 (CT) 3–6, CRF Ch.20 (DR) 7–13, 14–17 CRF Ch.20 (SQ) 26, 27, CRF Ch.20 (Ch. Test A) 29–30 CRF Ch.20 (Ch. Test B) 31–34, CRF Ch.20 (DS) 35–39, 41, 46–49 CRF Ch.21 (DR) 7–11, CRF Ch.21 (SQ) 26 CRF Ch.21 (Ch. Test A) 29–30, CRF Ch.21 (Ch. Test B) 31–34, CRF Ch.21 (DS) 45–48	SE 493-500, 501-504			
9-12	5e	Students know rain forests and deserts on Earth are distributed in bands at specific latitudes.	SE 637	SE 640 CRF Ch.25 (CR) 1–2 CRF Ch.25 (DR) 12–16	SE 637-639			
9-12	5f	Students know the interaction of wind patterns, ocean currents, and mountain ranges results in the global pattern of latitudinal bands of rain forests and deserts.	SE 637	SE 640 CRF Ch.25 (DR) 12–16 CRF Ch.25 (Ch. Test A) 29–30 CRF Ch.25 (Ch. Test B) 31–34	SE 637-639			

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS** Introduced	Practiced	Taught to Mastery	Meets Standard Y	N	Local Education Agency Evaluation
9-12	*5g*	*Students know features of the ENSO (El Niño southern oscillation) cycle in terms of sea-surface and air temperature variations across the Pacific and some climatic results of this cycle.*	*SE 635*	*SE 636 CRF Ch.25 (CR) 1–2 CRF Ch.25 (DR) 7–11 CRF Ch.25 (SQ) 26 CRF Ch.25 (Ch. Test B) 31–34*	SE 635			
9-12	6	Climate is the long-term average of a region's weather and depends on many factors. As a basis for understanding this concept:						
9-12	6a	Students know weather (in the short run) and climate (in the long run) involve the transfer of energy into and out of the atmosphere.	SE 601-604, 632-633	SE 604, 636, CRF Ch.7 (CT) 3–6, CRF Ch.7 (DR) 11–17, CRF Ch.7 (SQ) 33, CRF Ch.24 (DR) 7–11, 12–17, CRF Ch.24 (SQ) 31, 32, CRF Ch.24, (Ch. Test A) 35–36, CRF Ch.24 (Ch. Test B) 37–40, CRF Ch.24 (DS) 50–53, CRF Ch.25 (CT) 3–6, CRF Ch.25 (DR) 7–11, CRF Ch.25 (SQ) 26	SE 601-604, 632-636			
9-12	6b	Students know the effects on climate of latitude, elevation, topography, and proximity to large bodies of water and cold or warm ocean currents.	SE 631-633, 637-640	SE 636, 640, 648, 649, CRF Ch.25 (CR) 1–2, CRF Ch.25 (CT) 3–6, CRF Ch.25 (DR) 7–11, 12–16, CRF Ch.25 (SQ) 26, 27, CRF Ch.25 (Ch. Test A) 29–30, CRF Ch.25 (Ch. Test B) 31–34	SE 631-636, 637-640			

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	6c	Students know how Earth's climate has changed over time, corresponding to changes in Earth's geography, atmospheric composition, and other factors, such as solar radiation and plate movement.	SE 641-642	SE 646, 648, 649 CRF Ch.25 (CT) 3–6 CRF Ch.25 (DR) 17–21 CRF Ch.25 (SQ) 28 CRF Ch.25 (Ch. Test A) 29–30 CRF Ch.25 (Ch. Test B) 31–34 CRF Ch.25 (Ch. Test A) 29–30 CRF Ch.25 (Ch. Test B) 31–34	SE 641-646			
9-12	6d	Students know how computer models are used to predict the effects of the increase in greenhouse gases on climate for the planet as a whole and for specific regions.	SE* 558	SE* 560	SE* 558			
		Biogeochemical Cycles Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles. As a basis for understanding this concept:						

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						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	7a	Students know the carbon cycle of photosynthesis and respiration and the nitrogen cycle.	SE 36, 37	SE 38, CRF Ch.2 (CR) 1–2, CRF Ch.2 (DR) 12–18, CRF Ch.2 (SQ) 27, CRF Ch.2 (Ch. Test A) 29–30, CRF Ch.2 (Ch. Test B) 31–34, CRF Ch.22 (DR) 7–14	SE 36, 37, 547, 548			
9-12	7b	Students know the global carbon cycle: the different physical and chemical forms of carbon in the atmosphere, oceans, biomass, fossil fuels, and the movement of carbon among these reservoirs.	SE 37, 159	SE 38, 164, 500, CRF Ch.2 (DR) 12–18 CRF Ch.2 (Ch. Test A) 29–30, CRF Ch.2 (Ch. Test B) 31–34 CRF Ch.7 (DR) 11–17, CRF Ch.7 (SQ) 32 CRF Ch.7 (Ch. Test A) 35–36, CRF Ch.7 (Chapter Test B) 37–40 CRF Ch.15 (DR) 7–14, 15–23, CRF Ch.20 (DR) 7–13 CRF Ch.20 (Ch. Test A) 29–30, CRF Ch.20 (Ch. Test B) 31–34 CRF Ch.20 (DS) 46–49, CRF Ch.25 (DR) 17–21	SE 37, 159-161, 493-494, 645, 690			

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	7c	Students know the movement of matter among reservoirs is driven by Earth's internal and external sources of energy.	SE 36-38	SE 38 CRF Ch.2 (CT) 3–6 CRF Ch.2 (DR) 12–18 CRF Ch.2 (Ch. Test B) 31–34 CRF Ch.16 (DR) 7–13 CRF Ch.18 (DR) 7–10, 11–14 CRF Ch.18 (SQ) 22, 23 CRF Ch.18 (Ch. Test A) 25–26 CRF Ch.18 (Ch. Test B) 27–30 CRF Ch.22 (DR) 7–14 CRF Ch.23 (DR) 7–13, 14–19 CRF Ch.23 (SQ) 28, 29 CRF Ch.23 (Ch. Test A) 31–32 CRF Ch.23 (Ch. Test B) 33–36 CRF Ch.23 (IA) 50	SE 36-38, 276, 555-560			
9-12	7d	Students know the relative residence times and flow characteristics of carbon in and out of its different reservoirs.	SE 37, 159	SE 38, 164, 500 CRF Ch.2 (DR) 12–18 CRF Ch.20 (DR) 7–13	SE 37, 159-161, 493-494, 645, 690			
		Structure and Composition of the Atmosphere Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life. As a basis for understanding this concept:						

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			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
9-12	8a	Students know the thermal structure and chemical composition of the atmosphere.	SE 547-549, 555-557	SE 554, 560, 566, 567, CRF Ch.22 (CR) 1–2, CRF Ch.22 (DR) 7–14, CRF Ch.22 (SQ) 33, CRF Ch.22 (Ch. Test A) 36–37, CRF Ch.22 (Ch. Test B) 38–41	SE 547-554, 555-560			
9-12	8b	Students know how the composition of Earth's atmosphere has evolved over geologic time and know the effect of outgassing, the variations of carbon dioxide concentration, and the origin of atmospheric oxygen.	SE 689	SE 554 CRF Ch.27 (CR) 1–2 CRF Ch.27 (DR) 7–11 CRF Ch.27 (SQ) 30	SE 547-549, 689			
9-12	8c	Students know the location of the ozone layer in the upper atmosphere, its role in absorbing ultraviolet radiation, and the way in which this layer varies both naturally and in response to human activities.	SE 549	SE 554, 566 CRF Ch.22 (DR) 7–14, 15–23 CRF Ch.22 (DS) 49–52	SE 549, 556, 689			
		California Geology The geology of California underlies the state's wealth of natural resources as well as its natural hazards. As a basis for understanding this concept:						

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	9a*	Students know the resources of major economic importance in California and their relation to California's geology.	SE 100	SE 100 CRF Ch.5 (IA) 50	SE 100			
9-12	9b	Students know the principal natural hazards in different California regions and the geologic basis of those hazards.	SE 307	SE 308 CRF Ch.10 (CT) 3–6 CRF Ch.10 (DR) 13–18 CRF Ch.11 (CT) 3–6 CRF Ch.12 (DS) 38–40	SE 260, 307			
9-12	9c	Students know the importance of water to society, the origins of California's fresh water, and the relationship between supply and need.	SE 375-378	SE 378, 404, 408 CRF Ch.15 (CT) 3–6 CRF Ch.15 (DR) 7–14 CRF Ch.15 (SQ) 35 CRF Ch.15 (Ch. Test B) 40–43 CRF Ch.16 (CT) 3–6 CRF Ch.16 (DR) 7–13 CRF Ch.16 (Ch. Test B) 25–38	SE 375-378, 397-404, 405-408			
9-12	9d	Students know how to analyze published geologic hazard maps of California and know how to use the map's information to identify evidence of geologic events of the past and predict geologic changes in the future.	SE 260	SE 260	SE 307			

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
DISCIPLINE		INVESTIGATION AND EXPERIMENTATION						
		Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:						

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	1a	Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.	SE 48-49, 74-75, 120-121, 150-151, 206-207, 266-267, 290-291, 336-337, 370-371, 414-415, 440-441, 488-489, 540-541, 596-597, 714-715, 770-771, 802-803	SE 19, 45, 71, 95, 117, 147, 175, 203, 229, 263, 287, 311, 333, 367, 389, 411, 437, 461, CRF Ch.1 (DS) 32–34, CRF Ch.2 (DS) 35–37, 38, 40–43, CRF Ch.3 (DS) 47–50, CRF Ch.4 (DS) 39–42, CRF Ch.7 (DS) 48–51, 52–55, CRF Ch.11 (DS) 40–43, 44–47, CRF Ch.12 (DS) 38–40, CRF Ch.13 (DS) 30–32, 35–38, CRF Ch.14 (DS) 40–42, 46–49, CRF Ch.15 (DS) 49–52, CRF Ch.21 (DS) 35–37, CRF Ch.22 (DS) 42–45, CRF Ch.23, (DS) 37–39, CRF Ch.24 (DS) 46–49, CRF Ch.25 (DS) 35–37, 41–44, 45–48, CRF Ch.26 (DS) 40–43, CRF Ch.27 (DS) 45–48, CRF Ch.28 (DS) 48–51, CRF Ch.29 (DS) 35–37, 44–47, CRF Ch.30 (DS) 39–41	SE 48-49, 74-75, 120-121, 150-151, 206-207, 266-267, 290-291, 336-337, 370-371, 414-415, 440-441, 488-489, 540-541, 596-597, 714-715, 770-771, 802-803			
9-12	1b	Identify and communicate sources of unavoidable experimental error.	SE 13	SE 16 CRF Ch.1 (DS) 32–34, 41–44 CRF Ch.2 (DS) 40–43 CRF Ch.6 (DS) 46–49 CRF Ch.29 (DS) 35–37 CRF Ch.30 (DS) 45–48	SE 13			

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9-12	1c	Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.	SE 13	SE 16 CRF Ch.1 (DR) 12–19 CRF Ch.1 (DS) 35 CRF Ch.22 (DS) 46–47	SE 13			
9-12	1d	Formulate explanations by using logic and evidence.	SE 10-11	SE 23, 49, 75, 99, 121, 151, 179, 207, 267, 291, 337, 371, 393, 415, 441, 465, 489, 515, 541, 571, 597, 653, 681, 715, 771, 803 CRF Ch.1 (Graphing Skills) 22–23, CRF Ch.1 (DS) 32–34, 36, 37–40, 41–44, CRF Ch.2 (Graphing Skills) 24–25, CRF Ch.2 (DS) 35–37, 38, 40–43, 44–47, CRF Ch.3 (DS) 41–43, 51–54, CRF Ch.4 (DS) 39–42, 45–48, 49–52, CRF Ch.5 (DS) 35–37, 41–44, 45–47, CRF Ch.6 (DS) 39–42, 46–49, 50–53, CRF Ch.7 (DS) 41–44, 45–46, 48–51, 52–55, CRF Ch.8 (DS) 41–43, 46–49, 50–53, CRF Ch.9 (DS) 35–37, 40–43, 44–47, CRF Ch.10 (DS) 38–39, 42–45, 46–49, CRF Ch.11 (DS) 35–37, 40–43, 44–47, CRF Ch.12 (DS) 38–40, 44–47, 48–51, CRF Ch.13 (DS) 30–32, 35–38, 39–42, CRF Ch.14 (DS) 40–42, 43–44, 46–49, 50–53, CRF Ch.15 (DS)	SE 10-11			

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9-12	1e*	Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.	821-822	CRF Ch.3 (Math Skills) 28–29 CRF Ch.12 (Math Skills) 25–26 CRF Ch.13 (Math Skills) 18–19 CRF Ch.27 (Math Skills) 26–27 CRF Ch.28 (Math Skills) 34–35 CRF Ch.28 (DS) 48–51				
9-12	1f	Distinguish between hypothesis and theory as scientific terms.	SE 10-11, 15	SE 16, 18 CRF Ch.1 (CR) 1–2 CRF Ch.1 (CT) 3–6 CRF Ch.1 (DR) 12–19 CRF Ch.1 (SQ) 25 CRF Ch.1 (Ch. Test A) 26–27 CRF Ch.1 (Ch. Test B) 28–31	SE 10-11, 15			

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9-12	1g	Recognize the usefulness and limitations of models and theories as scientific representations of reality.	SE 15, 13	SE 74-75, 206-207, 266-267, 290-291, 336-337, 440-441, 540-541, 714-715 CRF Ch.1 (CR) 1–2, CRF Ch.1 (CT) 3–6 CRF Ch.1 (DR) 12–19, CRF Ch.3 (CT) 3–6 CRF Ch.3 (DR) 14–19, CRF Ch.3 (SQ) 33 CRF Ch.11 (DS) 35–37, 41–43, CRF Ch.15 (DS) 49–52 CRF Ch.17 (DR) 20–26, CRF Ch.17 (SQ) 33 CRF Ch.17 (Ch. Test B) 36–39, CRF Ch.17 (DS) 40–42 CRF Ch.19 (DS) 45–48, 49–52, CRF Ch.21 (DS) 35–37 CRF Ch.22 (DS) 53–56, CRF Ch.25 (DS) 41–44, CRF Ch.25 (IA) 49	SE 15, 13			
9-12	1h	Read and interpret topographic and geologic maps.	SE 63-65, 74-75, 876-877	SE 71 CRF Ch.3 (CR) 1–2 CRF Ch.3 (CT) 3–6 CRF Ch.3 (DR) 20–27 CRF Ch.3 (SQ) 34 CRF Ch.3 (Ch. Test A) 35–36 CRF Ch.3 (Ch. Test B) 37–40 CRF Ch.3 (DS) 41–43, 45–46	152, 208			

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9-12	1i	Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).	SE 185-200, 211-226, 641-646, 685-690, 793-796	SE 200, 226, 646, 690, 796 CRF Ch.6 (DR) 7–10 CRF Ch.6 (IA) 54 CRF Ch.8 (DR) 7–13, 14–21, 22–27 CRF Ch.8 (Ch. Test A) 35–36 CRF Ch.8 (Ch. Test B) 37–40 CRF Ch.9 (CR) 1–2 CRF Ch.9 (CT) 3–6 CRF Ch.9 (DR) 7–10, 11–16, 17–21 CRF Ch.9 (SQ) 26, 27, 28 CRF Ch.9 (Ch. Test A) 29–30 CRF Ch.9 (Ch. Test B) 31–34 CRF Ch.9 (DS) 35–37, 38 CRF Ch.9 (IA) 48, 49 CRF Ch.10 (DR) 7–12, 19–24 CRF Ch.10 (SQ) 31 CRF Ch.10 (Ch. Test A) 32–33 CRF Ch.10 (Ch. Test B) 34–37 CRF Ch.15 (DR) 7–14 CRF Ch.15 (SQ) 36 CRF Ch.15 (Ch. Test A) 38–39 CRF Ch.15 (Ch. Test B) 40–43	SE 185-200, 211-226, 641-646, 685-690, 793-796			
9-12	1j	Recognize the issues of statistical variability and the need for controlled tests.	SE 11	SE 12 CRF Ch.1 (CT) 3–6 CRF Ch.1 (DR) 12–19 CRF Ch.1 (DS) 37–40, 41–44	SE 11			

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	1k	Recognize the cumulative nature of scientific evidence.	SE 5-7, 14-15	SE 8, 16, 18, CRF Ch.1 (CT) 3–6, CRF Ch.1 (DR) 7–11, CRF Ch.1 (DR) 12–19, CRF Ch.1 (SQ) 24, CRF Ch.1 (Ch. Test A) 26–27, CRF Ch.1 (Ch. Test B) 28–31, CRF Ch.8 (CT) 3–6, CRF Ch.8 (DR) 7–13, 22–27, CRF Ch.9 (DR) 7–10, CRF Ch.10 (DR) 7–12, CRF Ch.10 (SQ) 29, CRF Ch.10 (Ch. Test A) 32–33, CRF Ch.10 (Ch. Test B) 34–37, CRF Ch.19 (DR) 7–13, CRF Ch.26 (DR) 7–14, CRF Ch.27 (CR) 1–2, CRF Ch.27 (DR) 7–11, 12–13, CRF Ch.27 (SQ) 31, CRF Ch.27 (Ch. Test A) 34–35, CRF Ch.27 (Ch. Test B) 36–39	SE 5-7, 14-15			

L-6 Pg. 29

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			PUBLISHER CITATIONS**			FOR LEA USE ONLY		
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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	1l	Analyze situations and solve problems that require combining and applying concepts from more than one area of science.	SE 15	SE 18 CRF Ch.1 (DR) 12–19 CRF Ch.2 (DR) 7–11, 12–18 CRF Ch.2 (SQ) 26, 27 CRF Ch.2 (Ch. Test A) 29–30 CRF Ch.2 (Ch. Test B) 31–34 CRF Ch.2 (DS) 35–37, 40–43 CRF Ch.5 (CT) 3–6 CRF Ch.5 (DR) 7–14, 15–22 CRF Ch.5 (DS) 45–47 CRF Ch.7 (DS) 52–55 CRF Ch.17 (DR) 20–26	SE 40, 89, 104, 171, 244, 297, 322, 359, 406, 429, 457, 576, 642, 664			
9-12	1m	Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.	SE 51, 269, 293, 417, 467, 599, 773	SE 42, 51, 172, 269, 293, 417, 467, 508, 599, 773, CRF Ch.7 (DS) 48–51, 52–55, CRF Ch.7 (IA) 57, 58, CRF Ch.14 (DS) 40–42, 46–49 CRF Ch.14 (IA) 55, CRF Ch.15 (DS) 49–52, CRF Ch.16 (IA) 42, 43, CRF Ch.18 (DS) 31–34, CRF Ch.20 (DS) 42–45, CRF Ch.22 (DS) 49–52 CRF Ch.22 (IA) 57, 58	SE 42, 169-172, 508			

K-6 28.30

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	1n	Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).	SE 15, 691-694	SE 16, 18, CRF Ch.1 (CT) 3–6, CRF Ch.1 (DR) 12–19, CRF Ch.27 (DR) 12–14 CRF Ch.27 (Ch. Test A) 34–35, CRF Ch.27 (Ch. Test B) 36–39, CRF Ch.28 (IA) 63	SE 15, 691-694			

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Publisher:	Holt, Rinehart and Winston
Program Title:	Holt Earth Science California © 2007
Components:	Student Edition = SE, CRF = Chapter Resource File (Includes Skills Worksheets, Assessments, and Labs and Activities)
Grade Level(s):	High School Grades 9-12
Intended Audience:	High School Students Grades 9-12

Standards Map - Basic Comprehensive Program
Grades Nine Through Twelve - Science

Pursuant to the State Board approved, *Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve* Standards that all students are expected to achieve in the course of their studies are unmarked.

			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		**EARTH SCIENCES**						
		Earth's Place in the Universe Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time. As a basis for understanding this concept:				X		
9-12	1a	Students know how the differences and similarities among the sun, the terrestrial planets, and the gas planets may have been established during the formation of the solar system.	SE 695-700, 701-708, 755-760	SE 700, 708, 710-711, 760, 766-767 CRF Ch.27 (CT) 3–6 CRF Ch.27 (DR) 7–11 CRF Ch.27 (Ch. Test A) 34–35 CRF Ch.27 (Ch. Test B) 36–39	SE 695-700, 701-708, 755-760	X		Good coverage of solar system formation on an introductory level. Plenty of questions and pictures for practice.

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						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	1b	Students know the evidence from Earth and moon rocks indicates that the solar system was formed from a nebular cloud of dust and gas approximately 4.6 billion years ago.	SE 685-688	SE 690, 710-71 CRF Ch.27 (DR) 7–11 CRF Ch.27 (SQ) 30 CRF Ch.27 (Ch. Test A) 34–35 CRF Ch.27 (Ch. Test B) 36–39 CRF Ch.28 (DR) 7–13 CRF Ch.28 (SQ) 38 CRF Ch.28 (Ch. Test A) 42–43 CRF Ch.28 (Ch. Test B) 44–47	SE 685-690	X		Decent coverage. Plenty of practice items.
9-12	1c	Students know the evidence from geological studies of Earth and other planets suggest that the early Earth was very different from Earth today.	SE 688-689	SE 690, 710 CRF Ch.27 (DR) 7–11 CRF Ch.27 (Ch. Test A) 34–35 CRF Ch.27 (Ch. Test B) 36–39	SE 688-689	X		Good coverage. Good pictures/ questions for practice.
9-12	1d	Students know the evidence indicating that the planets are much closer to Earth than the stars are.	SE 691, 779	SE 780 CRF Ch.30 (DR) 7–11	SE 691, 779	X		Uses a quick lab to help in student mastery.
9-12	1e	Students know the Sun is a typical star and is powered by nuclear reactions, primarily the fusion of hydrogen to form helium.	SE 755-760	SE 760, 766-767 CRF Ch.29 (CR) 1–2 CRF Ch.29 (CT) 3–6 CRF Ch.29 (DR) 7–15 CRF Ch.29 (SQ) 27 CRF Ch.29 (Ch. Test A) 29–30 CRF Ch.29 (Ch. Test B) 29–30	SE 755-760, 761-764	X		Very good coverage. Uses Quick Lab to aid in understanding. Plenty of visuals for practice.

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	1f	Students know the evidence for the dramatic effects that asteroid impacts have had in shaping the surface of planets and their moons and in mass extinctions of life on Earth.	SE 739-740	SE 747 CRF Ch.28 (CR) 1–2 CRF Ch.28 (CT) 3–6 CRF Ch.28 (DR) 7–13, 21–27 CRF Ch.28 (SQ) 38, 40 CRF Ch.28 (Ch. Test A) 42–43 CRF Ch.28 (Ch. Test B) 44–47	SE 739-740	X		Good introduction to topic.
9-12	1g	Students know the evidence for the existence of planets orbiting other stars.	SE* 660	SE* 666	SE* 660		X	
9-12	2	Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time. As a basis for understanding this concept:				X		
9-12	2a	Students know the solar system is located in an outer edge of the disc-shaped Milky Way galaxy, which spans 100,000 light years.	SE 660, 791	SE 666, 792, 798 CRF Ch.30 (DR) 17–21	SE 791	X		Good introduction and practice.
9-12	2b	Students know galaxies are made of billions of stars and comprise most of the visible mass of the universe.	SE 660, 790-791, 794-795	SE 666, 792, 798-799 CRF Ch.26 (DR) 7–14 CRF Ch.26 (Ch. Test A) 29–30 CRF Ch.30 (DR) 17–21	SE 790-791, 794-795	X		Good introductory coverage.

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	2c	Students know the evidence indicating that all elements with an atomic number greater than that of lithium have been formed by nuclear fusion in stars.	SE* 794-795	SE* 796	SE* 775, 783		X	This topic introduced with minimal coverage.
9-12	2d	Students know that stars differ in their life cycles and that visual, radio, and X-ray telescopes may be used to collect data that reveal those differences.	SE 775-780, 781-788	SE 780, 788, 798-799 CRF Ch.26 (CR) 1–2 CRF Ch.26 (CT) 3–6 CRF Ch.26 (DR) 7–14 CRF Ch.26 (SQ) 27 CRF Ch.26 (Ch. Test A) 29–30 CRF Ch.26 (Ch. Test B) 31–34 CRF Ch.30 (CR) 1–2 CRF Ch.30 (CT) 3–6 CRF Ch.30 (DR) 7–11, 12–16 CRF Ch.30 (SQ) 29, 30 CRF Ch.30 (Ch. Test A) 33–34 CRF Ch.30 (Ch. Test B) 35–38	SE 775-780, 781-788	X		Very good coverage. Plenty of item/ visuals/questions to practice with.
9-12	2e	Students know accelerators boost subatomic particles to energy levels that simulate conditions in the stars and in the early history of the universe before stars formed.	SE* 782				X	

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	2f	Students know the evidence indicating that the color, brightness, and evolution of a star are determined by a balance between gravitational collapse and nuclear fusion.	SE 775-776, 781-788	SE 788, 798-799 CRF Ch.30 (DR) 12–16 CRF Ch.30 (SQ) 30 CRF Ch.30 (Ch. Test A) 33–34 CRF Ch.30 (Ch. Test B) 35–38	SE 781-788	X		Good coverage with visuals and practice questions.
9-12	2g	Students know how the red shift from distant galaxies and the cosmic background radiation provide evidence for the "big bang" model that suggests that the universe has been expanding for 10 to 20 billion years.	SE 793-794	SE 796, 798-799 CRF Ch.30 (CR) 1–2 CRF Ch.30 (CT) 3–6 CRF Ch.30 (DR) 22–24 CRF Ch.30 (SQ) 32 CRF Ch.30 (Ch. Test A) 33–34 CRF Ch.30 (Ch. Test B) 35–38	SE 793-796	X		Good coverage. Uses a quick lab to deepen understanding.
		Dynamic Earth Processes Plate tectonics operating over geologic time has changed the patterns of land, sea, and mountains on Earth's surface. As the basis for understanding this concept:				X		

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	3a	Students know features of the ocean floor (magnetic patterns, age, and sea-floor topography) provide evidence of plate tectonics.	SE 247-254, 475-478	SE 254, 478, 484-485 CRF Ch.10 (CR) 1–2 CRF Ch.10 (CT) 3–6 CRF Ch.10 (DR) 7–12, 13–18 CRF Ch.10 (SQ) 29 CRF Ch.10 (Ch. Test A) 32–33 CRF Ch.10 (Ch. Test B) 34–37 CRF Ch.19 (DR) 14–19 CRF Ch.19 (Ch. Test A) 32–33 CRF Ch.19 (Ch. Test B) 34–37	SE 247-254, 255-260, 475-478	X		Good coverage. Plenty of practice opportunities.
9-12	3b	Students know the principal structures that form at the three different kinds of plate boundaries.	SE 249-251	SE 254, 262-263 CRF Ch.10 (CR) 1–2 CRF Ch.10 (CT) 3–6 CRF Ch.10 (DR) 13–18 CRF Ch.10 (SQ) 30 CRF Ch.10 (Ch. Test A) 32–33 CRF Ch.10 (Ch. Test B) 34–37 CRF Ch.10 (DS) 46–49 CRF Ch.11 (CR) 1–2 CRF Ch.11 (CT) 3–6 CRF Ch.11 (DR) 7–14, 15–22 CRF Ch.11 (SQ) 28 CRF Ch.11 (Ch. Test A) 29–30 CRF Ch.11 (Ch. Test B) 31–34 CRF Ch.11 (DS) 35–37	SE 249-251, 253	X		Good coverage. Uses quick lab to deepen student understanding.

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	3c	Students know how to explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonic processes.	SE 127-128, 249-251, 255-260	SE 128, 134, 140, 144, 146-147 CRF Ch.6 (CR) 1–2 CRF Ch.6 (CT) 3–6 CRF Ch.6 (DR) 7–10, 11–16, 17–21, 22–24 CRF Ch.6 (SQ) 30, 31, 32 CRF Ch.6 (Ch. Test A) 33–34 CRF Ch.6 (Ch. Test B) 35–38 CRF Ch.6 (DS) 43–44 CRF Ch.10 (DR) 13–18	SE 127-128, 129-134, 135-140, 141-144, 249-251, 255-260	X		Good coverage of topic.
9-12	3d	Students know why and how earthquakes occur and the scales used to measure their intensity and magnitude.	SE 295-296, 303-304	SE 296, 304, 310-311 CRF Ch.12 (CR) 1–2 CRF Ch.12 (CT) 3–6 CRF Ch.12 (DR) 7–14, 15–18 CRF Ch.12 (SQ) 29, 30 CRF Ch.12 (Ch. Test A) 32–33 CRF Ch.12 (Ch. Test B) 34–37	SE 295-300, 301-304	X		Great coverage of topic. Plenty practice opportunities including several laboratory activities.
9-12	3e	Students know there are two kinds of volcanoes: one kind with violent eruptions producing steep slopes and the other kind with voluminous lava flows producing gentle slopes.	SE 325-327	330, 332, 333 CRF Ch.13 (CR) 1–2 CRF Ch.13 (DR) 13–17 CRF Ch.13 (SQ) 23 CRF Ch.13 (Ch. Test A) 24–25 CRF Ch.13 (Ch. Test B) 26–29 CRF Ch.13 (DS) 34	SE 325-330	X		Good coverage.

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
9-12	3f	Students know the explanation for the location and properties of volcanoes that are due to hot spots and the explanation for those that are due to subduction.	SE* 320-324	SE* 324, 332, 333 CRF Ch.13 (DR) 7–12 CRF Ch.13 (SQ) 22 CRF Ch.13 (Ch. Test A) 24–25 CRF Ch.13 (Ch. Test B) 26–29	SE* 320-324, 325-330	X		Good coverage of topic.
		Energy in the Earth System Energy enters the Earth system primarily as solar radiation and eventually escapes as heat. As a basis for understanding this concept:				X		
9-12	4a	Students know the relative amount of incoming solar energy compared with Earth's internal energy and the energy used by society.	SE 34-35	SE 38, 44, 45 CRF Ch.2 (DR) 19–21 CRF Ch.7 (CT) 3–6 CRF Ch.7 (DR) 18–21	SE 34-35, 38	X		Good coverage.
9-12	4b	Students know the fate of incoming solar radiation in terms of reflection, absorption, and photosynthesis.	SE 548, 557-558	SE 560, CRF Ch.2 (DR) 19–21 CRF Ch.2 (Graphing Skills) 24–25, CRF Ch.2 (SQ) 28 CRF Ch.2 (Ch. Test A) 29–30, CRF Ch.2 (Ch. Test B) 31–34 CRF Ch.2 (DS) 38, CRF Ch.22 (CR) 1–2 CRF Ch.22 (DR) 15–23, CRF Ch.22 (SQ) 34 CRF Ch.22 (Ch. Test A) 36–37, CRF Ch.22 (Ch. Test B) 38–41	SE 557-558, 570-571, 572	X		Good coverage. Plenty of practice opportunities.

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	4c	Students know the different atmospheric gases that absorb the Earth's thermal radiation and the mechanism and significance of the greenhouse effect.	SE 557-558	SE 560, 567 CRF Ch.22 (DR) 15–23 CRF Ch.22 (SQ) 34 CRF Ch.22 (Ch. Test B) 38–41	SE 557-558	X		Good coverage.
9-12	4d	Students know the differing greenhouse conditions on Earth, Mars, and Venus; the origins of those conditions; and the climatic consequences of each.	SE 558, 696	SE 560, 567, 700 CRF Ch.22 (DR) 15–23 CRF Ch.27 (DR) 15–19 CRF Ch.27 (SQ) 32	SE 558, 696	X		Good coverage.
9-12	5	Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents. As a basis for understanding this concept:				X		

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	5a	Students know how differential heating of Earth results in circulation patterns in the atmosphere and oceans that globally distribute the heat.	SE 555-557, 561-562	SE 560, 564, 566, 567, CRF Ch.21 (DR) 7–11 CRF Ch.21 (DS) 45–48, CRF Ch.22 (DR) 15–23, 24–28 CRF Ch.22 (SQ) 34, CRF Ch.22 (Ch. Test A) 36–37 CRF Ch.22 (Ch. Test B) 38–41, CRF Ch.22 (DS) 53–56 CRF Ch.24 (DR) 7–11, 12–17, CRF Ch.24 (SQ) 31, 32 CRF Ch.24 (Ch. Test A) 35–36, CRF Ch.24 (Ch. Test B) 37–40 CRF Ch.24 (DS) 50–53, CRF Ch.25 (DR) 7–11	SE 555-560, 561-564	X		Good coverage. Plenty of practice opportunities.
9-12	5b	Students know the relationship between the rotation of Earth and the circular motions of ocean currents and air in pressure centers.	SE 519-520, 550-551	SE 524, 554 CRF Ch.21 (CR) 1–2 CRF Ch.21 (DR) 7–11 CRF Ch.21 (SQ) 26 CRF Ch.21 (Ch. Test A) 29–30 CRF Ch.21 (Ch. Test B) 31–34 CRF Ch.22 (CR) 1–2 CRF Ch.22 (DR) 24–28 CRF Ch.22 (SQ) 35 CRF Ch.22 (Ch. Test A) 36–37 CRF Ch.22 (Ch. Test B) 38–41 CRF Ch.22 (DS) 53–56	SE 519-524, 550-551	X		Good coverage. Plenty of practice opportunities.

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9-12	5c	Students know the origin and effects of temperature inversions.	SE 554	SE 554 CRF Ch.22 (DR) 7–14 CRF Ch.22 (SQ) 33 CRF Ch.22 (Ch. Test B) 38–41	SE 554	X		Decent coverage.
9-12	5d	Students know properties of ocean water, such as temperature and salinity, can be used to explain the layered structure of the oceans, the generation of horizontal and vertical ocean currents, and the geographic distribution of marine organisms.	SE 493-496, 501-502	SE 500, 504, 510, 511, CRF Ch.20 (CR) 1–2 CRF Ch.20 (CT) 3–6, CRF Ch.20 (DR) 7–13, 14–17 CRF Ch.20 (SQ) 26, 27, CRF Ch.20 (Ch. Test A) 29–30 CRF Ch.20 (Ch. Test B) 31–34, CRF Ch.20 (DS) 35–39, 41, 46–49 CRF Ch.21 (DR) 7–11, CRF Ch.21 (SQ) 26 CRF Ch.21 (Ch. Test A) 29–30, CRF Ch.21 (Ch. Test B) 31–34, CRF Ch.21 (DS) 45–48	SE 493-500, 501-504	X		Good coverage. Lots of visuals and practice opportunities.
9-12	5e	Students know rain forests and deserts on Earth are distributed in bands at specific latitudes.	SE 637	SE 640 CRF Ch.25 (CR) 1–2 CRF Ch.25 (DR) 12–16	SE 637-639	X		Good coverage.
9-12	5f	Students know the interaction of wind patterns, ocean currents, and mountain ranges results in the global pattern of latitudinal bands of rain forests and deserts.	SE 637	SE 640 CRF Ch.25 (DR) 12–16 CRF Ch.25 (Ch. Test A) 29–30 CRF Ch.25 (Ch. Test B) 31–34	SE 637-639	X		Introductory level coverage.

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS** Introduced	Practiced	Taught to Mastery	Meets Standard Y	N	Local Education Agency Evaluator Notes
9-12	5g	*Students know features of the ENSO (El Niño southern oscillation) cycle in terms of sea-surface and air temperature variations across the Pacific and some climatic results of this cycle.*	SE 635	SE 636 CRF Ch.25 (CR) 1–2 CRF Ch.25 (DR) 7–11 CRF Ch.25 (SQ) 26 CRF Ch.25 (Ch. Test B) 31–34	SE 635	X		Introductory coverage.
9-12	6	Climate is the long-term average of a region's weather and depends on many factors. As a basis for understanding this concept:				X		
9-12	6a	Students know weather (in the short run) and climate (in the long run) involve the transfer of energy into and out of the atmosphere.	SE 601-604, 632-633	SE 604, 636, CRF Ch.7 (CT) 3–6, CRF Ch.7 (DR) 11–17, CRF Ch.7 (SQ) 33, CRF Ch.24 (DR) 7–11, 12–17, CRF Ch.24 (SQ) 31, 32, CRF Ch.24, (Ch. Test A) 35–36, CRF Ch.24 (Ch. Test B) 37–40, CRF Ch.24 (DS) 50–53, CRF Ch.25 (CT) 3–6, CRF Ch.25 (DR) 7–11, CRF Ch.25 (SQ) 26	SE 601-604, 632-636	X		Good coverage. Uses quick lab to aid in understanding.
9-12	6b	Students know the effects on climate of latitude, elevation, topography, and proximity to large bodies of water and cold or warm ocean currents.	SE 631-633, 637-640	SE 636, 640, 648, 649, CRF Ch.25 (CR) 1–2, CRF Ch.25 (CT) 3–6, CRF Ch.25 (DR) 7–11, 12–16, CRF Ch.25 (SQ) 26, 27, CRF Ch.25 (Ch. Test A) 29–30, CRF Ch.25 (Ch. Test B) 31–34	SE 631-636, 637-640	X		Good coverage.

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9-12	6c	Students know how Earth's climate has changed over time, corresponding to changes in Earth's geography, atmospheric composition, and other factors, such as solar radiation and plate movement.	SE 641-642	SE 646, 648, 649 CRF Ch.25 (CT) 3–6 CRF Ch.25 (DR) 17–21 CRF Ch.25 (SQ) 28 CRF Ch.25 (Ch. Test A) 29–30 CRF Ch.25 (Ch. Test B) 31–34 CRF Ch.25 (Ch. Test A) 29–30 CRF Ch.25 (Ch. Test B) 31–34	SE 641-646	X		Good coverage.
9-12	6d	Students know how computer models are used to predict the effects of the increase in greenhouse gases on climate for the planet as a whole and for specific regions.	SE* 558	SE* 560	SE* 558		X	
		Biogeochemical Cycles Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles. As a basis for understanding this concept:				X		

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
9-12	7a	Students know the carbon cycle of photosynthesis and respiration and the nitrogen cycle.	SE 36, 37	SE 38, CRF Ch.2 (CR) 1–2, CRF Ch.2 (DR) 12–18, CRF Ch.2 (SQ) 27, CRF Ch.2 (Ch. Test A) 29–30, CRF Ch.2 (Ch. Test B) 31–34, CRF Ch.22 (DR) 7–14	SE 36, 37, 547, 548	X		Good coverage with visuals.
9-12	7b	Students know the global carbon cycle: the different physical and chemical forms of carbon in the atmosphere, oceans, biomass, fossil fuels, and the movement of carbon among these reservoirs.	SE 37, 159	SE 38, 164, 500, CRF Ch.2 (DR) 12–18 CRF Ch.2 (Ch. Test A) 29–30, CRF Ch.2 (Ch. Test B) 31–34 CRF Ch.7 (DR) 11–17, CRF Ch.7 (SQ) 32 CRF Ch.7 (Ch. Test A) 35–36, CRF Ch.7 (Chapter Test B) 37–40 CRF Ch.15 (DR) 7–14, 15–23, CRF Ch.20 (DR) 7–13 CRF Ch.20 (Ch. Test A) 29–30, CRF Ch.20 (Ch. Test B) 31–34 CRF Ch.20 (DS) 46–49, CRF Ch.25 (DR) 17–21	SE 37, 159-161, 493-494, 645, 690	X		Good coverage spread throughout several chapters.

SE = Student Edition, CRF = Chapter Resource File, DR = Directed Reading, CT = Critical Thinking, DS = Datasheets, Section Quiz = SQ, Internet Activity = IA, Concept Review = CR

			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
9-12	7c	Students know the movement of matter among reservoirs is driven by Earth's internal and external sources of energy.	SE 36-38	SE 38 CRF Ch.2 (CT) 3–6 CRF Ch.2 (DR) 12–18 CRF Ch.2 (Ch. Test B) 31–34 CRF Ch.16 (DR) 7–13 CRF Ch.18 (DR) 7–10, 11–14 CRF Ch.18 (SQ) 22, 23 CRF Ch.18 (Ch. Test A) 25–26 CRF Ch.18 (Ch. Test B) 27–30 CRF Ch.22 (DR) 7–14 CRF Ch.23 (DR) 7–13, 14–19 CRF Ch.23 (SQ) 28, 29 CRF Ch.23 (Ch. Test A) 31–32 CRF Ch.23 (Ch. Test B) 33–36 CRF Ch.23 (IA) 50	SE 36-38, 276, 555-560	X		Good coverage.
9-12	7d	Students know the relative residence times and flow characteristics of carbon in and out of its different reservoirs.	SE 37, 159	SE 38, 164, 500 CRF Ch.2 (DR) 12–18 CRF Ch.20 (DR) 7–13	SE 37, 159-161, 493-494, 645, 690	X		Good coverage.
		Structure and Composition of the Atmosphere Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life. As a basis for understanding this concept:				X		

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS**			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
9-12	8a	Students know the thermal structure and chemical composition of the atmosphere.	SE 547-549, 555-557	SE 554, 560, 566, 567, CRF Ch.22 (CR) 1–2, CRF Ch.22 (DR) 7–14, CRF Ch.22 (SQ) 33, CRF Ch.22 (Ch. Test A) 36–37, CRF Ch.22 (Ch. Test B) 38–41	SE 547-554, 555-560	X		Good coverage.
9-12	8b	Students know how the composition of Earth's atmosphere has evolved over geologic time and know the effect of outgassing, the variations of carbon dioxide concentration, and the origin of atmospheric oxygen.	SE 689	SE 554 CRF Ch.27 (CR) 1–2 CRF Ch.27 (DR) 7–11 CRF Ch.27 (SQ) 30	SE 547-549, 689	X		Decent coverage.
9-12	8c	Students know the location of the ozone layer in the upper atmosphere, its role in absorbing ultraviolet radiation, and the way in which this layer varies both naturally and in response to human activities.	SE 549	SE 554, 566 CRF Ch.22 (DR) 7–14, 15–23 CRF Ch.22 (DS) 49–52	SE 549, 556, 689	X		Good introductory coverage.
		California Geology The geology of California underlies the state's wealth of natural resources as well as its natural hazards. As a basis for understanding this concept:				X		

K-5 CA

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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
9-12	9a*	Students know the resources of major economic importance in California and their relation to California's geology.	SE 100	SE 100 CRF Ch.5 (IA) 50	SE 100 C18–C21	X		Maps in Action activity. Good coverage.
9-12	9b	Students know the principal natural hazards in different California regions and the geologic basis of those hazards.	SE 307 C8–C15 C22–C25	SE 308 CRF Ch.10 (CT) 3–6 CRF Ch.10 (DR) 13–18 CRF Ch.11 (CT) 3–6 CRF Ch.12 (DS) 38–40	SE 260, 307 C8–C15 C22–C25	X		Good coverage.
9-12	9c	Students know the importance of water to society, the origins of California's fresh water, and the relationship between supply and need.	SE 375-378 C16–C17	SE 378, 404, 408 CRF Ch.15 (CT) 3–6 CRF Ch.15 (DR) 7–14 CRF Ch.15 (SQ) 35 CRF Ch.15 (Ch. Test B) 40–43 CRF Ch.16 (CT) 3–6 CRF Ch.16 (DR) 7–13 CRF Ch.16 (Ch. Test B) 25–38	SE 375-378, 397-404, 405-408 C16–C17	X		Good coverage.
9-12	9d	Students know how to analyze published geologic hazard maps of California and know how to use the map's information to identify evidence of geologic events of the past and predict geologic changes in the future.	SE 260	SE 260	SE 307 C30	X		Maps in Action activity.

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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
DISCIPLINE		INVESTIGATION AND EXPERIMENTATION						
		Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other four strands, students should develop their own questions and perform investigations. Students will:				X		

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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
9-12	1a	Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.	SE 48-49, 74-75, 120-121, 150-151, 206-207, 266-267, 290-291, 336-337, 370-371, 414-415, 440-441, 488-489, 540-541, 596-597, 714-715, 770-771, 802-803	SE 19, 45, 71, 95, 117, 147, 175, 203, 229, 263, 287, 311, 333, 367, 389, 411, 437, 461, CRF Ch.1 (DS) 32–34, CRF Ch.2 (DS) 35–37, 38, 40–43, CRF Ch.3 (DS) 47–50, CRF Ch.4 (DS) 39–42, CRF Ch.7 (DS) 48–51, 52–55, CRF Ch.11 (DS) 40–43, 44–47, CRF Ch.12 (DS) 38–40, CRF Ch.13 (DS) 30–32, 35–38, CRF Ch.14 (DS) 40–42, 46–49, CRF Ch.15 (DS) 49–52, CRF Ch.21 (DS) 35–37, CRF Ch.22 (DS) 42–45, CRF Ch.23, (DS) 37–39, CRF Ch.24 (DS) 46–49, CRF Ch.25 (DS) 35–37, 41–44, 45–48, CRF Ch.26 (DS) 40–43, CRF Ch.27 (DS) 45–48, CRF Ch.28 (DS) 48–51, CRF Ch.29 (DS) 35–37, 44–47, CRF Ch.30 (DS) 39–41	SE 48-49, 74-75, 120-121, 150-151, 206-207, 266-267, 290-291, 336-337, 370-371, 414-415, 440-441, 488-489, 540-541, 596-597, 714-715, 770-771, 802-803	X		Skills Practice labs teach student to choose and work with the appropriate tools for science investigations.
9-12	1b	Identify and communicate sources of unavoidable experimental error.	SE 13	SE 16 CRF Ch.1 (DS) 32–34, 41–44 CRF Ch.2 (DS) 40–43 CRF Ch.6 (DS) 46–49 CRF Ch.29 (DS) 35–37 CRF Ch.30 (DS) 45–48	SE 13	X		Adequate coverage.

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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
9-12	1c	Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions.	SE 13	SE 16 CRF Ch.1 (DR) 12–19 CRF Ch.1 (DS) 35 CRF Ch.22 (DS) 46–47	SE 13	X		Adequate introductory coverage.
9-12	1d	Formulate explanations by using logic and evidence.	SE 10-11	SE 23, 49, 75, 99, 121, 151, 179, 207, 267, 291, 337, 371, 393, 415, 441, 465, 489, 515, 541, 571, 597, 653, 681, 715, 771, 803 CRF Ch.1 (Graphing Skills) 22–23, CRF Ch.1 (DS) 32–34, 36, 37–40, 41–44, CRF Ch.2 (Graphing Skills) 24–25, CRF Ch.2 (DS) 35–37, 38, 40–43, 44–47, CRF Ch.3 (DS) 41–43, 51–54, CRF Ch.4 (DS) 39–42, 45–48, 49–52, CRF Ch.5 (DS) 35–37, 41–44, 45–47, CRF Ch.6 (DS) 39–42, 46–49, 50–53, CRF Ch.7 (DS) 41–44, 45–46, 48–51, 52–55, CRF Ch.8 (DS) 41–43, 46–49, 50–53, CRF Ch.9 (DS) 35–37, 40–43, 44–47, CRF Ch.10 (DS) 38–39, 42–45, 46–49, CRF Ch.11 (DS) 35–37, 40–43, 44–47, CRF Ch.12 (DS) 38–40, 44–47, 48–51, CRF Ch.13 (DS) 30–32, 35–38, 39–42, CRF Ch.14 (DS) 40–42, 43–44, 46–49, 50–53, CRF Ch.15 (DS)	SE 10-11	X		Good coverage with plenty of practical applications and exercises for practice.

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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
9-12	1e*	Solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions.	821-822	CRF Ch.3 (Math Skills) 28–29 CRF Ch.12 (Math Skills) 25–26 CRF Ch.13 (Math Skills) 18–19 CRF Ch.27 (Math Skills) 26–27 CRF Ch.28 (Math Skills) 34–35 CRF Ch.28 (DS) 48–51		X		Covered in appendix. Several practice opportunities.
9-12	1f	Distinguish between hypothesis and theory as scientific terms.	SE 10-11, 15	SE 16, 18 CRF Ch.1 (CR) 1–2 CRF Ch.1 (CT) 3–6 CRF Ch.1 (DR) 12–19 CRF Ch.1 (SQ) 25 CRF Ch.1 (Ch. Test A) 26–27 CRF Ch.1 (Ch. Test B) 28–31	SE 10-11, 15	X		Good coverage.

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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
9-12	1g	Recognize the usefulness and limitations of models and theories as scientific representations of reality.	SE 15, 13	SE 74-75, 206-207, 266-267, 290-291, 336-337, 440-441, 540-541, 714-715 CRF Ch.1 (CR) 1–2, CRF Ch.1 (CT) 3–6 CRF Ch.1 (DR) 12–19, CRF Ch.3 (CT) 3–6 CRF Ch.3 (DR) 14–19, CRF Ch.3 (SQ) 33 CRF Ch.11 (DS) 35–37, 41–43, CRF Ch.15 (DS) 49–52 CRF Ch.17 (DR) 20–26, CRF Ch.17 (SQ) 33 CRF Ch.17 (Ch. Test B) 36–39, CRF Ch.17 (DS) 40–42 CRF Ch.19 (DS) 45–48, 49–52, CRF Ch.21 (DS) 35–37 CRF Ch.22 (DS) 53–56, CRF Ch.25 (DS) 41–44, CRF Ch.25 (IA) 49	SE 15, 13	X		Decent introductory coverage. Several practice opportunities.
9-12	1h	Read and interpret topographic and geologic maps.	SE 63-65, 74-75, 876-877	SE 71 CRF Ch.3 (CR) 1–2 CRF Ch.3 (CT) 3–6 CRF Ch.3 (DR) 20–27 CRF Ch.3 (SQ) 34 CRF Ch.3 (Ch. Test A) 35–36 CRF Ch.3 (Ch. Test B) 37–40 CRF Ch.3 (DS) 41–43, 45–46	152, 208	X		Good coverage. Several activities to reinforce learning.

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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
9-12	1i	Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena (e.g., relative ages of rocks, locations of planets over time, and succession of species in an ecosystem).	SE 185-200, 211-226, 641-646, 685-690, 793-796	SE 200, 226, 646, 690, 796 CRF Ch.6 (DR) 7–10 CRF Ch.6 (IA) 54 CRF Ch.8 (DR) 7–13, 14–21, 22–27 CRF Ch.8 (Ch. Test A) 35–36 CRF Ch.8 (Ch. Test B) 37–40 CRF Ch.9 (CR) 1–2 CRF Ch.9 (CT) 3–6 CRF Ch.9 (DR) 7–10, 11–16, 17–21 CRF Ch.9 (SQ) 26, 27, 28 CRF Ch.9 (Ch. Test A) 29–30 CRF Ch.9 (Ch. Test B) 31–34 CRF Ch.9 (DS) 35–37, 38 CRF Ch.9 (IA) 48, 49 CRF Ch.10 (DR) 7–12, 19–24 CRF Ch.10 (SQ) 31 CRF Ch.10 (Ch. Test A) 32–33 CRF Ch.10 (Ch. Test B) 34–37 CRF Ch.15 (DR) 7–14 CRF Ch.15 (SQ) 36 CRF Ch.15 (Ch. Test A) 38–39 CRF Ch.15 (Ch. Test B) 40–43	SE 185-200, 211-226, 641-646, 685-690, 793-796	X		Good coverage of this standard.
9-12	1j	Recognize the issues of statistical variability and the need for controlled tests.	SE 11	SE 12 CRF Ch.1 (CT) 3–6 CRF Ch.1 (DR) 12–19 CRF Ch.1 (DS) 37–40, 41–44	SE 11	X		Decent coverage.

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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
9-12	1k	Recognize the cumulative nature of scientific evidence.	SE 5-7, 14-15	SE 8, 16, 18, CRF Ch.1 (CT) 3–6, CRF Ch.1 (DR) 7–11, CRF Ch.1 (DR) 12–19, CRF Ch.1 (SQ) 24, CRF Ch.1 (Ch. Test A) 26–27, CRF Ch.1 (Ch. Test B) 28–31, CRF Ch.8 (CT) 3–6, CRF Ch.8 (DR) 7–13, 22–27, CRF Ch.9 (DR) 7–10, CRF Ch.10 (DR) 7–12, CRF Ch.10 (SQ) 29, CRF Ch.10 (Ch. Test A) 32–33, CRF Ch.10 (Ch. Test B) 34–37, CRF Ch.19 (DR) 7–13, CRF Ch.26 (DR) 7–14, CRF Ch.27 (CR) 1–2, CRF Ch.27 (DR) 7–11, 12–13, CRF Ch.27 (SQ) 31, CRF Ch.27 (Ch. Test A) 34–35, CRF Ch.27 (Ch. Test B) 36–39	SE 5-7, 14-15	X		Decent introductory coverage. Practice opportunities throughout book.

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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
9-12	1l	Analyze situations and solve problems that require combining and applying concepts from more than one area of science.	SE 15	SE 18 CRF Ch.1 (DR) 12–19 CRF Ch.2 (DR) 7–11, 12–18 CRF Ch.2 (SQ) 26, 27 CRF Ch.2 (Ch. Test A) 29–30 CRF Ch.2 (Ch. Test B) 31–34 CRF Ch.2 (DS) 35–37, 40–43 CRF Ch.5 (CT) 3–6 CRF Ch.5 (DR) 7–14, 15–22 CRF Ch.5 (DS) 45–47 CRF Ch.7 (DS) 52–55 CRF Ch.17 (DR) 20–26	SE 40, 89, 104, 171, 244, 297, 322, 359, 406, 429, 457, 576, 642, 664	X		Good coverage. Practice opportunities throughout entire book.
9-12	1m	Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California.	SE 51, 269, 293, 417, 467, 599, 773	SE 42, 51, 172, 269, 293, 417, 467, 508, 599, 773, CRF Ch.7 (DS) 48–51, 52–55, CRF Ch.7 (IA) 57, 58, CRF Ch.14 (DS) 40–42, 46–49 CRF Ch.14 (IA) 55, CRF Ch.15 (DS) 49–52, CRF Ch.16 (IA) 42, 43, CRF Ch.18 (DS) 31–34, CRF Ch.20 (DS) 42–45, CRF Ch.22 (DS) 49–52 CRF Ch.22 (IA) 57, 58	SE 42, 169-172, 508	X		Decent coverage.

K-5 Alg

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS**			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
9-12	1n	Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets).	SE 15, 691-694	SE 16, 18, CRF Ch.1 (CT) 3–6, CRF Ch.1 (DR) 12–19, CRF Ch.27 (DR) 12–14 CRF Ch.27 (Ch. Test A) 34–35, CRF Ch.27 (Ch. Test B) 36–39, CRF Ch.28 (IA) 63	SE 15, 691-694	X		Decent coverage.

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Minutes for the review of textbooks for Geophysical Science.
Date: February 15, 2007
Evaluation Committee members present: Jeni Williams, RHS; Brady Kocher, JVHS

- Teachers from Nueva Vista. Rubidoux Academy and the Learning Center were notified of meeting by email (see attached).

1. Evaluation committee gathered the textbooks and supplementary materials sent by the publishers for review.
2. Reviewed text submitted by McDougal-Littelle. Dismissed text as it did not cover California Geology standards at all.
3. Reviewed text by Holt, Rinehart, and Winston. This book covered all standards required. It also had sufficient depth of topic needed to ensure student understanding.
4. Reviewed supplementary material from Holt, Rinehart and Winston. This material included computer software, lab investigations, study and lesson plan guides, and standardized test preparation transparencies.
5. Reviewed text by Prentice Hall. This book covered all standards required. This book did not have the depth desired on some of the state standards.
6. Reviewed supplementary material from Prentice Hall. This material included computer software, directed reading guides and lesson plans.
7. Reviewed text by Glencoe. This book covered all standards required. This book did not have the depth desired on some of the state standards.
8. Reviewed supplementary material from Glencoe. This material included computer software, lesson plans, study guides and lab investigations.
9. We agreed that the Holt, Rinehart, and Winston book and supplementary material would best suit our geophysical science classes.
10. We reviewed the Holt book for legal compliance. We found that it was compliance in most of the categories on the Instructional Materials form.

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Jurupa Unified School District
Education Services

Recommendation For Textbook Adoption

School Site:	Rubidoux/Jurupa Valley/Patriot High School
Title:	Government in America; People, Politics and Policy Advanced Placement Edition 13th edition [2008]
Author:	G. Edwards, M. Wattenberg, & R. Lineberry
Publisher:	Pearson Longman
Copyright:	2008
Subject:	Advance Placement: Government and Politics: United States
Grade:	12th
Cost:	96.00
Other Books Considered:	
1. Title:	Government by the People 22nd Edition
Authors:	Magleby, et al
Publisher:	Pearson Prentice Hall
2. Title:	
Authors:	
Publisher:	
Reasons for Selecting This Book:	Most student friendly, written specific with AP students in mind, best additional teaching materials, clear charts and graphs, the review sections gear toward AP in the back of the text for students
Recommending Committee:	Mervin Tapsfield, Jenna Saugstad, Alison Cherry
Date:	February 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)	☒

ccoder 7/25/06

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California State Department of Education
Instructional Material Legal Compliance Evaluation Form

CF1M L1 (rev. 11/82)

Publisher	Pearson Longman		Adoption Code No	
Title	Government in America; People, Politics and Policy 13th edition			
Reviewed by	Mervin Tapsfield, Jenna Saugstad, Alison Cherry	ISBN No. 13: 978-0-13-134760-1	Date February 2007	
Circle Criterion Cited	**A. MALE AND FEMALE ROLES** (give page & paragraph or special non-print references and comments)			
			Compliance?	
1	Adverse reflection pg. 141, 143, 172, 392		Yes	☒
			No	☐
			Compliance?	
2	Equal portrayal pg. 36, 54-55, 83, 139, 141, 160, 172,		Yes	☒
			No	☐
3a	Occupations pg. 156-160, 168			
3b	Achievements pg. 148,158, 477, 483, 490			
3c	Mental and physical activities			
3d	Traditional and nontraditional activities pg. 368, 483		***Compliance?***	
3e	Emotions		Yes	☒
3f	Sexually neutral language		No	☐
Circle Criterion Cited	**B. ETHNIC AND CULTURAL GROUPS** (give page & paragraph or special non-print references and comments)			
			Compliance?	
1	Adverse reflection pg. 108, 138-145, 161, 163-170		Yes	☒
			No	☐
			Compliance?	
2	Proportion of portrayals pg. 182-183, 187		Yes	☒
			No	☐
			Compliance?	
3	Customs and life-styles pg. 179-183, 652		Yes	☒
			No	☐
4a	Occupations pg. 154, 181			
4b	Socioeconomic settings			
4c	Achievements pg. 89-90, 168, 346,			
4d	Mental and physical activities		***Compliance?***	
4e	Traditional and nontraditional activities		Yes	☒
4f	Root Culture		No	☐
Circle Criterion Cited	**C. OLDER PERSONS AND THE AGING PROCESS** (give page & paragraph or special non-print references and comments)			
			Compliance?	

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1	Adverse reflection pg. 233, 252, 575-576, 595	Yes	☒
		No	☐
		Compliance?	
2	Proportion of portrayals pg. 183	Yes	☒
		No	☐
		Compliance?	
3	Roles pg. 256, 331, 472	Yes	☒
		No	☐
4	Aging Process pg. 347, 406, 568	*Compliance?*	
		Yes	☒
		No	☐

Circle Criterion Cited	**D. DISABLED PERSONS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection pg. 140, 163-164, 339	Yes	☒
		No	☐
		Compliance?	
2	Proportion of portrayals pg. 179	Yes	☒
		No	☐
		Compliance?	
3	Roles pg. 140	Yes	☒
		No	☐
		Compliance?	
4	Emotions	Yes	☒
		No	☐
		Compliance?	
5	Achievements pg. 149, 158, 440, 450,	Yes	☒
		No	☐

Circle Criterion Cited	**E. ENTREPRENEUR AND LABOR** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection pg. 287, 558	Yes	☒
		No	☐
		Compliance?	
2	Roles pg. 168, 557-558, 734n4	Yes	☒
		No	☐

Circle Criterion Cited	**F. RELIGION** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Adverse reflection pg. 45, 100-105	Yes	☒
		No	☐
		Compliance?	

K-6 Pg. 3

2	Indoctrination	Yes	☒
		No	☐
		Compliance?	
3	Diversity pg. 179	Yes	☒
		No	☐
Circle Criterion Cited	**G. ECOLOGY AND ENVIRONMENT** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Ecology pg. 601-602	Yes	☒
		No	☐
		Compliance?	
2	Environmental protection pg. 344-345, 382, 607-608	Yes	☒
		No	☐
		Compliance?	
3	Resource use pg. 484, 600-604, 610,	Yes	☒
		No	☐
Circle Criterion Cited	**H. DANGEROUS SUBSTANCES** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	Discouragement of use pg. 483, 487-488, 496	Yes	☒
		No	☐
		Compliance?	
2	Hazards of use pg. 83, 406, 482	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 pg. 602	Yes	☒
		No	☐
		Compliance?	
2	Fire hazards	Yes	☒
		No	☐
		Compliance?	
3	Inhumane treatment pg. 97, 106	Yes	☒
		No	☐
		Compliance?	
4	Thrift	Yes	☒
		No	☐
		Compliance?	
5	Fire prevention	Yes	☒
		No	☐
		Compliance?	
6	Humane treatment pg. 603	Yes	☐
		No	☐

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	J. DECLARATION OF INDEPENDENCE AND CONSTITUTION OF THE 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 pg. 543, 587	Yes	☒
		No	☐
		Compliance?	
2	Prominent use of any one depiction pg. 543	Yes	☒
		No	☐
		Compliance?	
3	Illustrative standards applicable when determined necessary for educational purpose pg. 311	Yes	☒
		No	☐
Circle Criterion Cited	**L. FOODS** (give page & paragraph or special non-print references and comments)		
		Compliance?	
1	High nutritive value	Yes	☒
		No	☐
		Compliance?	
2	Low nutritive value	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

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

Frame number: filmstrips; microforms

Slide number: slides

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

Signature: [signature]

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Signature: Jenna A. [illegible]	
Signature: Alison Cherry	

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pg. 6

Publisher:	Pearson Prentice Hall
Program Title:	Government in America, 12th Edition, AP Edition (c) 2006, (Edwards)
Components:	Student Edition, AP Edition 0-321-29236-7
Grade Level(s):	Grade 12
Intended Audience:	High School

Standards Map - Basic Comprehensive Program
Grade Twelve - History-Social Science
Principles of American Democracy

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

			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
		PRINCIPLES OF AMERICAN DEMOCRACY						
12	12.1	**Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.**						
12	(1)	Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.	SE:32-34, 38-40, 58	SE:60-61	SE:32-34, 38-40, 58			
12	(2)	Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.	SE:17-18, 26, 349	SE:26	SE:26*			

* For more information, see Notes.

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
12	(3)	Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."	SE:25, 31-34, 38-48, 51, 58-59, 62-63, 96-97, 132-134, 693-694, 699-707	SE:51, 136	SE:25, 31-34, 38-48, 51, 58-59, 62-63, 96-97, 132-134, 693-694, 699-707			
12	(4)	Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the *Federalist Papers*.	SE:32-33, 38-40, 45-51, 62-63, 132-134	SE:51	SE:32-33, 38-40, 45-51, 62-63, 132-134			
12	(5)	Describe the systems of separated and shared powers. the role of organized interests (*Federalist Paper Number 10*), checks and balances (*Federalist Paper Number 51*), the importance of an independent judiciary (*Federalist Paper Number 78*), enumerated powers, rule of law, federalism. and civilian control of the military.	SE:40, 46-47, 66-67	SE:80, 90, 95, 572	SE:46-47, 62-63, 68-95, 376-378, 407-415, 492-500, 511-519, 694-698			
12	(6)	Understand that the Bill of Rights limits the powers of the federal government and state governments.	SE:98-100, 101, 121, 132-134	SE:136	SE:98-100, 101, 121, 132-134			
12	12.2	**Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.**						

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
12	(1)	Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).	SE:51, 63, 70	SE:51, 106, 108-109, 110, 116, 120, 122, 123, 125, 127, 128, 129, 130, 136	SE:99-135			
12	(2)	Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).	SE:17, 43-45, 149, 154, 342-343, 543-544, 557-558	SE:544, 547, 550-551	SE:17, 43-45, 149, 154, 342-343, 543-544, 557-558			
12	(3)	Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.	SE:11, 436-440	SE:444	SE:11, 436-440			
12	(4)	Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.	SE:2-5, 7, 12-13, 16, 21, 25-26, 160-161	SE:8-9, 24, 56, 71, 129, 130, 170, 204, 223, 261, 284, 294, 306-307, 312, 320-321, 348, 384, 431, 462, 489, 532, 552, 583, 599, 646, 673	SE:304-305, 308-316, 317-321			
12	(5)	Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.	SE:17, 26, 99, 106, 133, 172	SE:106	SE:17, 26, 99, 106, 133, 172			

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
12	(6)	Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).	SE:141, 145, 152, 376	NA	SE:141, 145, 152, 376			
12	12.3	**Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.**						
SE:	(1)	Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.	SE:12-13, 17-18	SE:332, 335, 342, 348	SE:119-120, 184-187, 324-325, 331-335, 342-350			
12	(2)	Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.	SE:12, 13, 14	SE:21, 71, 130, 170, 204, 223, 348, 384, 431, 462, 489, 532, 552, 583, 599, 646	SE:71, 126, 157, 202-205, 220, 250, 282, 299, 345, 375, 427, 446, 485, 506, 555, 568, 600, 617, 661			
12	(3)	Discuss the historical role of religion and religious diversity.	SE:45, 51	SE:106, 135, 136	SE:99-105, 199, 255-256, 313, 505			

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						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
12	(4)	Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.	SE:10-11, 53, 69, 96-101, 105, 111, 134, 136, 185, 186, 221, 223, 398, 559	SE:106, 111, 559	SE:10-11, 53, 69, 96-101, 105, 111, 134, 136, 185, 186, 221, 223, 398, 559			
12	12.4	**Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.**						
12	(1)	Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.	SE:14, 44, 46	SE:364, 376, 380-381, 388, 397	SE:352-379, 382-388, 401, 699-701			
12	(2)	Explain the process through which the Constitution can be amended.	SE:52-58, 702	SE:52, 55, 56, 64	SE:52-58, 702			
12	(3)	Identify their current representatives in the legislative branch of the national government.	SE:19	SE:56, 130, 170, 204, 348, 350-351, 384, 387-388, 489, 552, 583, 599, 646	SE:56, 130, 170, 204, 348, 350-351, 384, 387-388, 489, 552, 583, 599, 646			
12	(4)	Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.	SE:14, 46	SE:397	SE:390-427, 430-433, 701-702			

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
12	(5)	Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.	SE:46	SE:520, 524, 527	SE:502-515, 519-524, 526-538, 702			
12	(6)	Explain the processes of selection and confirmation of Supreme Court justices.	SE:47	SE:512, 538-539	SE:512-515, 517-519			
12	12.5	**Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.**						
12	(1)	Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.	SE:55, 96-97	SE:106, 110, 116, 120, 123, 125, 128, 135, 136, 148, 536-537	SE:100-135, 141-152, 156-157, 172-173, 345-346			
12	(2)	Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).	SE:25, 100	SE:524, 536-537	SE:526-539			
12	(3)	Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison, McCulloch v. Maryland, and United States v. Nixon* , with emphasis on the arguments espoused by each side in these cases.	SE:47, 55, 519, 522	SE:536-537	SE:74-76, 526-531			
12	(4)	Explain the controversies that have resulted over changing interpretations of civil rights, including those in *Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona, Regents of the University of California v. Bakke, Adarand Constructors, Inc. v. Pena, and United States v. Virginia* (VMI).	SE:76, 122, 138-139, 149	SE:123, 125, 148, 161, 168-169, 170, 171, 174-175, 524	SE:122-125, 140-176, 346, 505-506, 522-523, 526, 530, 678-679			



* For more information, see Notes.
HSS 12th Grade Standards Map, Government --Approved by the State Board of Education on 2-6-2002.

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						Meets Standard		
Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
12	12.6	**Students evaluate issues regarding campaigns for national, state, and local elective offices.**						
12	(1)	Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.	SE:14, 21	SE:26-27, 244, 261, 265, 380-381	SE:238-265, 378-379, 387			
12	(2)	Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.	SE:246-247, 268-277, 291-293	SE:189, 190-191, 247, 276, 294	SE:246-247, 268-277, 291-293			
12	(3)	Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.	SE:20, 266-267, 361-362	SE:204, 208, 236-237, 282, 288, 432-433	SE:188-200, 204, 205-207, 279-289, 293, 361-362, 421-423			
12	(4)	Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).	SE:12-14, 17, 20, 26	SE:56, 130, 170, 204, 223, 283, 284, 294, 312, 320-321, 332, 340, 342. 348, 384, 462, 489, 552, 583, 599, 646, 673	SE:200-208, 322-351			
12	(5)	Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).	SE:298-299, 670-673, 686, 689	SE:673	SE:298-299, 670-673, 686, 689			

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
12	(6)	Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.	SE:5-7, 56-57, 59, 150-152, 183, 303-304, 657	SE:8-9, 152, 207, 381-382	SE:5-7, 56-57, 59, 150-152, 183, 303-304, 316-317, 657			
12	12.7	**Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.**						
12	(1)	Explain how conflicts between levels of government and branches of government are resolved.	SE:72-73, 76-82, 94, 376-378, 407-415, 419-420, 425, 492-500, 511-519, 657, 673-674	SE:73, 86-87, 376, 493	SE:72-73, 76-82, 94, 376-378, 419-420, 425, 657, 673-674			
12	(2)	Identify the major responsibilities and sources of revenue for state and local governments.	SE:68, 70-71, 650	SE:86-87, 653, 666, 681, 684-685, 687	SE:82-88, 94, 650-655, 661-690			
12	(3)	Discuss reserved powers and concurrent powers of state governments.	SE:70-73, 662, 666, 674	SE:684-685	SE:70-73, 662, 666, 674			
12	(4)	Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.	SE:68, 72-76, 652-653, 670-674, 678, 688-689	SE:675	SE:68, 72-76, 652-653, 670-674, 678, 688-689			

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			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
12	(5)	Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.	SE:13-15, 17-19, 83-88, 94, 95, 118, 233-234, 241, 317-321, 328, 334-342, 363-364, 382, 435-436, 442-446, 450-452, 453-460, 466-468, 476-479, 490-494, 519-524, 543-544, 548-549, 554, 556-560, 565-566, 569-571, 573, 579-584, 592-594, 601-606, 608-610, 617-623, 662-668	SE:26-27, 384, 445, 460, 462, 464-465, 524, 527, 544, 547, 550-551, 580-581, 584-585, 591, 596-597, 604, 611, 646, 648-649	SE:13-15, 17-19, 83-88, 94, 95, 118, 233-234, 241, 317-321, 328, 334-342, 363-364, 382, 435-436, 442-446, 450-452, 453-460, 466-468, 476-479, 490-494, 519-524, 543-544, 548-549, 554, 556-560, 565-566, 569-571, 573, 579-584, 592-594, 601-606, 608-610, 617-623, 662-668			
12	(6)	Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.	334-335, 382-383, 386, 387, 407-408, 662-668	335, 340, 384	334-335, 382-383, 386, 387, 407-408, 662-668			
SE:	(7)	Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.	SE:504, 506-511, 668-670, 689	SE:506	SE:504, 506-511, 668-670, 689			

K-6 HSS 12.15

* For more information, see Notes.

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Grade	Standard #	Text of Standard	Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
12	(8)	Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.	SE:25, 256, 399-401, 407-420, 572, 606, 614, 634	SE:399, 625	SE:25, 256, 399-401, 407-420, 572, 606, 614, 634			
12	12.8	**Students evaluate and take and defend positions on the influence of the media on American political life.**						
12	(1)	Discuss the meaning and importance of a free and responsible press.	SE:16, 112-113, 133, 427-430	SE:428-429	SE:16, 112-113, 133, 427-430			
12	(2)	Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.	SE:6-7, 14, 18, 21, 25, 57, 59, 130, 186, 192, 204, 223, 261, 312, 348, 426-429	SE:8-9, 130, 204, 208, 223, 261, 309, 312, 348	SE:6-7, 14, 18, 21, 25, 57, 59, 130, 186, 192, 204, 210-237, 223, 261, 312, 348, 426-429			
12	(3)	Explain how public officials use the media to communicate with the citizenry and to shape public opinion.	SE:59, 212-215, 223-224, 420-425, 425-430	SE:236-237, 524	SE:59, 212-215, 223-224, 420-425, 425-430			
12	12.9	**Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.**						

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
12	(1)	Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.	SE:53, 69, 105, 111, 162, 185, 186, 260, 385, 445, 533, 542-546, 548-549, 552-554, 558-560, 579, 630	SE:630, 634	SE:53, 69, 105, 111, 162, 185, 186, 260, 385, 445, 533, 542-546, 548-549, 552-554, 558-560, 579, 630			
12	(2)	Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).	SE:53, 111, 398	SE:398	SE:53, 111, 398			
12	(3)	Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.	SE:68-71, 89-91, 93-94	SE:68	SE:68-71, 89-91, 93-94			
12	(4)	Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).	SE:154, 416, 418, 616, 626	NA	SE:154, 416, 418, 616, 626			
12	(5)	Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.	SE:16, 615, 617, 624-626, 629, 638	SE:630, 638	SE:16, 615, 617, 624-626, 629, 638			
12	(6)	Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.	SE:223, 615, 623	SE:223	SE:223, 615, 623			

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			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
12	(7)	Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).	SE:16, 616, 624-625, 629-630	SE:625, 630	SE:16, 616, 624-625, 629-630			
12	(8)	Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.	SE:16, 616, 629, 633-634, 636, 638	NA	SE:16, 616, 629, 633-634, 636, 638			
12	**12.10**	**Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.**	SE:25, 55, 64, 90, 106, 110, 116, 120, 123, 125, 128, 129, 136, 148, 161, 174, 198, 374	SE:25, 55, 64, 90, 106, 110, 116, 120, 123, 125, 128, 129, 136, 148, 161, 174, 198, 374	SE:25, 55, 64, 90, 106, 110, 116, 120, 123, 125, 128, 129, 136, 148, 161, 174, 198, 374			

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
Historical and Social Sciences Analysis Skills The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve. In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.								
		CHRONOLOGICAL AND SPATIAL THINKING						
12	1.	Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.	SE:107-111, 140-175	SE:148, 168-169, 170, 171, 174-175	SE:107-111, 140-175			
12	2.	Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.	SE:5-7, 54, 92, 107, 110, 113-115, 118, 127, 129, 142, 190-191, 214-222, 223, 299-304, 646	SE:6, 54, 107, 116, 127, 142, 190-191, 193, 216, 217, 220, 221, 223, 280, 302, 309, 449, 572, 610, 624	SE:5-7, 54, 92, 107, 110, 113-115, 118, 127, 129, 142, 190-191, 214-222, 223, 299-304, 646			
12	3.	Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.	SE:90, 91, 178-184, 258, 275, 303, 313, 509, 615, 639, 660, 663, 667	SE:90, 91, 178-184, 258, 275, 303, 313, 509, 615, 639, 660, 663, 667	SE:90, 91, 178-184, 258, 275, 303, 313, 509, 615, 639, 660, 663, 667			

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12	4.	Students relate current events to the physical and human characteristics of places and regions.	SE:86-87, 190-191, 228-229, 380-381, 547, 561, 583, 584-585, 606, 608, 611, 641, 648-649, 673, 684-685	SE:223	SE:86-87, 190-191, 228-229, 380-381, 547, 561, 583, 584-585, 606, 608, 611, 641, 648-649, 673, 684-685			
		HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW						
12	1.	Students distinguish valid arguments from fallacious arguments in historical interpretations.	SE:49-50, 143, 144, 155-162	SE:148, 161	SE:49-50, 143, 144, 155-162			
12	2.	Students identify bias and prejudice in historical interpretations.	SE:xxix-xxx, xxxiii, 141, 143, 144, 150, 152, 154, 155-162	SE:148, 171, 208, 646	SE:49-50, 227, 230			
12	3.	Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.	SE:43-44, 101-104, 532-534, 572-573	SE:536-537	SE:43-44, 101-104, 532-534, 572-573			
12	4.	Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.	SE:xxxiii	SE:26-27, 64, 95, 130, 170, 350-351, 384	SE:561, 583			

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
		HISTORICAL INTERPRETATION						
12	1.	Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.	SE:23-24, 40-52, 55, 74-76, 92-93, 98-99, 141, 251-258, 575-576	SE:24, 51	SE:23-24, 40-52, 55, 74-76, 92-93, 98-99, 141, 251-258, 575-576			
12	2.	Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.	SE:40-52, 63, 74-76, 106, 141	SE:51	SE:40-52, 63, 74-76, 106, 141			
12	3.	Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.	SE:30-31, 35-38, 48, 74, 141, 299-301, 526-529	SE:536-537	SE:30-31, 35-38, 48, 74, 141, 299-301, 526-529			
12	4.	Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.	SE:43-52, 74-76, 98-99, 140-175, 251-258, 572-573	SE:51, 161, 168-169, 170, 171, 174-175	SE:43-52, 74-76, 98-99, 140-175, 251-258, 572-573			
12	5.	Students analyze human modifications of landscapes and examine the resulting environmental policy issues.	SE:344-345, 600-611, 679-682	SE:611, 681	SE:344-345, 600-611, 679-682			
12	6.	Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.	SE:546-549, 554, 558-560	SE:561	SE:561			

*Grade 12: 12.1 (2) Internet site and discussion on *Democracy in America*

Publisher:	Pearson Prentice Hall
Program Title:	Government By the People, 21st Edition (c) 2006
Components:	Student Edition (SE); 0-13-192491-5
Grade Level(s):	Grade 12
Intended Audience:	High School

Standards Map - Basic Comprehensive Program
Grade Twelve - History-Social Science
Principles of American Democracy

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

			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
		PRINCIPLES OF AMERICAN DEMOCRACY						
12	12.1	**Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.**						
12	(1)	Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.	SE:7, 29, 38	SE:43	SE:29, 38, 43			
12	(2)	Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.	SE:7, 362	SE:7	SE:7, 362			

* For more information, see Notes.

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
12	(3)	Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."	SE:36-45, 80.103, 386-407, 408-423, 430-457	SE:38, 39, 43, 90, 91, 102, 398, 399, 406, 414, 415, 428, 454, 455, 456	SE:36-45, 80.103, 386-407, 408-423, 430-457			
12	(4)	Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the *Federalist Papers*.	SE:1-26, 26-46, 54-80	SE:12, 13, 23, 24, 38, 39, 43, 68, 69, 78	SE:1-26, 26-46, 54-80			
12	(5)	Describe the systems of separated and shared powers, the role of organized interests (*Federalist Paper Number 10*), checks and balances (*Federalist Paper Number 51*), the importance of an independent judiciary (*Federalist Paper Number 78*), enumerated powers, rule of law, federalism, and civilian control of the military.	SE:5, 28, 54-78, 86, 121, 124, 133, 279-280, 362-386, 521-522	SE:68, 69, 78, 378, 379, 384	SE:5, 28, 54-78, 86, 121, 124, 133, 279-280, 362-386, 521-522			
12	(6)	Understand that the Bill of Rights limits the powers of the federal government and state governments.	SE:11, 389	SE:12, 13, 23-24	SE:11, 389			
12	12.2	**Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.**						
12	(1)	Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).	SE:10, 11, 387-407, 408-429	SE:12, 13, 398-399, 406, 407, 414, 415, 428	SE:387-407, 408-429			

* 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
12	(2)	Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).	SE:92, 130-159, 408-429, 472	SE:152, 153, 158, 414, 415, 428	SE:92, 130-159, 408-429, 472			
12	(3)	Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.	SE:1-25, 62, 82, 210, 462, 705-706	SE:12, 13, 23-24	SE:1-25, 62, 82, 210, 462, 705-706			
12	(4)	Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.	SE:1-25, 62, 82, 210, 462, 705-706	SE:12, 13, 23-24	SE:1-25, 62, 82, 210, 462, 705-706			
12	(5)	Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.	SE:1-25, 62, 82, 210, 462, 705-706	SE:12, 13, 23-24	SE:1-25, 62, 82, 210, 462, 705-706			
12	(6)	Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).	SE:1-25, 204-205, 437-439	SE:12, 13, 23, 24, 93, 456	SE:1-25, 204-205, 437-439			
12	12.3	**Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.**						

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
12	(1)	Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.	SE:80-103, 130-159, 190-215, 216-247, 458-485, 486-509, 566-585, 670-693	SE:90, 91, 102, 152, 153, 158, 212, 213, 215, 236, 237, 246, 474, 475, 484, 500, 501, 509, 582 583, 585, 688, 689, 692	SE:80-103, 130-159, 190-215, 216-247, 458-485, 486-509, 566-585, 670-693			
12	(2)	Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.	SE:80-103, 130-159, 190-215, 216-247, 458-485, 486-509, 566-585, 670-693	SE:90, 91, 102, 152, 153, 158, 212, 213, 215, 236, 237, 246, 474, 475, 484, 500, 501, 509, 582 583, 585, 688, 689, 692	SE:80-103, 130-159, 190-215, 216-247, 458-485, 486-509, 566-585, 670-693			
12	(3)	Discuss the historical role of religion and religious diversity.	SE:87, 93, 95, 121-123, 149-150, 90-395	SE:398, 399, 406, 407	SE:87, 93, 95, 121-123, 149-150, 90-395			
12	(4)	Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.	SE:38, 80-103, 278, 279, 518	SE:102	SE:80-103, 278, 279, 518			

* For more information, see Notes.

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	N	Local Education Agency Evaluator Notes
12	12.4	**Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.**						
12	(1)	Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.	SE:272-303, 304-307, 458-485, 486-509	SE:300, 301, 302, 332, 333, 336, 474, 475, 484, 500, 501, 509	SE:272-303, 304-307, 458-485, 486-509			
SE:	(2)	Explain the process through which the Constitution can be amended.	SE:39-43	SE:39, 43	SE:39-43			
12	(3)	Identify their current representatives in the legislative branch of the national government.	SE:272-303	SE:302	SE:272-303			
12	(4)	Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.	SE:304-337	SE:332, 333, 336	SE:304-337			
12	(5)	Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.	SE:362-385	SE:378, 379, 384	SE:362-385			
12	(6)	Explain the processes of selection and confirmation of Supreme Court justices.	SE:372-377	SE:384	SE:372-377			

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	N	Local Education Agency Evaluator Notes
12	12.5	**Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.**						
12	(1)	Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal protection-of-the-law clauses of the Fourteenth Amendment.	SE:26-45, 386-407, 430-457	SE:32, 39, 43, 398, 399, 406-407, 454, 455, 456	SE:26-45, 386-407, 430-457			
12	(2)	Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).	SE:362-385, 430-457, 408-428	SE:378, 379, 384, 414, 415, 428, 454, 455, 456	SE:362-385, 430-457, 408-428			
12	(3)	Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison, McCulloch v. Maryland, and United States v. Nixon*, with emphasis on the arguments espoused by each side in these cases.	SE:35-36, 68-69, 179	SE:43, 68, 78, 188	SE:35-36, 68-69, 179			
12	(4)	Explain the controversies that have resulted over changing interpretations of civil rights, including those in *Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona, Regents of the University of California v. Bakke, Adarand Constructors, Inc. v. Pena, and United States v. Virginia* (VMI).	SE:382, 421-423, 433, 447-448, 452	SE:384, 428, 454, 455, 456	SE:382, 421-423, 433, 447-448, 452			

* For more information, see Notes.

FREEDOM HALL

			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
12	12.6	Students evaluate issues regarding campaigns for national, state, and local elective offices.						
12	(1)	Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.	SE:104-129, 130-159, 160-189, 216-247, 566-585	SE:112, 113, 128, 152, 153, 158, 170, 171, 188, 236, 237, 246, 582, 583, 585	SE:104-129, 130-159, 160-189, 216-247, 566-585			
12	(2)	Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.	SE:160-189, 216-247, 566-585	SE:170, 171, 188, 236, 237, 246, 582, 583, 585	SE:160-189, 216-247, 566-585			
12	(3)	Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.	SE:149, 164, 216-248	SE:152, 153, 188, 236, 237, 246	SE:149, 164, 216-248			
12	(4)	Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).	SE:130-159, 190-215, 216-247, 566-585, 648-669, 670-693	SE:152, 153, 158, 212, 213, 215, 236, 237, 246, 582, 583, 585, 640, 641, 668, 688, 689, 692	SE:130-159, 190-215, 216-247, 566-585, 648-669, 670-693			
12	(5)	Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).	SE:5, 31, 584, 605-608, 652	SE:12, 13, 24, 585, 608	SE:5, 31, 584, 605-608, 652			

* For more information, see Notes.

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
12	(6)	Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.	SE:20, 31, 104-129, 190-215, 216-247, 308, 328, 566-585	SE:112, 113, 128, 212, 213, 215, 236, 237, 246, 582, 583, 585	SE:104-129, 190-215, 216-247, 308, 328, 566-585			
12	12.7	**Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.**						
12	(1)	Explain how conflicts between levels of government and branches of government are resolved.	SE:272-303, 309-317, 338-361, 362-385, 538-551, 648-669, 670-693	SE:300, 301, 302, 332, 333, 336, 358, 359, 360, 378, 379, 384, 548, 549, 550, 640, 641, 668, 688, 689, 692	SE:272-303, 309-317, 338-361, 362-385, 538-551, 648-669, 670-693			
12	(2)	Identify the major responsibilities and sources of revenue for state and local governments.	SE:538-551, 648-669, 694-712	SE:548, 549, 550, 688, 689, 692, 698, 699, 712	SE:538-551, 648-669, 694-712			
12	(3)	Discuss reserved powers and concurrent powers of state governments.	SE:540-542, 648-669, 670-693, 694-712	SE:548, 549, 550, 640, 641, 647, 688, 689, 692, 698, 699, 712	SE:540-542, 648-669, 670-693, 694-712			
12	(4)	Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.	SE:65, 538-551, 552-565	SE:68, 69, 78, 548, 549, 550, 560, 561, 564-565	SE:538-551, 552-565			

* For more information, see Notes.

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
12	(5)	Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.	SE:458-485, 86-509, 510-537	SE:474, 475, 484, 500, 501, 509, 526, 527, 536	SE:458-485, 86-509, 510-537			
12	(6)	Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.	SE:130-159, 248-271, 272-303, 304-337, 338-361	SE:152, 153, 158, 264, 265, 270, 300, 301, 302, 332, 333, 336, 358, 359, 360, 378, 379, 384	SE:130-159, 248-271, 272-303, 304-337, 338-361			
12	(7)	Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.	SE:362-385, 630-647	SE:378, 378, 384, 640, 641, 647	SE:362-385, 630-647			
12	(8)	Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.	SE:304-337, 458-485, 486-509, 510-537	SE:332, 333, 336, 474, 475, 484, 500, 501, 526, 527, 536, 609	SE:304-337, 458-485, 486-509, 510-537			
12	12.8	**Students evaluate and take and defend positions on the influence of the media on American political life.**						
12	(1)	Discuss the meaning and importance of a free and responsible press.	SE:190-215, 248-271, 547	SE:212, 213, 215, 264, 265, 270	SE:190-215, 248-271, 547			
12	(2)	Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.	SE:190-215, 248-271, 547	SE:212, 213, 215, 264, 265, 270	SE:190-215, 248-271, 547			

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
12	(3)	Explain how public officials use the media to communicate with the citizenry and to shape public opinion.	SE:190-215, 248-271, 547	SE:212, 213, 215, 264, 265, 270	SE:190-215, 248-271, 547			
12	12.9	**Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.**						
12	(1)	Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.	SE:1-25, 80-103, 168, 308, 458-485, 486-509, 510-537	SE:12, 13, 23-24, 90, 91, 102, 474, 475, 484, 500, 501, 509, 526, 527, 536	SE:1-25, 80-103, 168, 308, 458-485, 486-509, 510-537			
12	(2)	Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).	SE:1-25, 80-103, 168, 308	SE:12, 13, 23-24, 90, 91, 102	SE:1-25, 80-103, 168, 308			
12	(3)	Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.	SE:54-79, 650	SE:68, 68, 78	SE:54-79, 650			
12	(4)	Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).	SE:1-4, 9, 11-12, 28, 37, 56, 89, 281, 528-530	SE:24, 536	SE:1-4, 9, 11-12, 28, 37, 56, 89, 281, 528-530			
12	(5)	Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.	SE:1-4, 9, 11-12, 28, 37, 56, 89, 281, 528-530	SE:24, 536	SE:1-4, 9, 11-12, 28, 37, 56, 89, 281, 528-530			

* For more information, see Notes.

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			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluation Notes
12	(6)	Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.						
12	(7)	Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).	SE:282, 368		SE:282, 368			
12	(8)	Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.	SE:20, 87, 89, 307, 347		SE:20, 87, 89, 307, 347			
12	12.10	**Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.**	SE:1-25, 386-407, 408-429, 430-457	SE:12, 13, 23-24, 388, 389, 406-407, 414, 415, 428, 454, 455, 456	SE:1-25, 386-407, 408-429, 430-457			

* For more information, see Notes.

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y:	N	Local Education Agency Evaluator Notes
Historical and Social Sciences Analysis Skills **The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve.** **In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.**								
		CHRONOLOGICAL AND SPATIAL THINKING						
12	1.	Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.	SE:2, 26-45, 56, 82, 162, 192, 218, 250, 306, 340, 388, 432, 460, 488, E-1	SE:38, 39, 43, 414, 415, 428	SE:2, 26-45, 56, 82, 162, 192, 218, 250, 306, 340, 388, 432, 460, 488, E-1			
12	2.	Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.	SE:2, 26-45, 56, 82, 162, 192, 218, 250, 306, 340, 388, 432, 460, 488, E-1	SE:38, 39, 43, 414, 415, 428	SE:2, 26-45, 56, 82, 162, 192, 218, 250, 306, 340, 388, 432, 460, 488, E-1			

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12	3.	Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.	SE:18, 32, 83, 99, 107, 112, 124, 181, 195, 198-199, 243, 284, 322, 343, 369, 440-441, 506, 525, 545, 556, 571, 589, 596, 60, 605, 613, 615, 635	SE:18, 32, 83, 99, 107, 112, 124, 181, 195, 198-199, 243, 284, 322, 343, 369, 440-441, 506, 525, 545, 556, 571, 589, 596, 60, 605, 613, 615, 635	SE:18, 32, 83, 99, 107, 112, 124, 181, 195, 198-199, 243, 284, 322, 343, 369, 440-441, 506, 525, 545, 556, 571, 589, 596, 60, 605, 613, 615, 635			
12	4.	Students relate current events to the physical and human characteristics of places and regions.	SE:18, 32, 83, 99, 107, 112, 124, 181, 195, 198-199, 243, 284, 322, 343, 369, 440-441, 506, 525, 545, 556, 571, 589, 596, 60, 605, 613, 615, 635	SE:18, 32, 83, 99, 107, 112, 124, 181, 195, 198-199, 243, 284, 322, 343, 369, 440-441, 506, 525, 545, 556, 571, 589, 596, 60, 605, 613, 615, 635	SE:18, 32, 83, 99, 107, 112, 124, 181, 195, 198-199, 243, 284, 322, 343, 369, 440-441, 506, 525, 545, 556, 571, 589, 596, 60, 605, 613, 615, 635			

* For more information, see Notes.

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	Meets Standard N	Local Education Agency Evaluator Notes
		HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW						
12	1.	Students distinguish valid arguments from fallacious arguments in historical interpretations.	SE:3, 87, 95, 121, 131-158, 200, 253-254, 256, 297, 394, 417-418, 514, 516, 596-598	SE:3, 87, 95, 121, 131-158, 200, 253-254, 256, 297, 394, 417-418, 514, 516, 596-598	SE:3, 87, 95, 121, 131-158, 200, 253-254, 256, 297, 394, 417-418, 514, 516, 596-598			
12	2.	Students identify bias and prejudice in historical interpretations.	SE:3, 87, 95, 121, 131-158, 200, 253-254, 256, 297, 394, 417-418, 514, 516, 596-598	SE:3, 87, 95, 121, 131-158, 200, 253-254, 256, 297, 394, 417-418, 514, 516, 596-598	SE:3, 87, 95, 121, 131-158, 200, 253-254, 256, 297, 394, 417-418, 514, 516, 596-598			
12	3.	Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.	SE:3, 87, 95, 121, 131-158, 200, 253-254, 256, 297, 394, 417-418, 514, 516, 596-598	SE:3, 87, 95, 121, 131-158, 200, 253-254, 256, 297, 394, 417-418, 514, 516, 596-598	SE:3, 87, 95, 121, 131-158, 200, 253-254, 256, 297, 394, 417-418, 514, 516, 596-598			
12	4.	Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.	SE:3, 87, 95, 121, 131-158, 200, 253-254, 256, 297, 394, 417-418, 514, 516, 596-598	SE:3, 87, 95, 121, 131-158, 200, 253-254, 256, 297, 394, 417-418, 514, 516, 596-598	SE:3, 87, 95, 121, 131-158, 200, 253-254, 256, 297, 394, 417-418, 514, 516, 596-598			

* For more information, see Notes.

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PRENTICE HALL

015

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
		HISTORICAL INTERPRETATION						
12	1.	Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.	SE:80-103, 386-407, 408-429, 430-457, 486-509, 510-537	SE:90, 91, 102, 398, 399, 406-407, 414-415, 428, 454, 455, 456, 500, 501, 509, 526, 527, 536	SE:80-103, 386-407, 408-429, 430-457, 486-509, 510-537			
12	2.	Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.	SE:26-45, 80-103, 430-457, 510-537, E-1	SE:38, 39, 43, 90, 91, 102, 454, 455, 456, 526, 527, 536	SE:26-45, 80-103, 430-457, 510-537, E-1			
12	3.	Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.	SE:26-45, 80-103, 430-457, 510-537, E-1	SE:38, 39, 43, 90, 91, 102, 454, 455, 456, 526, 527, 536	SE:26-45, 80-103, 430-457, 510-537, E-1			
12	4.	Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.	SE:26-45, 80-103, 430-457, 510-537, E-1	SE:38, 39, 43, 90, 91, 102, 454, 455, 456, 526, 527, 536	SE:26-45, 80-103, 430-457, 510-537, E-1			

* For more information, see Notes.

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard Y	N	Local Education Agency Evaluator Notes
12	5.	Students analyze human modifications of landscapes and examine the resulting environmental policy issues.	SE:97, 140-141, 345, 476-477, 478, 480-481, 550, 684-688	SE:97, 140-141, 345, 476-477, 478, 480-481, 550, 684-688	SE:97, 140-141, 345, 476-477, 478, 480-481, 550, 684-688			
12	6.	Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.	SE:134-139, 458-485, 518	SE:474, 475, 484	SE:134-139, 458-485, 518			

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

* For more information, see Notes.

PRENTICE HALL

2017

Textbook Adoption Committee Meeting
Minutes

Textbook Adoption Team:	Mervin Tapsfield ~	Jurupa Valley High School	Dept. Chair & AP Gov't teacher
	Jenna Saugstad~	Rubidoux High School	Co-Dept. Chair
	Alison Cherry ~	Rubidoux High School	AP Gov't teacher 2007-08

Our meeting began at __2:35 pm____ on ____2/26/2007_____.

Our Focus for this meeting was to discuss the textbooks for AP Government and decided which text

- We opened discussion with the two textbooks that had been previously determined by Mervin, to be the best for our purposes.
    - Government by the People 22nd edition
    - Government in America; People, Politics and Policy 13th edition
  - After looking through each textbook, reading sample sections, checking visuals and charts, we felt that both were very strongly still in contention for adoption.
    - We leaned toward the Government in America textbook because of the review section that was in the back. We also discussed that the end of chapter reviews which gave not only key terms, but key cases and questions regarding learning was strong in the Government in America text.
    - It was also pointed out that because the Government in America textbook is an AP edition, it is more geared toward the student population that we are teaching.
    - It was decided that Government by the People is more of a college level textbook, with less pictures, a bit higher level vocabulary, bit more depth of information but it would be harder for students to grasp.
  - After looking through each textbook, we then spent time looking through the additional materials for instructors and determining what is most useful.
    - We found that each textbook had some great materials, but our main focus was the test bank that comes with each text.
    - The Government in America text has a very strong test bank that has a large number of multiple choice question, true/false questions, short answer and essay questions.
    - The Government by the People had some strong readers and overheads, but the test bank was a bit lacking in what we needed for appropriately teaching the class.
      - It only went from A-D in multiple choice questions, which does not mimic the AP exam which goes from A-E. We all felt that having the same amount of choices is imperative for the best test taking practice. Also when adding one additional distracter dramatically changes the nature of questions and makes critical thinking more important on MC.
      - It did not have a lot of T/F or short answers question. It was pretty limited to just MC which limits the types of activities that teachers can do to get students to take and prepare for the exam.

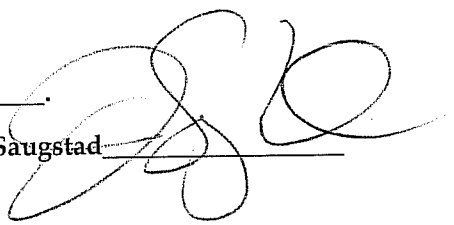
- It was decided by all committee members that the best textbook would be the Government in America; People, Politics and Policy. We want to make sure that when ordered the 13th edition is the one that is ordered. At present time, the materials that we reviewed were for the 12th edition, but we have been informed that the text and the materials would be printed soon and would not be changed in information, just the extras and would contain the same information, if not more that we found useful. We also had a copy of the 13th edition with the new help information for students, and that is what sold us on this textbook. PLEASE MAKE SURE THAT WE ORDER THE 13TH EDITION OF THIS TEXTBOOK TO BE PRINTED AND COPYRIGHTED IN 2008.

Next Steps

- Mervin will be working with the 13th edition to write the AP course audit information that is required to get this course approved at each school. He will be working on the syllabus with this textbook in mind, to prepare for next year.
- Alison will begin working on her syllabus, to closely resemble the course at JVHS and the coverage that Mervin deems appropriate for the course audit process. She will also be going to a training for new AP Government teachers in July and work on instructional material creation and practices taught at that training with this textbook as her guide and reference for the coming year.
- Jenna will work on paper work for submission and get forms submitted to district for instructional council. She will also work on getting the textbooks sent to the campus for review and display once the paper work is approved.

Meeting ended at ___3:40 pm____.

Minutes Submitted by: ___J. Saugstad_____



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RESOLUTION NO. 2007/38

A RESOLUTION OF THE GOVERNING BOARD OF THE
JURUPA UNIFIED SCHOOL DISTRICT
ADOPTING A SCHOOL FACILITIES NEEDS ANALYSIS AND
ESTABLISHING AND ADOPTING ALTERNATIVE SCHOOL FACILITY
FEES IN ACCORDANCE WITH GOVERNMENT CODE
SECTIONS 65995.5, 65995.6, AND 65995.7

WHEREAS, the Governing Board of the Jurupa Unified School District (Board) has elected to participate in the school facilities funding program established pursuant to the Leroy F. Greene School Facilities Act of 1998 (Act) for both modernization and new construction projects; and

WHEREAS, under the Act, the Board may establish fees to offset the cost of school facilities made necessary by new construction following the making of certain findings; and

WHEREAS, the Jurupa Unified School District (District) has undertaken a review of its eligibility to establish fees under the Act; and

WHEREAS, the District has prepared an analysis entitled School Facilities Needs Analysis for Consideration of Alternative School Facility Fees, dated March 1, 2007 (the Needs Analysis) for purposes of adopting alternative school facility fees pursuant to Government Code Sections 65995.5 (Level II Fee) and 65996.7 (Level III Fee) (collectively referred to as Alternative School Facility Fees) in accordance with applicable law; and

WHEREAS, pursuant to Government Code Section 65352.2(c), the Board has notified and provided copies of relevant and available information, including the proposed Needs Analysis relating to the potential expansion of existing school sites or the necessity to acquire additional school sites to the planning commissions with land use jurisdiction within the District at least 45 days prior to completion of the Needs Analysis, and has otherwise complied with the requirements of that Section; and

WHEREAS, the Board has reviewed and considered the Needs Analysis which includes all of the findings required by applicable law, including an analysis of the purpose of the Alternative School Facility Fees and the reasonable relationship between the Alternative School Facility Fees and the need for new school facilities to accommodate students generated from new residential construction; and

WHEREAS, the District does not have sufficient funds available for the construction or reconstruction of school facilities, including acquisition of school sites,

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construction of permanent school facilities, and interim school facilities to accommodate students generated from new development; and

WHEREAS, the Board has satisfied all of the requirements of Government Code Section 65995.5 to be eligible to establish and levy fees pursuant to the Act; and

WHEREAS, in accordance with Government Code Sections 65995.5, 65995.6 and 65995.7, the purpose of this Resolution is to adopt a Needs Analysis and to establish and levy fees under the provisions of the Act consistent with the information and data set forth in the Needs Analysis and upon such other information and documentation prepared by or on file with the District, as presented and described to the Board.

NOW, THEREFORE, BE IT HEREBY RESOLVED BY THE GOVERNING BOARD OF THE JURUPA UNIFIED SCHOOL DISTRICT AS FOLLOWS:

Section 1. Recitals. The above recitals are true and correct.

Section 2. Procedure. The District has complied with all applicable notices, public review, and hearing requirements necessary to adopt the Needs Analysis and establish and levy fees under the Act. Specifically:

(a) Prior to the adoption of this Resolution, the Board conducted a public hearing to adopt the Needs Analysis at its April 2, 2007 regular meeting, at which time all persons desiring to comment on the Needs Analysis were heard and all information was duly considered.

(b) Notice of the time and place of the public hearing, including the location and procedure for viewing or requesting a copy of the proposed Needs Analysis and any proposed revision of the Needs Analysis, has been published in a newspaper of general circulation in accordance with Government Code Section 65995.6(d), and a notice, including a statement that the Needs Analysis required by Government Code Section 65995.6 was available, was mailed at least 30 days prior to the public hearing to any interested party who had previously filed a written request with the District for mailed notice of the meeting on new or increased fees or service charges within the period specified by law.

(c) At least 30 days prior to the public hearing, the District made available to the public in its Needs Analysis, data indicating the amount of the costs, or estimated costs, required to provide the facilities for which the fee is to be levied pursuant to this Resolution, and the revenue sources anticipated to provide this service.

(d) Copies of the Needs Analysis have been provided to all local agencies responsible for land use planning within the District's boundaries for their review and comment in compliance with Government Code Sections 65352.2(c) and 65995.6(c), and

the Board has responded to any written comments it has received regarding the Needs Analysis.

(e) By way of a public meeting, the Board received oral and written presentations by District staff which are summarized and contained in the District's Needs Analysis and the District's applications and related documents filed with the State Allocation Board in accordance with relevant law, along with materials which formed the basis for the action taken pursuant to this Resolution.

Section 3. Findings. The Board has reviewed the provisions of the Needs Analysis as it relates to proposed and potential development, the resulting school facilities needs, the cost thereof, and the available sources of revenue including the fees provided by this Resolution, and based thereon and upon all other written and oral presentations to the Board, the Board hereby approves and adopts the Needs Analysis and makes the following findings:

(a) Enrollment at the various District schools is presently at or exceeding capacity;

(b) Additional development projects within the District, whether new residential construction or residential reconstruction involving increases in habitable area will increase the need for school facilities;

(c) Without the addition of new school facilities, further residential development projects within the District will result in a significant decrease in the quality of education presently offered by the District;

(d) New residential development is projected within the District's boundaries and the enrollment produced thereby will exceed the capacity of the schools of the District. Projected development within the District, without additional school facilities, will result in conditions of overcrowding which will impair the normal functioning of the District's educational programs;

(e) The fees proposed in the Needs Analysis and levied pursuant to this Resolution are for the purpose of providing adequate school facilities and related support facilities to maintain the quality of education offered by the District;

(f) The fees proposed in the Needs Analysis and levied pursuant to this Resolution will be used for construction and reconstruction of school facilities and support facilities as identified in the Needs Analysis;

(g) The uses of the fees proposed in the Needs Analysis and levied pursuant to this Resolution are reasonably related to the types of development projects on which the fees are imposed;

(h) The fees proposed in the Needs Analysis and levied pursuant to this Resolution bear a reasonable relationship to the need for school and support facilities created by the types of development projects on which the fees are imposed;

(i) The fees proposed in the Needs Analysis and levied pursuant to this Resolution do not exceed the estimated amount required to provide funding for the construction of reconstruction of school and support facilities for which the fees are levied; and in making this finding, the Board declares that it has considered the availability of revenue sources anticipated to provide such facilities, including general fund revenue; and

(j) The fees will be collected for school and support facilities for which an account has been established and funds appropriated and for which the District has adopted a construction schedule or in some instances, will be used to reimburse the District for expenditures previously made.

Section 4. Determination of Eligibility.

(a) The District has submitted a timely application to the State Allocation Board for new construction funding, and has met the eligibility requirements for new construction funding pursuant to the provisions of the Leroy F. Green School Facilities Act of 1998.

(b) In accordance with Government Code Section 65995.5(b)(3)(C), the District has issued debt or incurred obligations for capital outlay in an amount equivalent to the percentage of its bonding capacity.

(c) In accordance with Government Code Section 65995.5(b)(D), the District uses relocatable classrooms for at least 20% of its teacher stations.

Section 5. Adoption of Needs Analysis. The Board has reviewed the provisions of the Needs Analysis along with such oral and written information as has been presented by District staff and consultants and has determined that the Needs Analysis meets the requirements of Government Code Section 65995.6 and is a suitable basis for the establishment of Level II and Level III fees in accordance with the provisions of Government Code Section 65995.5 and 65995.7, and hereby adopts the Needs Analysis.

Section 6. Determination and Establishment of Fees. Based upon the foregoing findings, the Board hereby establishes and levies a new fee upon residential construction within the District, to be known as the Level II Fee and the Level III Fee as follows:

(a) Level II Fees. The Level II Fee for new residential construction is hereby established and set at the rate of $ **4.20** per square foot of residential development. The Level II Fee shall be collected as a precondition to the issuance of any building permit for construction within the District's boundaries.

(b) Level III Fees. In accordance with the provisions of Government Code Section 65995.7, the District's Board is authorized to establish a fee in an amount higher than the Level II fee in the event the State Allocation Board is no longer approving apportionments for new construction in accordance with Education Code Section 17072.20 et seq. due to lack of funds, and the State Allocation Board has notified the Secretary of the Senate and Chief Clerk of the Assembly, in writing, of the determination that such funds are no longer being allocated. In the event that on or before the Anniversary Date of this Resolution as defined below, the State Allocation Board is no longer approving apportionments due to inadequate funding and such fact is relayed to the appropriate state representatives, a fee calculated pursuant to Government Code Section 65995.7, the Level III fee may be levied. The Level III Fee for residential construction is hereby established and set at the rate of **$8.39** per square foot of residential development.

(c) The Level III Fee shall be placed in effect immediately by action of the Superintendent, without any additional action by the Board other than a determination by the Superintendent that the requirements of Government Code Section 65995.7 as outlined above have been met.

Section 7. Fee Adjustments and Limitations. The fees established herewith shall be subject to the following:

(a) The District's Level II Fee (or the Level III Fee when applicable) shall be effective for a period of one year following the effective date of this Resolution as set forth below and shall be reviewed annually to determine if such fee is to be re-established or revised.

(b) The Level II Fee established hereby (or the Level III Fee when applicable) shall not apply during the term of any contract entered into between a subdivider or builder and the District, or any applicable city or county on or before January 1, 1987, that requires the payment of a fee, charge or dedication for the construction of school facilities as a condition to the approval of residential development.

(c) The Level II Fee established hereby (or the Level III Fee when applicable) shall not apply during the term of any contract entered into between a person and the District or any applicable city or the County, after January 1, 1987 but before November 4, 1998 that requires payment of a fee, charge, or dedication for school facilities mitigation.

(d) The Level II Fee established hereby (or the Level III Fee when applicable) shall not apply to any construction that is not subject to a contract such as described above, but that is carried out on real property for which residential development was made subject to a condition relating to school facilities imposed by a state or local agency in connection with a legislative act approving or authorizing such residential development after January 1, 2000, such construction shall be subject to the Level II Fee or the Level III Fee as applicable.

Section 8. Additional Mitigation Methods. The policies set forth in this Resolution are not exclusive, and the Board reserves the authority to undertake other or additional methods to finance school facilities including but not limited to the Mello-Roos Community Facilities Act of 1982 (Government Code 53311, et seq.) and such other funding mechanisms as are authorized by Government Code Section 65996. This Board reserves the authority to substitute the dedication of land or other property or other form of mitigation requirement in lieu of the fees levied by way of this Resolution at its discretion, so long as the reasonable value of land to be dedicated does not exceed the maximum fee amounts contained herein or modified pursuant hereto.

Section 9. Implementation. For construction projects within the District, the Superintendent, or the Superintendent's designee, is authorized to issue Certificates of Compliance upon the payment of any fee levied under the authority of this Resolution.

Section 10. California Environmental Quality Act. The Board hereby finds that, in accordance with Government Code Section 65995.6(g), the fees established pursuant to this Resolution are exempt from the provisions of the California Environmental Quality Act (CEQA), and hereby directs District staff to file a Notice of Exemption with the Office of the Riverside County Clerk.

Section 11. Effective Date. The Board orders that the fees established hereby shall take effect immediately after adoption of this Resolution and shall be in effect for one (1) year.

Section 12. Notification of Local Agencies. The Secretary of the Board or District staff designee is hereby directed to forward certified copies of this Resolution, accompanied by all relevant supporting documentation including the Needs Analysis, and a map of the boundary area of the District subject to the Level II Fees and Level III Fees, to all appropriate land use jurisdictions issuing building permits within the District, informing each of them of the District's current school facilities fee for development projects.

Section 13. Severability. If any portion of this Resolution is found by a Court of competent jurisdiction to be valid, such finding shall not affect the validity of the remaining portions of this Resolution. The Board hereby declares its intent to adopt this Resolution irrespective of the fact that one or more of its provisions may be declared invalid subsequent hereto.

APPROVED, PASSED and ADOPTED by the governing board of the Jurupa Unified School District this 2nd day of April 2007, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

_____
Carl E. Harris, President, Governing Board
Jurupa Unified School District

ATTEST:

_____
Elliott Duchon, Secretary, Governing Board
Jurupa Unified School District

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Jurupa Unified School District

RESOLUTION # 2007/39
AUTHORIZATION TO CONDUCT SURPLUS SALE

WHEREAS, Education Code Section 17540, 17545, and 17546 allows for disposition of surplus personal property; and,

WHEREAS, The Board of Education has declared the District property located at the Warehouse, 4740 Pedley Road to be surplus and;

WHEREAS, in past sales, some property has remained unsold;

NOW THEREFORE BE IT RESOLVED, that pursuant to Education Code Sections 17545 and 17546, the Director of Centralized Support Services is empowered to sell the property to the highest bidder in a public sale and then to sell any remaining property at private sale and deposit funds from both sales in the account of the Jurupa Unified School District; and,

THEREFORE BE IT RESOLVED, that if any property remains from the private sale, it will be disposed of at the discretion of the Director of Centralized Support Services, either by subsequent private sale, donation to a charitable organization, or disposal at a local public dump pursuant to Education Code Section 17546.

Passed and adopted this 2nd day of April 2007.

BOARD OF EDUCATION

_____
Mary Burns
Clerk of the Board

_____
Date

S

SURPLUS SALE ITEMS						
QTY.	SERIAL #	TAG #	DESCRIPTION OF ITEM	OPERATIVE	INOPERATIVE	REMARKS
1 ea	N/A	N/A	OLD TEACHER DESK		YES	UNREPAIRABLE
1 ea	N/A	N/A	6X6 FLAT TABLE		YES	UNSAFE FOR SCHOOL USE
1 ea	29174	1408	HUMAN CPU		YES	UNREPAIRABLE
1 ea	52703	973	HUMAN MONITOR		YES	UNREPAIRABLE
1 ea	52589	947	PRINTER		YES	UNREPAIRABLE
1 ea	98016753	998	KEYBOARD		YES	UNREPAIRABLE
1 ea	N/A	1072	SPEAKERS		YES	UNREPAIRABLE
6 ea	N/A	N/A	BOOK CASES		YES	UNSAFE DAMAGED
4 ea	N/A	N/A	TEACHER DESK		YES	UNSAFE FOR SCHOOL USE
2 ea	N/A	N/A	CPU TABLES		YES	UNREPAIRABLE
2 ea	N/A	N/A	AM/FM/CD RADIO'S		YES	UNREPAIRABLE
1 ea	N/A	N/A	TEACHER'S CHAIRS		YES	UNSAFE FOR USE
1 ea	N/A	N/A	LUNCH TABLES		YES	UNSAFE FOR USE
2 ea	N/A	N/A	CHART RACKS		YES	UNSAFE FOR USE
1 ea	N/A	N/A	FILE CABINETS		YES	UNSAFE FOR USE
1 ea	HPL1102	N/A	OVER HEAD PROJECTOR		YES	OLD, UNREPAIRABLE
1 ea	N/A	N/A	COMPUTER CABINET		YES	UNSAFE FOR USE
3 ea	N/A	N/A	TEACHER'S DESK		YES	UNSAFE FOR USE
6 ea	N/A	N/A	BOOK CASES		YES	UNSAFE FOR USE
5 ea	N/A	N/A	OFFICE CHAIRS		YES	UNSAFE FOR USE
1 ea	N/A	N/A	WOODEN DESK		YES	UNSAFE FOR USE
1 ea	N/A	N/A	COMPUTER MONITOR		YES	UNREPAIRABLE
2 ea	52862	N/A	PRINTER		YES	UNREPAIRABLE
1 ea	95711	N/A	HUMAN COMPUTER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	51765	MAC PERFORMA 6320 CD POWER PC		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	N/A	CALIFON HEAD SETS		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	N/A	EDL SLIDE SHOW READER		YES	UNREPAIRABLE
1 ea	N/A	N/A	ZIP DRIVE		YES	UNREPAIRABLE
1 ea	N/A	N/A	SOFTWARE		YES	OUT DATED NOT COMPATIBLE W/DELL
1 ea	N/A	N/A	MAC COMPUTER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	N/A	LARGE MAPS		YES	NOT USEFUL AT ANY SITE
1 ea	N/A	N/A	OVERHEAD PROJECTOR		YES	VERY OLD UNREPAIRABLE
12 ea	N/A	N/A	CAFETERIA TABLE -DOUBLERS		YES	UNSAFE UNREPAIRABLE
1 ea	4690	30851	DELL OPTPLEX		YES	REPLACED UNDER WARRANTY
1 ea	C8962A	N/A	HP 5150		YES	UNREPAIRABLE
1 ea	N/A	N/A	PIANO		YES	UNREPAIRABLE
52 ea	N/A	N/A	CHAIR DESK COMBOS		YES	UNREPAIRABLE
19 ea	N/A	N/A	MISC. HARD DRIVES		YES	DOES NOT MEET EDUCATIONAL STANDARDS
2 ea	N/A	N/A	3.5" FLOPPY DRIVES		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	H20311235	N/A	SMART LINK BATTERY BACKUP		YES	UNREPAIRABLE
1 ea	95050220531	N/A	APC 400 BATTER BACKUP BACKUP		YES	UNREPAIRABLE
1 ea	B93070723383	N/A	APC 400 BATTERY BACKUP CHASSIS		YES	UNREPAIRABLE
1 ea	BCGM4880	N/A	APPLE POWERBOOK 520C		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	UC3050250520345	N/A	PATRIOT250 BATTERY LCD SCREEN		YES	UNREPAIRABLE
l ea	N/A	N/A	TOSHIBA LAPTOP LCD SCREEN		YES	UNREPAIRABLE
1 ea	N/A	N/A	12V-4A POWER SUPPLY		YES	UNREPAIRABLE



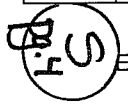
Education Technology Department (E.T.D.)

SURPLUS SALE ITEMS						
QTY.	SERIAL #	TAG #	DESCRIPTION OF ITEM	OPERATIVE	INOPERATIVE	REMARKS
1ea	N/A	N/A	WIN BOOK LAPTOP PORT REPLICATOR		YES	UNREPAIRBLE
1 ea	CN-06F777-15544-24L	N/A	DELL 4600 POWER EDGE POWER SUPPLY		YES	UNREPAIRABLE
8 ea	N/A	N/A	MISC KEYBOARDS	YES		DOES NOT MEET EDUCATIONAL STANDARDS
2 ea	N/A	N/A	COMPUTER SPEAKERS	YES		DOES NOT MEET EDUCATIONAL STANDARDS
2 ea	N/A	N/A	COMPUTER MOUSE		YES	UNREPAIRABLE
1 ea	N/A	N/A	REMOVABLE HARD DRIVE MOUNT		YES	UNREPAIRABLE
1 ea	904005790	N/A	LINKS 5-PORT HUB		YES	UNREPAIRABLE
1 ea	827D0119	N/A	ASANTE 16-PORT HUB	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	D354C0B13462	N/A	NET GEAR 24 PORT HUB		YES	DOES NOT MEET EDUCATIONAL STANDARDS
12 ea	D354C0B130461	N/A	NET GEAR 24 PORT HUB		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	55YE07214	N/A	KONICA 7055 COPIER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	KH941002823	N/A	MUSKET 1200USD FLATBED SCANNER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	N/A	ZIP DRIVE		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	53120	N/A	IMAC APPLE COMPUTER		YES	UNREPAIRABLE
1 ea	53117	N/A	IMAC APPLE COMPUTER		YES	UNREPAIRABLE
1 ea	N/A	N/A	TEACHER DESK		YES	UNREPAIRABLE
1 ea	xa6085xe6lc	51781	MAC 5200175LC		YES	UNREPAIRABLE
1 ea	XB62038R6LC	51923	MAC COMPUTER		YES	UNREPAIRABLE
1 ea	XB5142VL6LC	51408	MAC COMPUTER		YES	UNREPAIRABLE
1 ea	XB6203906LC	51925	MAC COMPUTER		YES	UNREPAIRABLE
1 ea	XB6203906LC	51924	MAC COMPUTER		YES	UNREPAIRABLE
1 ea	MX0AA11099	N/A	HP PRINTER		YES	UNREPAIRABLE
1 ea	TH19D1C3Q5	N/A	HP PRINTER		YES	UNREPAIRABLE
1 ea	N/A	N/A	METAL SHELF'S		YES	UNSAFE UNREPAIRABLE
1 ea	N/A	N/A	SMALL WOODEN BOOKSHELF		YES	UNSAFE UNREPAIRABLE
1 ea	N/A	52732	COMPAQ COMPUTER		YES	UNREPAIRABLE
1 ea	N/A	52730	COMPAQ COMPUTER		YES	UNREPAIRABLE
1 ea	N/A	52731	COMPAQ COMPUTER		YES	UNREPAIRABLE
1 ea	N/A	N/A	BROWN CHAIRS		YES	UNREPAIRABLE
1 ea	N/A	N/A	DARK WOOD PODIUM		YES	UNSAFE UNREPAIRABLE
1 ea	N/A	497	AIDOTRPMOC TITRATE		YES	UNREPAIRABLE
1 ea	N/A	52727	COMPAQ COMPUTER		YES	UNREPAIRABLE
5 ea	N/A	N/A	METAL DESK	YES		UNSAFE VERY OLD
4 ea	N/A	N/A	GREY COMPUTER CARTS	YES		UNSAFE VERY OLD
2 ea	N/A	N/A	BLACK AUDIO CARTS	YES		UNSAFE VERY OLD
1 ea	N/A	N/A	GENERAL PRECISION GARFLEX OLD REEL	YES		UNSAFE VERY OLD
1 ea	MX2681F	N/A	HP 941 PRINTER		YES	UNREPAIRABLE
1 ea	N/A	3487	RCA VIDEO PLAYER		YES	VERY OLD UNREPAIRABLE
1 ea	N/A	N/A	HP PRINTER 952C		YES	UNREPAIRABLE
1 ea	N/A	N/A	CALIFON TAPE PLAYER		YES	UNREPAIRABLE
1 ea	N/A	51516	MACINTOSH COMPUTER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	CN/6061N16R	N/A	HP 8255		YES	UNREPAIRABLE
1 ea	N/A	N/A	STEEL CASE FURNITURE PARTS		YES	UNREPAIRABLE
1 ea	N/A	N/A	TALL TV CART		YES	UNREPAIRABLE
1 ea	634250	18131	SHARP TV		YES	NO SOUND BAD PICTURE
1 ea	633820	18127	SHARP TV		YES	NO PICTURE UNREPAIRABLE

Education Technology Department (E.T.D.)

SURPLUS SALE ITEMS						
QTY.	SERIAL #	TAG #	DESCRIPTION OF ITEM	OPERATIVE	INOPERATIVE	REMARKS
1 ea	421-04440184	26752	ZENITH TV		YES	BROKEN KEYS (NO REMOTE)
1 ea	653175	50015	SHARP TV		YES	SOUND CUTS IN AND OUT
1 ea	35128707	27031	ZENITH TV	YES		PICTURE NOT VERY GOOD
1 ea	N/A	N/A	OAK COMPUTER DESK	YES		VERY OLD UNSAFE FOR SCHOOL USE
1 ea	N/A	N/A	WOODEN "L" SHAPED OFFICE DESK	YES		VERY OLD UNSAFE FOR SCHOOL USE
1 ea	N/A	N/A	OFFICE COUNTER/DESK	YES		VERY OLD UNSAFE FOR SCHOOL USE
1 ea	6227573	N/A	CASH REGISTER	YES		VERY OLD UNSAFE FOR SCHOOL USE
1 ea	MY0BH150BJ	N/A	HEWLET PACKARD PRINTER		YES	UNREPAIRABLE
1 ea	D980400927	N/A	SUN VIEW MONITOR	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	XA837A9ZDFN	4417	APPLE COMPUTER		YES	UNREPAIRABLE
1 ea	SG9330Q2GSN	4190	APPLE COMPUTER		YES	UNREPAIRABLE
1 ea	SG93300JGSN	4115	APPLE COMPUTER		YES	UNREPAIRABLE
1 ea	SG933068GSN	4119	APPLE COMPUTER		YES	DAMAGED MOTHER BOARD
1 ea	SG933ON3GSN	4116	APPLE COMPUTER		YES	VERY OLD UNREPAIRABLE
1 ea	SG9330MGSN	53279	APPLE COMPUTER		YES	VERY OLD UNREPAIRABLE
1 ea	SG9330N0GSN	4192	APPLE COMPUTER		YES	VERY OLD UNREPAIRABLE
1 ea	SG9330N0GSN	4191	APPLE COMPUTER		YES	VERY OLD UNREPAIRABLE
2 ea	N/A	N/A	4 X 8 FOOT WHITE BOARDS		YES	DEEP SCRATCHES UNREPAIRABLE
1 ea	C251000CB8708103	29309	EPSON STYLUS COLOR PRINTER		YES	UNREPAIRABLE
1 ea	52650	7144	PC TOWER	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	52647	7145	PC TOWER	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	52652	7143	PC TOWER	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	52651	7142	PC TOWER	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	6445	MAC POWER PC	YES		VERY OLD NOT USEABLE
1 ea	N/A	51487	HP DESKWRITER 540 PRINTER		YES	UNREPAIRABLE
4 ea	N/A	N/A	KEYBOARDS	YES		DOES NOT MEET EDUCATIONAL STANDARDS
4 ea	N/A	N/A	MOUSE	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	52641	COMP USA MONITOR	YES		DOES NOT MEET EDUCATIONAL STANDARDS
2 ea	N/A	52645	COMP USA MONITOR	YES		DOES NOT MEET EDUCATIONAL STANDARDS
3 ea		52640	COMP USA MONITOR	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea		52644	COMP USA MONITOR	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea		52642	COMP USA MONITOR	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	28323	WHEEL CHAIR		YES	UNREPAIRABLE
1 ea	NGL15716	3513	CANNON COPIER MODEL 6035		YES	DAMAGED PLUG (COST TO REPAIR OVER 60%)
1 ea	96451841	4613	RISOGRAPH MODEL 4200		YES	VERY OLD UNREPAIRABLE
1 ea	MY4464N2G3	N/A	HP PRINTER		YES	UNREPAIRABLE
1 ea	BZTKOOL	54231	DELL COMPUTER		YES	UNREPAIRABLE
1 ea	AAA1C14152	52493/4949	EPSON PRINTER		YES	UNREPAIRABLE
1 ea	TY81208QB8W	52485	APPLE COMPUTER	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	US9124043Z	N/A	HP COMPUTER	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	CN91I1K25Q	N/A	HP PRINTER		YES	UNREPAIRABLE
1 ea	G4016942	N/A	ZENITH VCR		YES	UNREPAIRABLE
1 ea	DM91173151	N/A	HP MONITOR		YES	UNREPAIRABLE
3 ea	N/A	N/A	KEYBOARDS	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	886266	9942	DUKANE PROJECTOR		YES	UNREPAIRABLE
1 ea	170078547	N/A	OVERHEAD PROJECTOR		YES	UNREPAIRABLE

SURPLUS SALE ITEMS						
QTY.	SERIAL #	TAG #	DESCRIPTION OF ITEM	OPERATIVE	INOPERATIVE	REMARKS
1 ea	47605-D7D-BJPQ	54293	DELL MONITOR		YES	UNREPAIRABLE
3 ea	152581744	N/A	XEROX 645S MEMORY WRITER		YES	UNREPAIRABLE
1 ea	N/A	N/A	AIR KING FAN	YES		VERY OLD UNSAFE FOR SCHOOL USE
1 ea	N/A	N/A	METAL BOOK SHELF	YES		VERY OLD UNSAFE FOR SCHOOL USE
1 ea	N/A	N/A	METAL LONG TABLE	YES		VERY OLD UNSAFE FOR SCHOOL USE
1 ea	N/A	N/A	ROUND TABLE	YES		VERY OLD UNSAFE FOR SCHOOL USE
1 ea	N/A	N/A	TALL CABINET	YES		VERY OLD UNSAFE FOR SCHOOL USE
12 ea	N/A	N/A	STUDENT DESKS		YES	UNREPAIRABLE
1 ea	N/A	9667	MONITOR	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	52319	APPLE COMPUTER	YES		VERY OLD NOT USEABLE
1 ea	N/A	806437201	VCR		YES	UNREPAIRABLE
3 ea	N/A	N/A	KEYBOARDS	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	N/A	METAL COMPUTER DESK	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	9658	DELL COMPUTER	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	53229	APPLE COMPUTER		YES	UNREPAIRABLE
1 ea	N/A	53258	APPLE COMPUTER	YES		VERY OLD NOT USEABLE
1 ea	N/A	51258	MAC POWER PC	YES		VERY OLD NOT USEABLE
1 ea	N/A	51025	MAC POWER PC	YES		VERY OLD NOT USEABLE
1 ea	N/A	53187	EPSON PRINTER		YES	UNREPAIRABLE
1 ea	N/A	30149	EPSON PRINTER		YES	UNREPAIRABLE
1 ea	N/A	53189	EPSON PRINTER		YES	UNREPAIRABLE
4 ea	N/A	N/A	APPLE KEYBOARDS	YES		DOES NOT MEET EDUCATIONAL STANDARDS
2 ea	N/A	N/A	COMPUTER ROLL CARTS		YES	UNREPAIRABLE
3 ea	N/A	N/A	STUDENT DESKS		YES	UNREPAIRABLE
1 ea	N/A	N/A	SAND TABLES		YES	UNREPAIRABLE
1 ea	N/A	N/A	BOOK CASES		YES	UNREPAIRABLE
5 ea	N/A	N/A	BROKEN CHAIRS		YES	UNREPAIRABLE
1 ea	4955815	N/A	COMPUTER KEYBOARD		YES	UNREPAIRABLE
1 ea	603718	N/A	KEYBOARD		YES	DAMAGED KEYS
4 ea	N/A	N/A	CLASSROOM TABLES		YES	UNREPAIRABLE
1 ea	1250760	4259	DIGITAL PIANO		YES	UNREPAIRABLE
1 ea	N/A	54425	DELL MONITOR		YES	UNREPAIRABLE
1 ea	N/A	54404	DELL MONITOR DCS		YES	UNREPAIRABLE
1 ea	N/A	29697	MITSUBISHI MONITOR	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	N/A	AT&T MONITOR 7134		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	N/A	AT&T MONITOR 7134		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	N/A	AT&T MONITOR 7134		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	30780637	N/A	AT&T TOWER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	30780830	N/A	AT&T TOWER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	30780776	N/A	AT&T TOWER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
9 ea	N/A	N/A	18" STUDENT CHAIRS		YES	UNSAFE FOR SCHOOL USE
1 ea	46632	54719	DELL MONITOR		YES	UNREPAIRABLE
1 ea	U5464828BIJ	54571	BROTHER INTEL FAX		YES	UNREPAIRABLE
1 ea	U456356E992014	29849	BROTHER INTEL FAX		YES	UNREPAIRABLE
1 ea	MY281D620	N/A	HP 750 PRINTER		YES	UNREPAIRABLE
1 ea	N/A	N/A	TRANS AUDIO RECEIVER		YES	UNREPAIRABLE



Education Technology Department (E.T.D.)

SURPLUS SALE ITEMS						
QTY.	SERIAL #	TAG #	DESCRIPTION OF ITEM	OPERATIVE	INOPERATIVE	REMARKS
15 ea	N/A	N/A	SOLAR CALCULATORS		YES	UNREPAIRABLE
1 ea	132RJ00J00429	29949	PRIMO MONITOR		YES	UNREPAIRABLE
1 ea	312138	23318	SHARP 26" TV		YES	UNREPAIRABLE
1 ea	BCCM1242	26349	APPLE KEYBOARDS	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	SG4342820BJ	26603	APPLE AUDIO/ VISION MONITOR		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	XB4380R72558	26601	MAC POWER PC		YES	UNREPAIRABLE
1 ea	BJMCM15VB	N/A	APPLE MONITOR		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	VCC638KHYB5Q	N/A	APPLE STYLE WRITER 2500		YES	UNREPAIRABLE
1 ea	X36243H812	N/A	MAC POWER PC		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	NN527JB6336	N/A	APPLE KEYBOARDS	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	N/A	TV-VCR CART		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	54183	HUMAN COMPUTER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	1637	HUMAN COMPUTER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	1299	HUMAN COMPUTER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	3763	HUMAN COMPUTER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	54175	HUMAN COMPUTER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	53842	HUMAN COMPUTER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	53803	HUMAN COMPUTER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	53776	HUMAN COMPUTER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	53816	HUMAN COMPUTER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	53396	HUMAN COMPUTER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	53847	HUMAN COMPUTER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	54189	HUMAN COMPUTER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	54162	HUMAN COMPUTER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	54186	ACCSYS COMPUTER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	54194	ACCSYS COMPUTER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	54192	ACCSYS COMPUTER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	54197	ACCSYS COMPUTER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	54179	ACCSYS COMPUTER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	54196	ACCSYS COMPUTER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	54200	ACCSYS COMPUTER	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	N/A	ACCSYS COMPUTER	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	53740	JVC TV W/ STAND		YES	UNREPAIRABLE
1 ea	N/A	53767	JVC TV W/ STAND		YES	UNREPAIRABLE
1 ea	N/A	54093	ACCSYS COMPUTER	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	54137	ACCSYS COMPUTER	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	54136	ACCSYS COMPUTER	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	54661	XEROX PRINTER		YES	UNREPAIRABLE
1 ea	N/A	54669	XEROX PRINTER		YES	UNREPAIRABLE
1 ea	N/A	54165	ACCSYS COMPUTER	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1ea	N/A	53780	MMMS COMPUTER	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	53788	MMMS COMPUTER	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1ea	N/A	53787	MMMS COMPUTER	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	54132	ACCSYS COMPUTER	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	54167	ACCSYS COMPUTER	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	56266	DELL MONITOR DCS	YES		DOES NOT MEET EDUCATIONAL STANDARDS

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Education Technology Department (E.T.D.)

SURPLUS SALE ITEMS						
QTY.	SERIAL #	TAG #	DESCRIPTION OF ITEM	OPERATIVE	INOPERATIVE	REMARKS
1 ea	N/A	56269	DELL MONITOR DCS	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	55774	DELL MONITOR DCS	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	56191	DELL MONITOR DCS	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	56151	DELL MONITOR DCS		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	N/A	PC COMP USA/ KEY BOARDS		YES	UNREPAIRABLE
1 ea	N/A	N/A	COMP USA MONITOR		YES	UNREPAIRABLE
4 ea	N/A	N/A	COMP USA MONITOR		YES	UNREPAIRABLE
11ea	N/A	N/A	STUDENT DESKS		YES	UNREPAIRABLE
6 ea	N/A	N/A	DOUBLE STUDENT DESK		YES	UNREPAIRABLE
2 ea	N/A	N/A	CHALK BOARDS	YES		VERY OLD NOT USEABLE
1 ea	N/A	N/A	METAL BOOK CABINETS	YES		VERY OLD UNSAFE FOR SCHOOL USE
3 ea	N/A	N/A	METAL BOOK SHELVES	YES		VERY OLD UNSAFE FOR SCHOOL USE
1 ea	N/A	N/A	CUSHIONED CHAIR	YES		VERY OLD UNSAFE FOR SCHOOL USE
1 ea	N/A	N/A	COMPUTER CHAIR	YES		VERY OLD UNSAFE FOR SCHOOL USE
6 ea	N/A	N/A	PLASTIC CHAIRS		YES	UNREPAIRABLE
1 ea	N/A	519606	MONITOR	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	54223	DELL COMPUTER	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	54294	MONITOR	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	54426	MONITOR	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	54408	DELL COMPUTER	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	N/A	SLIDE PROJECTOR KODAK	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	31800-82	N/A	DUANE PROJECTOR	YES		VERY OLD, OUTDATED
2 ea	N/A	N/A	LARGE ROLLING BOOKSHELF'S		YES	BROKEN WHEEL ON CART
1 ea	N/A	N/A	CLASSROOM DESK	YES		VERY OLD UNSAFE FOR SCHOOL USE
1 ea	D550803L39M	21275163	APPLE LASERWRITER	YES		DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	USCB6096176	52262	HP DESKWRITER 540 PRINTER	YES		DOES NOT MEET EDUCATIONAL STANDARDS
9 ea	N/A	N/A	MED STUDENT CHAIR		YES	UNREPAIRABLE
1 ea	N/A	N/A	LRG STUDENT CHAIR		YES	UNREPAIRABLE
1 ea	N/A	N/A	TEACHER DESK		YES	UNREPAIRABLE
1 ea	N/A	N/A	WALL CLOCKS		YES	UNREPAIRABLE
1 ea	N/A	N/A	TRICYCLE		YES	UNREPAIRABLE
1 ea	N/A	N/A	STUDENT DESKS		YES	UNREPAIRABLE
1 ea	88455618	52234	RISOGRAPH MODEL 4200 COPY MACHINE		YES	UNREPAIRABLE
1 ea	C192771841	53386	APPLE MONITOR		YES	UNREPAIRABLE
4 ea	MB317HUNH8	N/A	COMPUTER MOUSE		YES	UNREPAIRABLE
4 ea	N/A	N/A	COMPUTER KEYBOARDS		YES	UNREPAIRABLE
1 ea	US4AL1D135	51320	PRINTER		YES	UNREPAIRABLE
1ea	M1700	56498	SCANNER		YES	UNREPAIRABLE
1 ea	9097808	53355	TOWER		YES	UNREPAIRABLE
1 ea	9091821	4776	TOWER		YES	UNREPAIRABLE
1 ea	173921	91438	TOWER		YES	UNREPAIRABLE
1 ea	M781MM	55291	MONITOR		YES	UNREPAIRABLE
1 ea	N/A	53412	MONITOR		YES	UNREPAIRABLE
1 ea	170126538	N/A	OVERHEAD PROJECTOR		YES	UNREPAIRABLE
1 ea	CY326B437B7	N/A	MONITOR		YES	UNREPAIRABLE
1 ea	99013204	52593	PRINTER		YES	UNREPAIRABLE

E.T.D. Education Technology Department (E.T.D.)

SURPLUS SALE ITEMS						
QTY.	SERIAL #	TAG #	DESCRIPTION OF ITEM	OPERATIVE	INOPERATIVE	REMARKS
25 ea	N/A	N/A	SMALL TABLES		YES	UNREPAIRABLE
32 ea	N/A	N/A	MEDIUM TABLES		YES	UNREPAIRABLE
28 ea	N/A	N/A	LARGE TABLES		YES	UNREPAIRABLE
23 ea	N/A	N/A	ROUND TABLES		YES	UNREPAIRABLE
4 ea	N/A	N/A	EXTRA-LARGE TABLES		YES	UNREPAIRABLE
269 ea	N/A	N/A	STUDENT CHAIRS		YES	UNREPAIRABLE
23 ea	N/A	N/A	TEACHER CHAIRS		YES	UNREPAIRABLE
15 ea	N/A	N/A	SMALL BOOKCASES		YES	UNREPAIRABLE
9 ea	N/A	N/A	SMALL STORAGE CABINETS		YES	UNREPAIRABLE
18 ea	N/A	N/A	COMBO DESK		YES	UNREPAIRABLE
69 ea	N/A	N/A	BROWN COMBO DESK		YES	UNREPAIRABLE
56 ea	N/A	N/A	BLUE COMBO DESK		YES	UNREPAIRABLE
26 ea	N/A	N/A	LARGE STORAGE CABINETS		YES	UNREPAIRABLE
12 ea	N/A	N/A	STUDENT DESKS		YES	UNREPAIRABLE
4 ea	N/A	N/A	WORK STATIONS		YES	UNREPAIRABLE
37 ea	N/A	N/A	TEACHER DESKS		YES	UNREPAIRABLE
19 ea	N/A	N/A	4-DRAWER FILE CABINETS		YES	UNREPAIRABLE
11 ea	N/A	N/A	5-DRAWER FILE CABINETS		YES	UNREPAIRABLE
23 ea	N/A	N/A	LARGE BOOKCASES		YES	UNREPAIRABLE
1 ea	3587	N/A	OCE COPIER MODEL #3055		YES	COST OF REPAIRS (OVER 70%)
1 ea	F769487	25417	REFRIGERATOR FREEZER		YES	UNREPAIRABLE
1 ea	XB5061SF4VT	7115	MACINTOSH COMPUTER		YES	UNREPAIRABLE
1 ea	FCG0432G55F	7114	MACINTOSH COMPUTER		YES	UNREPAIRABLE
1 ea	FC5474X355F	7112	MACINTOSH COMPUTER		YES	UNREPAIRABLE
1 ea	FC54AE755F	7113	MACINTOSH COMPUTER		YES	UNREPAIRABLE
1 ea	SG335GOTBJ	26120	APPLE MONITOR		YES	UNREPAIRABLE
1 ea	SG4341KSOBJ	26738	APPLE MONITOR		YES	UNREPAIRABLE
1 ea	CJ5486FA39X	27827	APPLE MONITOR		YES	UNREPAIRABLE
1 ea	ZC4371BVOA5	26735	APPLE MONITOR		YES	UNREPAIRABLE
1 ea	6802BSC3P688	2022	COMPAQ COMPUTER		YES	UNREPAIRABLE
1 ea	E2NG221500046	705	ELO L2ES TOUCHSCREEN		YES	UNREPAIRABLE
1 ea	AS0047113541	4886	APC SMART UPS 700		YES	UNREPAIRABLE
1 ea	1790312	721	TATUNG C5DZE TOUCHSREEN		YES	UNREPAIRABLE
1 ea	1790488	N/A	TATUNG C5DZE TOUCHSREEN		YES	UNREPAIRABLE
1 ea	MY97DB1173	29927	FAX MACHINE		YES	UNREPAIRABLE
1 ea	N/A	N/A	BOOKS		YES	DISCARDED INSTRUCTIONAL MATERIALS
1 ea	MX0AA108M	N/A	HP650C PRINTER		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1 ea	N/A	29256	COMPUTER CLONE PIII		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1ea	3587	1227	OCE COPIER # 3055		YES	DOES NOT MEET EDUCATIONAL STANDARDS
1ea	N/A	8514	DELL MONITOR M782		YES	DOES NOT MEET EDUCATIONAL STANDARDS
5 ea	N/A	N/A	HP PRINTER		YES	UNREPAIRABLE
2 ea	N/A	N/A	MOUSE		YES	UNREPAIRABLE
13 ea	N/A	N/A	MAC II COMPUTER		YES	UNREPAIRABLE
11ea	N/A	N/A	MAC MONITOR		YES	UNREPAIRABLE
9 ea	N/A	N/A	PC KEYBOARD		YES	UNREPAIRABLE
1 ea	N/A	N/A	HP SCANNER		YES	UNREPAIRABLE

SURPLUS SALE ITEMS						
QTY.	SERIAL #	TAG #	DESCRIPTION OF ITEM	OPERATIVE	INOPERATIVE	REMARKS
1 ea	N/A	N/A	BURROUGHS POWER PROJECTOR		YES	UNREPAIRABLE
1 ea	N/A	N/A	HP LASER WRITER		YES	UNREPAIRABLE

SURPLUS SALE ITEMS						
QTY.	SERIAL #	TAG #	DESCRIPTION OF ITEM	OPERATIVE	INOPERATIVE	REMARKS

SURPLUS SALE ITEMS						
QTY.	SERIAL #	TAG #	DESCRIPTION OF ITEM	OPERATIVE	INOPERATIVE	REMARKS

SURPLUS SALE ITEMS						
QTY.	SERIAL #	TAG #	DESCRIPTION OF ITEM	OPERATIVE	INOPERATIVE	REMARKS

SURPLUS SALE ITEMS						
QTY.	SERIAL #	TAG #	DESCRIPTION OF ITEM	OPERATIVE	INOPERATIVE	REMARKS

Jurupa Unified School District

Personnel Report #17

April 2, 2007

Change of Assignment

Teacher From 60% to 100%	Ms. Lucia Chavez 4677 Terry Ave. Chino, CA 91710	Eff. July 1, 2007
Teacher From 50% to 100%	Ms. Laura Ciesla 11478 Humber Mira Loma, CA 91752	Eff. July 1, 2007
Teacher From 60% to 100%	Ms. Jennifer Griffin 652 Burwood Ct. Riverside, CA 92506	Eff. July 1, 2007
Teacher From 50% to 40%	Ms. Wendy Holder 37757 Alder Ct. Murrieta, CA 92562	Eff. July 1, 2007
Teacher From 50% to 100%	Ms. Jennifer Lara 5144 Osuna Ct. Mira Loma, CA 91752	Eff. July 1, 2007
Teacher From 50% to 100%	Ms. Kathy Mason 7980 Harbart Dr. Riverside, CA 92506	Eff. July 1, 2007
Teacher From 50% to 60%	Ms. Julie Stice 10928 Arrowwood Dr. Riverside, CA 92505	Eff. July 1, 2007
Speech & Language Pathologist From 60% to 100%	Ms. Jillian Zimmerman 3964 McKenzie St. Riverside, CA 92503	Eff. July 1, 2007

Extra Compensation Assignment

Administrative Services; provide home hospital instruction; March through June 2007; not to exceed 5 hours per week each; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $10,093 total.

Ms. Amber Harrell-Tobey
Mr. Jim Beckley
Ms. Monica Montiel-Turner
Ms. Amber Harrell-Tobey

Administrative Services; attend home hospital IEP meeting; March 8, 2007; not to exceed 4 hours; appropriate hourly rate of pay; Funding Source: Special Education; $161 total.

Mr. Tarquinn Curry

Education Services; facilitate and present data at Marzano training; January 22 & 25, 2007; not to exceed 8 hours; appropriate hourly rate of pay; Funding Source: Title I Basic Grants Low Income; $270 total.

Mr. John Allen

Personnel Report #17

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Education Services; stipend to attend optional staff development days at Pacific Avenue; January 11 & February 8, 2007; appropriate rate of pay; Funding Source: Staff Development Buy Back Days; $5,500 total.

Ms. Robyn Anderson
Ms. Lisa Dutra
Mr. Bruce Hebert
Ms. Janice Kidd
Ms. Terese Miranda
Ms. Jyll Morris
Mr. Hector Sanchez
Ms. Patricia Valle-Sanchez
Ms. Kristen Bernier
Ms. Myra Esteban
Ms. AnnMarie Hershey
Ms. Candy Kvidahl
Mr. Brian Mitchell
Ms. Ina Poetoehena
Ms. Cindy Shuler
Ms. Janet Coleman
Ms. Esther Green
Ms. Mary Kahlefent
Ms. Jennifer Lester
Ms. Karen Morales
Ms. Lisa Rodriguez
Ms. Marisol Stokes

Education Services; stipend to attend optional staff development day at Mission Middle School; February 24, 2007; appropriate rate of pay; Funding Source: Staff Development Buy Back Days; $7,000 total.

Mr. Al Barrientos
Mr. Sam Gee
Mr. Jarrod Hesler
Mr. Jay Ishimotot
Ms. Jamie Lewison
Ms. Lori Pardon
Mr. Dan Poelstra
Ms. Irene Stewart
Ms. Judy Van Train
Mr. Ross Yohonn
Mr. Glenn Dion
Ms. Amber Harrell-Tobey
Mr. Paul Horn
Ms. Cheryl Lauritzen
Ms. Melissa Moberly
Mr. William Patterson
Ms. Susan Ridder
Mr. Doug Stevens
Ms. Rachel Weeks
Mr. Juan Garcia
Ms. Cynthia Hernandez
Ms. Amber Iest
Ms. Marci Lee
Ms. Pamela Ogden
Ms. Loretta Pearce
Ms. Maria Rodriguez-Nunez
Ms. Cheri Travis
Ms. Danae Yohonn

Education Services; attend Language Intervention sharing session; February 1, 2007; not to exceed 4.5 hours total; appropriate hourly rate of pay; Funding Source: Title II, Teacher Quality; $162 total.

Mr. Jon Brubaker
Ms. Kathy Nitta
Mr. Stevan Flores
Mr. Anthony Gomez

Education Services; attend Standards Strategy sharing session; February 27,2007; not to exceed 7.5 hours total; appropriate hourly rate of pay; Funding Source: Title II, Teacher Quality; $270 total.

Ms. Janet Edmondson
Ms. Alicia Romero
Ms. Evelyn English
Ms. Debra Sanchez
Ms. Sarah Franz

Granite Hill Elementary; carry out CBET program for parents; October 2006 through June 2007; not to exceed 5.5 hours per week each; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; $3,569 total.

Ms. Lorena Graves
Ms. Michelle Maisel

Granite Hill Elementary; attend optional staff development day; January 27, 2007; appropriate rate of pay; Funding Source: Title I Basic Grants Low Income; $5,250 total.

Ms. Kristin Alkire
Ms. Kathleen Brooks
Ms. Maria Gadsden
Ms. Cassandra Lemus
Ms. Kristy Bonsangue
Mr. Sean Edwards
Ms. Colleen Griggs
Ms. Maria McCollum
Ms. Felician Brown-Horner
Ms. Lorena Fong
Ms. Kelly Keprios

Personnel Report #17

CERTIFICATED PERSONNEL

Extra Compensation Assignment

Granite Hill Elementary; provide ELO instruction; February 26, 2007 through April 6, 2007; not to exceed 3 hours per week each; appropriate hourly rate of pay; Funding Source: FELO/SELO programs; $16,872 total.

Ms. Sherine Patton
Ms. Kristy Bonsangue
Ms. Kelly Keprios
Ms. Jamie Smallwood
Ms. Colleen Griggs
Ms. Marcia McVey
Mr. Steve Santiago
Ms. Stephanie Santana
Ms. Katie O'Neal
Mr. Sean Edwards
Ms. Saundra Pedro
Ms. Kara Davis
Ms. Lorena Graves
Ms. Debbie Ramirez
Mr. Otis Allmon
Ms. Christy Nichols
Ms. Jenny Tan
Ms. Seong Kim
Ms. Cassandra Lemus
Ms. Kathleen Brooks
Ms. Kristin Alkire
Ms. Marilyn Robinson
Ms. Jennifer Pointius
Ms. Maria Gadsden
Ms. Julie Villasenor
Ms. Erin Wong

Granite Hill Elementary; provide ELO for GATE students; February 26, 2007 through April 6, 2007; not to exceed 2 hours each weekly; appropriate hourly rate of pay; Funding Source: Gifted and Talented Education; $4,203 total.

Mr. Otis Allmon
Ms. Marilyn Robinson
Ms. Lorena Graves
Ms. Maria McCollum
Mr. Sean Edwards
Ms. Nenoise Trotter
Ms. Kathleen Brooks
Mr. Steve Santiago

Indian Hills Elementary; participate in Family Science Night; January 11 & 12, 2007; not to exceed 4 hours; appropriate hourly rate of pay; Funding Source: Title III, LEP; $144 total.

Ms. Kristie Burson

Pacific Avenue Elementary; implement adopted curriculum by providing materials, lessons, and collaboration; March 5-12, 2007; not to exceed 40 hours total; appropriate hourly rate of pay; Funding Source: School Improvement Program; $1,442 total.

Ms. Ann Marie Farias
Ms. Robyn Anderson
Mr. John Allen

Sky Country Elementary; provide incentives to improve student achievement, behavior and attendance; February through June 2007; not to exceed 20 hours total; appropriate hourly rate of pay; Funding Source: School Improvement Program; $721 total.

Ms. Barbara McNutt
Ms. Sue Guerriero
Ms. Shelley Levers
Ms. Cindy Palmer
Ms. Diana Martinez
Ms. Michelle Ruiz
Ms. Susan Tanner
Mr. Charles Lantz
Ms. Jamey Bettencourt
Ms. Margie Forward
Ms. Julya Anderson
Ms. Patricia Lopez
Ms. Dawn Owen
Ms. Jennifer Bullard
Ms. Lisa Pacheco
Ms. Cathy Seidel
Ms. Karen Dunlap
Ms. Terri Heckroth
Ms. Sally Louis
Ms. Kim Sorenson
Mr. Bruce Ravenscroft
Ms. Heather Wood
Ms. Heather Heun
Ms. Suzanne Ali
Ms. Fran Rice-Laabs
Ms. Janelle Ness
Ms. Tracey Starling
Ms. Traci Payo
Ms. Rolanda Cavasos
Mr. Darwin Dallas
Ms. Jene Shuler

Rubidoux High School; work with registration for RHS and PHS; February 1, 2007 through April 30, 2007; not to exceed 24 hours each; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $6,922 total.

Ms. Debra Bush
Mr. Gene Erickson
Ms. Jill Trosper
Ms. Denise Stevens
Mr. Nick Cornejo
Mr. Ignacio Godoy
Mr. Bobbie Arterberry
Mr. Luis Murillo Ms.

Personnel Report #17

CERTIFICATED PERSONNEL

Leave of Absence

Teacher	Ms. Melissa Olivier 19301 Red Rock St. Perris, CA 92570	Maternity Leave February 26, 2007 through April 6, 2007 with use of sick leave and Unpaid Special Leave April 16, 2007 through June 21, 2007 without compensation.
Teacher	Ms. Dawn Rector 23318 Harland Dr. Moreno Valley, CA 92557	Maternity Leave January 24, 2007 through March 20, 2007 with use of sick leave and Unpaid Special Leave April 3, 2007 through June 21, 2007 without compensation.

Resignation

Teacher	Mr. Randall Dong 5653 Jensen Ranch Rd. Riverside, CA 92509	Eff. March 15, 2007
Teacher	Mr. Patrick Dorfsmith 2090 North Jacques Rd. Palm Springs, CA 92262	Eff. June 30, 2007
Teacher	Ms. Karen Wright 3984 Redondo St. Riverside, CA 92505	Eff. March 23, 2007

Substitute Assignment

Teacher	Ms. Arlene Galvin 1550 Campana Ct. Colton, CA 92324	As needed Prospective Teacher Permit
Teacher	Mr. Kevin Jones 328 N. Lemon Ave. #374 Walnut, CA 91789	As needed Emergency 30-Day Permit
Teacher	Mr. Juan Ochoa 1329 Massachusetts Ave. #102 Riverside, CA 92507	As needed Emergency 30-Day Permit
Teacher	Ms. Sanaz Sahba 11711 Collett Ave. #1632 Riverside, CA 92505	As needed Preliminary Single Subject Social Science
Teacher	Ms. Aloha Smith 5848 Tower Rd. Riverside, CA 92506	As needed Emergency 30-Day Permit
Teacher	Ms. Lisa VandenRaadt 11179 Hamal Ave. Mira Loma, CA 91752	As needed CBEST Waiver

Personnel Report #17

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Education Services; stipend to attend optional staff development day at Sunnyslope Elementary; February 3, 2007;appropriate rate of pay; Funding Source: Staff Development Buy Back Days; $34 total.

Bilingual Language Tutor	Ms. Sylvia Alcantar

Education Services; stipend to attend optional staff development day at Mission Middle; February 24, 2007; appropriate rate of pay; Funding Source: Staff Development Buy Back Days; $1,206 total.

Instructional Aide	Mr. Ryan Bailey
Instructional Aide	Ms. Gabriela Chavez
Bilingual Language Tutor	Ms. Reveca Gomez
Instructional Aide	Ms. Cynthia Hardy
Instructional Aide	Ms. Tara Hardy
Instructional Aide	Ms. Lindsey Jovel
Instructional Aide	Ms. Margaret Morales
Instructional Aide	Mr. Daniel Whitman
Bilingual Language Tutor	Ms. Albertina Zamora

Education Support Services; assist students on bus; March 1, 2007 through June 21, 2007; not to exceed 150 hours total; appropriate hourly rate of pay; Funding Source: Special Ed: Basic Grant Entitlement; $2,372 total.

Activity Supervisor	Ms. Angela Painter
Activity Supervisor	Ms. Patty Bock
Activity Supervisor	Ms. Rita Prado

Education Technology; provide follow-up on lost and non returned books; March 19, 2007 through April 27, 2007; not to exceed 2 hours per day; appropriate hourly rate of pay; Funding Source: Lottery; $1,000 total.

Library Technician	Ms. Teri Spencer

Language Services; assist with processing GATE test booklets; March 7-31, 2007; not to exceed 75 hours total; appropriate hourly rate of pay; Funding Source: Gifted and Talented Education; $1,168 total.

Bilingual Language Tutor	Ms. Miriam Hesselgrave
Bilingual Language Tutor	Ms. Maria Aguirre
Bilingual Language Tutor	Ms. Carolina Prado
Bilingual Language Tutor	Ms. Melina Garcia

Granite Hill Elementary; stipend to attend staff development day; January 27, 2007; appropriate rate of pay; Funding Source: Title I Basic Grants Low Income; $536 total.

Bilingual Language Tutor	Ms. Maria Morfin
Bilingual Language Tutor	Ms. Diana Quintero
Bilingual Language Tutor	Ms. Kenia Ramirez
Translator Clerk Typist	Ms. Maria Cecilia Silvas

Granite Hill Elementary; provide supervision during CBET classes; October 2006 through June 2007; not to exceed 60 hours total; appropriate hourly rate of pay; Funding Source: Community Based English Tutoring; $840 total.

Activity Supervisor	Ms. April Rounsaville

Personnel Report #17

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Troth Street Elementary; provide assistance to improve student achievement; January through June 2007; appropriate hourly rate of pay; Funding Source: Title III, LEP; $3,000 total.

Clerk Typist	Ms. Susy Aguirre
Bilingual Language Tutor	Ms. Imelda Alvarez
Bilingual Language Tutor	Ms. Delia Batiz
Bilingual Language Tutor	Ms. Rita De la Torre
Clerk Typist	Ms. Carlene Jones
Bilingual Language Tutor	Ms. Pam Juarez
Bilingual Language Tutor	Ms. Gloria Navarro
Bilingual Language Tutor	Ms. Amelia Raya
Clerk Typist	Ms. Janet Richards

Mission Middle School; assist registrar with student files; March 5, 2007 through May 5, 2007; not to exceed 15 hours total; appropriate hourly rate of pay; Funding Source: Discretionary-Allocations; $250 total.

Health Care Aide	Ms. Brandi Stone

Rubidoux High School; provide supervision at athletic activities and events; February 26, 2007 through March 26, 2007; not to exceed 200 hours total; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $5,572 total.

Night Attendance Caller	Ms. Gloria Acosta
Bilingual Language Tutor	Ms. Maria Aguirre
Clerk Typist	Ms. Barbara Bell
Crossing Guard	Ms. Barbara Bennyworth
IA/Student Attend. Aide	Ms. Julia Berry
Instructional Aide	Ms. Catharine Bloom
Instructional Aide	Ms. Maria Carrillo-Rodriguez
Night Attendance Caller	Ms. Susana Collier
Instructional Aide	Ms. Ashley Criddell
Instructional Aide	Ms. Crystal Gibson
Instructional Aide	Ms. Aimee Gomez
Agricultural Asst.	Ms. Sarah Green
BLT/Instructional Aide	Ms. Patricia Griffin
IA/Health Care Aide	Ms. Catherine Hills
Instructional Aide	Ms. Nancy Iverson
Instructional Aide	Ms. Cynthia Kirkendall
Instructional Aide	Ms. Rom Kruse
Instructional Aide	Ms. Carolyn Lecerff
Instructional Aide	Ms. Jeanette Lothridge
Instructional Aide	Ms. Stephanie Maldonado
BLT/Instructional Aide	Ms. Esther Marquez
Clerk Typist	Ms. Sharon McDonough
Instructional Aide	Mr. Jake McMains
Instructional Aide	Ms. Ernestine Moreno
Student Attendant Aide	Ms. Christine Nicholson
Instructional Aide	Ms. Alice Perez
Instructional Aide	Ms. Lorena Platero
Instructional Aide	Ms. Shannon Robinson
Instructional Aide	Ms. Amanda Sadler
Instructional Aide	Ms. Mikki Schlagel
Instructional Aide	Ms. Amber Smith
Instructional Aide	Ms. Dana Smith
Health Care Aide	Ms. Megan Striepeke
Instructional Aide	Ms. Kristina Tolmack
IA/Student Attendant Aide	Ms. Deirdra Tudor
Bilingual Language Tutor	Ms. Sabrina Villa
Crossing Guard	Ms. Virginia Ward

Personnel Report #17

CLASSIFIED PERSONNEL

Short-Term/Extra Work

Learning Center; provide support to Independent Study program; March 5, 2007 through June 22, 2007; not to exceed 2 hours per week; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $408 total.

Instructional Aide	Ms. Karen Boyd

Learning Center; administer CASAS test to off-site ESL classes; February 14-15, 2007; not to exceed 6 hours total; appropriate hourly rate of pay; Funding Source: Adult Education Apportionment; $105 total.

Bilingual Language Tutor	Ms. Marbely Villalobos

Leave of Absence

Instructional Aide	Ms. Christina Carrillo 6050 Florence St. Riverside, CA 92504	Unpaid Special Leave January 2, 2007 through March 9, 2007 without compensation, health & welfare benefits or increment advancement.
Bilingual Language Tutor	Ms. Maria Garcia 7956 Shadow Trail Ln. Riverside, CA 92509	Maternity Leave March 22, 2007 through May 2, 2007 with use of sick Leave and Unpaid Special Leave May 3, 2007 through June 22, 2007 without compensation, health & welfare benefits or increment advancement.
Health Care Aide	Ms. Stella Hurtado 5134 Trail Canyon Dr. Mira Loma, CA 91752	Maternity Leave March 1, 2007 through April 11, 2007 with use of sick Leave and Unpaid Special Leave April 12, 2007 through June 1, 2007 without compensation, health & welfare benefits or increment advancement.
Bilingual Language Tutor & Instructional Aide	Ms. Anabel Plata-Ortiz 9044 Round Table Circle Riverside, CA 92509	Maternity Leave March 13, 2007 throgh April 23, 2007 with use of sick leave.
Opportunity School Asst.	Ms. Virginia Valenzuela 11456 Geyser Dr. Mira Loma, CA 91752	Unpaid Special Leave February 1, 2007 through May 10, 2007 without compensation.

Personnel Report #17

CLASSIFIED PERSONNEL

Promotion

From Café Asst. I To Instructional Aide	Ms. Rosa Guevara 11201 58th St. Mira Loma, CA 91752	Eff. March 12, 2007 Work Year E1
From Café Asst. I To Instructional Aide	Ms. Denise Salazar 4230 Wind Stream Ln. Riverside, CA 92509	Eff. March 12, 2007 Work Year E1

Regular Assignment

Instructional Aide	Ms. Deanna Austin 11605 Humber Dr. Mira Loma, CA 91752	Eff. March 19, 2007 Work Year E1
Bilingual Language Tutor	Ms. Valerie Constantino 3170 Vance St. Riverside, CA 92504	Eff. March 12, 2007 Work Year E1
Instructional Aide	Ms. Doris Escobar 5778 Montgomery St. Riverside, CA 92503	Eff. March 19, 2007 Work Year E1
Bilingual Language Tutor	Ms. Natalie Gonzalez 6885 Farrier Ave. Riverside, CA 92503	Eff. March 12, 2007 Work Year E1
Instructional Aide	Ms. Ana Lopez 1303 Massachusetts Ave. #101 Riverside, CA 92507	Eff. March 19, 2007 Work Year E1
Benefits Technician	Ms. Somer Quiroz 3872 Bel-air St. Riverside, CA 92503	Eff. March 19, 2007 Work Year A
Bilingual Language Tutor	Ms. Veronica Rodriquez 23211 Park Valley Dr. Moreno Valley, CA 92553	Eff. March 5, 2007 Work Year E1

Remove From 39-Month Re-employment List

Custodian	Mr. John Houlihan 29638 Avenida De Sereno Sun City, CA 92584	Eff. March 9, 2007

Personnel Report #17

CLASSIFIED PERSONNEL

Resignation

Café Asst. I	Ms. Alicia Lomeli 6175 Darcee Dr. Riverside, CA 92509	Eff. March 7, 2007
Activity Supervisor	Mr. Adam Reynaud 7756 California Ave. #004 Riverside, CA 92504	Eff. March 9, 2007

Return to Former Position

From Crossing Guard To Activity Supervisor	Ms. Alyssa VanDever 3494 Ross St. Riverside, CA 92503	Eff. March 16, 2007 Work Year F1

Substitute Assignment

Café Asst. I	Ms. Norma Aviles 4780 Brookhill Terrace Riverside, CA 92509	As needed
Campus Supervisor	Ms. Chelsea Garner-Prohs 6130 Camino Real #221 Riverside, CA 92509	As needed
Campus Supervisor	Ms. Vonetta Johnson 3851 Carthage St. Riverside, CA 92501	As needed

Termination

Probationary Café Asst. I	Employee #195936	Eff. March 9, 2007

MANAGEMENT/CONFIDENTIAL PERSONNEL

Resignation

Head Custodian-Middle School	Mr. Mike Colosimo 9391 California Ave. #117 Riverside, CA 92503	Eff. September 30, 2007

Personnel Report #17

OTHER PERSONNEL

Short-Term/Extra Work

Business Services; provide support to benefits department for open enrollment; March 19, 2007 through June 30, 2007; not to exceed 80 hours; appropriate hourly rate of pay; Funding Source: Unrestricted Resources; $1,334 total.

Short-Term Benefits Technician	Ms. Faith Flores

Jurupa Valley High School; stipends for winter coaching; February & March 2007; appropriate rate of pay; Funding Source: Discretionary-Allocations; $14,424 total.

Head Basketball Coach	Mr. Mark Gard
Head Wrestling Coach	Mr. Trenton Hansen
Head Water Polo Coach	Mr. Brady Kocher
Head Soccer Coach	Mr. Paul Kumamoto
Asst. Wrestling Coach	Mr. Jason McMains
Head Soccer Coach	Mr. Allen Umbarger
Head Basketball Coach	Mr. Dario Frias
Asst. Basketball Coach	Mr. Danny Frias
Asst. Water Polo Coach	Ms. Kathy Giles
Asst. Basketball Coach	Mr. Jon Gorham
Asst. Soccer Coach	Mr. Dan Grafs
Asst. Soccer Coach	Ms. Jackie VandenRaadt

Rubidoux High School; trainer for Patriot games; March 3, 2007; appropriate rate of pay; Funding Source: Donations; $100 total.

Ms. Patty Abraham

The above actions are recommended for approval:

Tamara Elzig, Assistant Superintendent-Personnel Services

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